Special Educational Needs Information Report

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Approved By:	L Houghton	Date:	September 2026
Start Date:	September 2026	Review Date:	September 2027

‘Staff are especially adept at identifying any gaps in learning, then adjusting what and how they teach so that pupils catch up quickly. In particular, staff follow rigorous processes to identify the needs of pupils with SEND. This ensures that the right adaptations are put in place to help these pupils to achieve, both academically and socially. As a result, pupils achieve highly and are ready for key stage 2.’

Ofsted Inspection 2025

Information Report:

Question	What is available for all children (stage 1)	What is available for some children (stage 2, 3 and 4)	What is available for individual children (stage 5)
How do we support children with SEND?	All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to pupils is monitored through a number of processes that include: 1. classroom observation by the senior leadership team, the SENCo, governors and external agencies 2. Ongoing assessment of progress made by all pupils including those with SEND, 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need, 4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND, 5. Pupil and parent feedback on the quality and effectiveness of interventions provided, 6. Attendance and behaviour monitoring and phone calls to pupils falling below 96% in their attendance. The school regularly monitors your child's progress and attainment. Targets are reviewed termly and if a pupil is not on track to meet their target an intervention will be put in place.	Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents and at times external agencies, to make the provision required to meet the SEN of pupils at this school. Assessment for learning is used to support planning for different levels of attainment. Small groups may be supported by either the class teachers or Teaching Assistants as appropriate. Working alongside external agencies and implementing recommendations made by them into the classroom. Additional action to increase the rate of progress will be then identified and recorded to include a review of the impact of the adaptive teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.	Learning tasks are highly adapted to meet individual children's needs and interests. Where possible tasks will be completed in the classroom, however at times some provision may be in different spaces around school, depending on the neds of the pupil, and the provision required in their EHCP. There is careful targeting of individual support for pupils with Education Health and Care Plans (EHCP), Individual Health Care Plan (IHCP) and Individual Behaviour Plans (IBPs). Interventions are put in place for pupils who are not making progress towards their targets. These may include additional support in groups, 1:1 support or support from external agencies. Interventions and provision stated within the EHCP will be provided in school by class teachers, TAs or HLTAs. For children with an EHCP, parents have the right to request a particular school and the local authority must consult with that preference and name the school or college in the EHC plan unless:

	Consistent routine with a visual timetable provided consistently in all classes. There are parents' evenings each term with a yearly written report to parents. Pupils' attainment is tracked using the whole school tracking system and those children not making expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves. These pupils will then receive a targeted intervention to support their learning and progress, moving them to stage 2 of the graduated response.	Where it is decided during early discussion that special educational provision is required to support increased rates of progress, parents will be invited to a co-production meeting to discuss their child, the interventions they receive and the additional support they require. During the co-production meeting the identification of barriers document will be completed. Parents will be informed their child will be placed on the SEND register and Passport (IEP) targets will be co-produced with parents using the identification of barriers document. IEPs will be reviewed termly with parents and children. Pupils will have a 'passport to learning' (IEP) which will have up to three SMART (S-specific M-measurable A-attainable R-realistic T – time specific) targets on them. These SMART targets will be small steps working towards and overall outcome for the end of Key Stage. In class target sheets are generated for pupils with IEPs so that they can be referred to in the class. When targets are reviewed at the end of term by teachers and parents, parents will be asked for their views on their child's progress. A provision map will be devised by the SENCO in conjunction with the class teacher, to identify the	- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or - The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget). Action relating to SEND support will follow an 'assess, plan, do and review' model. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to: 1. Local Authority Support Services

		additional targeted support available to each child.	2. Specialists in other schools e.g. teaching schools, special schools. 3. Social Services 4. Health partners such as School Nurse and Child & Adolescent Mental Health Service 5. specialist support within our Education Trust N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This will be made in co-production with parents.
How do we know if children need extra support?	Children and young people will have full access to a broad and balanced education through the National Curriculum and Religious Education. The National Curriculum will be adapted to take account of each child's particular needs and will be modified to suit each child's academic and personal development. Children will be assessed through in class assessment for learning, quizzing and end of term or unit assessments.	The school identifies children with special educational through the graduated response, once the child is needing stage 4 support. If a class teacher raises a cause for concern form for a pupil in their class they will meet with the SENCo to discuss this further and agree on strategies to try for the pupil. If concerns continue, observation of the pupil, in class and/ or in the playground from the SENCo and at times the schools link Education Psychologist (EP) indicates that they have additional needs.	The school responds to any concerns around their child's learning and progress raised by parents. The Special Educational Needs Co-ordinator will strategically plan provision for all children on the SEND register. Referrals to external agencies will be made to provide extra support to school and home. Passports for learning (IEPs) are written by the class teacher in co-production with the parents and the

	Where whole school tracking of attainment outcomes indicates lack of expected rate of progress, despite support through interventions we will discuss the need for further support for these pupils.	A child may have a diagnosis of a condition, does not automatically mean they will be on the SEND register. They will only be places onto the SEND register if they are needing support that is at stage 4 of the graduated response. The school has a separate register for children who have a diagnosis of a condition so that staff are aware of their needs if they are not on the SEND register. Children are assessed regularly and parents are always informed of any concerns regarding their children's progress. Parents will be informed if their child is added to the SEND register through a co-production meeting, where targets for their child will be set and support agreed before copies of their passport for learning (IEP) will be sent home.	SENCo will support this process. Considering carefully the child's targets in the EHCP. They are then shared with parents and the pupil. Pupils have a child target sheet displayed in the classroom. They are reviewed regularly by class teachers and SENCo. Targets are then adjusted accordingly, as part of the 'assess, plan, do and review' process. For children with EHCPs or IHCPs teachers will ensure their bespoke curriculum allows them to work towards their specific targets, both in class and in interventions. Annual reviews will be held annually to assess progress on EHCP targets. Parents will be invited to attend, as well as the child for a section of it, along with the SENCo, class teacher and TA. Parents, the school or the Local Authority can request an early annual review.
How will the curriculum be matched to the children's needs?	Teachers plan using pupils' achievement levels, adapting support with tasks to ensure progress for every pupil in the classroom. There are year group TAs in the morning to support groups of children in the classrooms. Instructions are simplified and supported with visual and practical learning experiences.	The school has two Higher Level Teaching Assistants (HLTA). Each has a specific role in supporting children in school. One of our HLTAs is trained to developing pupil's speech, language and communication skills (with support from SALSA and a Speech Therapist). We have an ELSA in school who is trained in a Trauma informed approach. She delivers support to	When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. Including personalised time tables, now and next boards, total communication strategies. In some rare cases some children may be educated within a 'reduced classroom' where they have a high

	The school uses a variety of activities to develop problem solving skills and memory skills.	pupils who need to develop their emotional literacy. A structured individualised programme of work to develop cognitive, literacy and numeracy skills with plenty of opportunities for over learning and consolidation of concepts. Children with SEND in school may also be supported by external agencies and parents are always consulted in these cases. The primary contact for these agencies is the SENCo although class teachers and Teaching Assistants are also involved. Regular daily opportunities to access small group work to develop independence and organisational skills which includes working on targets agreed with the child and rewards for achievement of targets. One TA also leads narrative workshops. These are aimed at supporting children's verbal communication through developing vocabulary and practising speaking in extended sentences. All staff have had specialist training on supporting pupils with autism. In recent years all staff have received training on how to support children with ADHD (Attention Deficit Hyperactivity Disorder) and Autism. As well as specific training on	level of need, which cannot be met in the classroom. This is planned for by the SENCo, these children receive a highly adapted provision to meet their needs. Adaptation to provision will be made in line with the strategies in section F of a child's EHCP, there may be further adaptions or support put in place through external agencies recommendations and the Special Educational Needs Coordinator (SENCo).

		identifying and supporting girls with Autism. With more training being provided this year. A number of staff are trained to deliver sensory circuits, which is to support children predominantly with ADHD to be ready for learning. It is however used with a number of children without an ADHD diagnosis. One member of staff is trained to deliver Attention Autism, which is an intervention to support children who need to develop their focus and attention skills. Children may be part of this intervention with or without an autism diagnosis. Children who are not working towards the Key Stage One National Curriculum will have their progress tracked through the 'Building Blocks' which are a Hamwic Education Trust document. This will allow teachers to track a child's small steps of progress and will be able to share this with parents.	
How will pupils with medical needs be supported?	Sholing Infant School is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community. (please also see disability and access policy and plan) Pupils with medical needs will be provided with a detailed Care Plan, compiled in partnership with parents	The school encourages extra-curricular clubs and sports activities to develop social and interactional skills with opportunities to work cooperatively with peers. If additional support is required for a child with a medical need or disability to attend a club this can be discussed with the PE lead.	Sholing Infant School has an Emotional Literacy Support Assistant (ELSA) to provide one-to-one/small group support for children who need additional emotional support, especially after prolonged hospital stays, or a change to their care requirements. The SENCo liaises with external agencies to facilitate working with

	and the school nurse or other medical professional if appropriate. At times the pupil will be consulted about their care plan if appropriate. For children with more complex medical needs the school will work in partnership with parents and the specialists the children are under to create a detailed IHCP. If necessary this along with other paperwork will be sent to a Mulit Agency Risk Panel meeting, where the CCG and local authority will decide on funding to support the children with complex medical needs in school. Staff who administer and supervise medications, will complete formal training. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy. All staff who complete any form of medical support with a child will be fully trained before doing so.	The school prepares children for changes and provides support to manage unpredictable events. The school works with medical staff such as the school nurse, community nurses, specialist nurses, OT, physios, POONS and parents to ensure the children are fully supported in school as well as to help educate children about their medicines where appropriate. Sholing Infant School will also explain to other children within the school about children's medical needs, if the child would like us to share. This will raise awareness for the medical condition and allow children to understand more about their peers. The school raises awareness for different disabilities and illnesses across the year through assemblies and fundraising.	them to support children with disabilities and medical conditions. Including the hospital school where PEEPS (Personal Evacuation Plans) are in place for individual pupils requiring one. The school, alongside parents and the catering company will work to create menus for children with allergies.
How will parents be able to support their children whilst at Sholing Infant School, and how	Please look at the school website. It can be found at www.sholinginfantschool.org.uk and includes links to websites and resources that we have found useful	The school offers a wide variety of pastoral support for pupils. This includes:	We have a TA who is trained in Trauma informed approach. She is able to work with children to help develop their emotional literacy including emotional awareness, self-

will school be able to support children with behaviour?	in supporting parents to help their child learn at home. In addition, the termly newsletter includes a section that identifies local learning opportunities. The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning. The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning. If your child is on the SEND register and you have ideas on support that you would like to have access to in order to further support your child's learning, please discuss this at IEP co-production meetings. If the support is available in school then it will be written into the IEP, if not please discuss further with the school SENCo. Sholing Infant School works hard with families to meet the needs of all pupils with their social, emotional and behavioural development. The school has a positive behaviour policy, with clear rewards and sanctions. Where necessary this has been adapted to meet the needs of children, parents can replicate this at	An evaluated Personal, Social, Health and Economic (PHSE) curriculum including Relationships Education (RSE) that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum. As a school we ensure all children have access to opportunities and experiences across their three years at Sholing Infant School as well as a curriculum enables children to develop socially, morally, spiritually and culturally. Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area. Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision maps and aim to support improved interaction skills, emotional resilience and well-being. Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.	esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break up. These interventions can be delivered on a one-to-one basis when required or in small groups. Information from these sessions may be shared with parents and possible advice on how to support further at home. Our SENCO offers 'drop-ins' for parents of pupils with SEND termly, where you can discuss any concerns.

	home to support behaviour at home and provide consistency for the children. Class teachers will be able to provide parents with the behaviour chart.	The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' well-being and mental health.	

Frequently asked questions:

Question	Answer
What is and where can I find the Local Offer?	The Local Offer sets out the support on offer in your local area (Southampton) for children with SEND. It has useful links for services within it. This poster created by DfE explains it well  It can be found on the Local Authroity website at the following address: Welcome to the SEND Local Offer website
How does the school know if children need extra help? What should I do if I think my child/young person may have special educational needs?	Sholing Infant School is committed to early identification of special educational needs. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary (through stages 1-3 of the graduated response). If you are concerned you need to speak to your child's class teacher as the first port of call, then contact the SENCo, at a drop in or via email (send@sholinginfantschool.org.uk) or the head teacher (head@sholinginfantschool.org.uk)
How will School staff support my child?	Your child's class teacher and the SENCo will oversee and plan your child's education programme. Depending on the intervention required your child may be working in a small group with support during literacy and/or mathematics. Sometimes a pupil requires support to access the curriculum or to manage his or her behaviour, a Teaching Assistant may support your child to be a successful member of the school community. It may be appropriate for your child to have one-to-one support with a speech, language and communication programme or support for reading. This will all be explained to you by your child's class teacher.

How will the curriculum be matched to my child's needs?	All teachers are teachers of children with SEND. All teachers plan to include everyone in their lessons and work is provided with appropriate adaptations for children to access their learning and make good progress. Teachers will made adaptations to the task or provide different scaffolds to ensure all pupils can access the learning. Planning and quality of teaching are monitored rigorously by the Senior Leadership Team.
How will I know how my child is doing and how will you help me become involved in discussions to support my child's learning?	We have an open-door policy at Sholing Infant School. There are termly parent evenings and you can ask for an appointment to speak with your child's class teacher or the SENCo at a mutually convenient time. You will receive a written report once a year and we will always ask to see you if we have concerns about your child's progress. If your child has an Education Health Care Plan (EHCP), an annual review is held according to the guidance in the Code of Practice. If your child has an IHCP we will update it with changing medical needs, as and when required, we will also update at least annually. Children who have passports for learning (IEPs) will have their passports shared termly if not more frequently.
What support will there be for my child's overall well being?	At Sholing Infant School children have access to small group/ one-to-one support from a trauma informed specialist if required. There are close links with our partners in health, for example, the school nurse. The school is also able to refer to outside agencies where appropriate and work on Early Help Assessments with parental support to access any additional support. We have a well-planned PSHE and RHE curriculum that supports children developing skills and understanding of personal, social health and emotions. For children with more complex mental health issues we have a policy for the support of mental heal and a graduated response for support of mental health and well-being. These can be found on the school website.
What specialist services and expertise are available at or accessed by Sholing Infant School?	We also link with other professionals such as Child and Adolescent Mental Health (CAMHS), Social Care, Educational Psychology, Occupational Therapy, Physiotherapy and Speech and Language Therapy, school nurses, other health professionals, Hearing Impaired teachers, Vision Impaired teachers, SIP (Southampton Inclusion Partnership), MHST (Mental Health in Schools Team).
What training have the staff supporting children and young people with SEND had?	In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist. Awareness training has been provided to all staff on: How to support pupils on the autistic spectrum How to identify and support girls with autism How to support pupils with behavioural difficulties and ADHD Specific medical conditions such as Epi pen training, asthma and Diabetic awareness training as well as epilepsy training. Some staff also have training on hydrocephalus and catheterisation, PICC line care and NG tube feeding.

	How to support pupils with speech, language and communication difficulties Enhanced training has been provided to Higher Level Teaching Assistants (HLTA) and the SENCo. Attendance at the regular SENCo / ELSA meetings NASEN training for all staff Local Authority run SENCo training attended by SENCo and SEND governor as well Specialist training has been provided on: The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant. SALSA (Speech and language) visits fortnightly. SENCo undertaken the national SENDCo accreditation. The Governor with specific responsibility for SEN has completed the SEN Governor training.
How will my child be included in activities outside the classroom including school trips?	All pupils are included in school trips. If an individual risk assessment is required we will write this and share with parents to ensure that everyone is fully included. Parents may be invited on school trips to support their child.
How accessible is Sholing Infant School?	We make every reasonable adjustment possible. There are many facilities to support parents and children easily accessing school. Disabled parking spot marked and located next to the school reception. All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate Ramps are around the school to ensure the site is accessible to all. One toilet has been adapted to ensure accessibility for visitors with a disability. We have a disabled access shower room.
How will the Sholing Infant School prepare and support my child to join the school and then transfer to a new school?	When your child joins the school, you will be shown round by the head teacher or a member of leadership team. This will be a chance for you to ask any questions that you may have. There are visits to Pre-Schools in order to allow staff can liaise with the Pre-School staff about each child's individual needs. Year 2 staff and the SENCo liaise with the receiving schools. Extra transition visits are arranged as necessary. Additional meetings will be arranged to discuss a smooth transition of education and support for your child to junior school. On entry: • A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September. • Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. • The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

	• If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns. Transition to the next school: • The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website. • Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. • Accompanied visits to other providers may be arranged as appropriate. • For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND to ensure a smooth transition. • The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
How are the school's resources allocated and matched to children's special educational needs?	The DfE provides funding towards meeting the needs of children with SEND. This is worked out using the information about the children's prior attainment. We allocate support according to need. If your child has an EHCP, we will ensure that the provision specified in the EHCP is provided.
How is the decision made about what type and how much support my child will receive?	Every term, the leadership team meets with each class teacher to discuss pupil progress. If there is a need for some extra support this will be agreed by everyone that needs to help your child. You will then be informed about this by the class teacher.
Who can I contact for further information?	Your first point of contact if you want to discuss something about your child is your child's class teacher. Our Special Needs Coordinator is Jess Rice. She can be contacted at send@sholinginfantschool.org.uk (currently Trevor Steward as acting SENCo). You can contact any member of the school leadership team if you are still worried. If you would like to apply for Sholing Infant School please contact the school to arrange a visit. For complaints, please follow the school's complaints policy which is published on the school website. Support services for parents of pupils with SEN include: Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service http://cyp.iassnetwork.org.uk/ (Formerly known as Parent Partnership.)

	For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability 21) Information on where the Local Authority's Local Offer can be found. (Schedule 1: Point 11 and 13) Add the website link to the Local Authorities Local Offer and also to the information it provides to parents and carers on mediation and conflict resolution services.
How do I know about my child's progress?	We monitor the progress of all children throughout the year. For children with SEND we would be using their IEP targets to ensure they are making progress. As well as this we will be tracking their progress on the 'Building blocks' where appropriate. The progress of your child in relation to their IEP targets will be discussed at termly co-production meetings. In addition to this the progress of pupils in receipt of interventions will be tracked through SMART targets. This is reviewed at the end of the intervention. You will have termly parents' evenings and will discuss the progress your child is making. You will also get a full report once a year. We have an open-door policy at Sholing Infant School and you are welcome to arrange a meeting to discuss your child's progress with the class teacher at any time in the year. If you wish to look at the EYFS, year one phonics screen data and end of KS1 data for children with SEND, please refer to the equality policy.

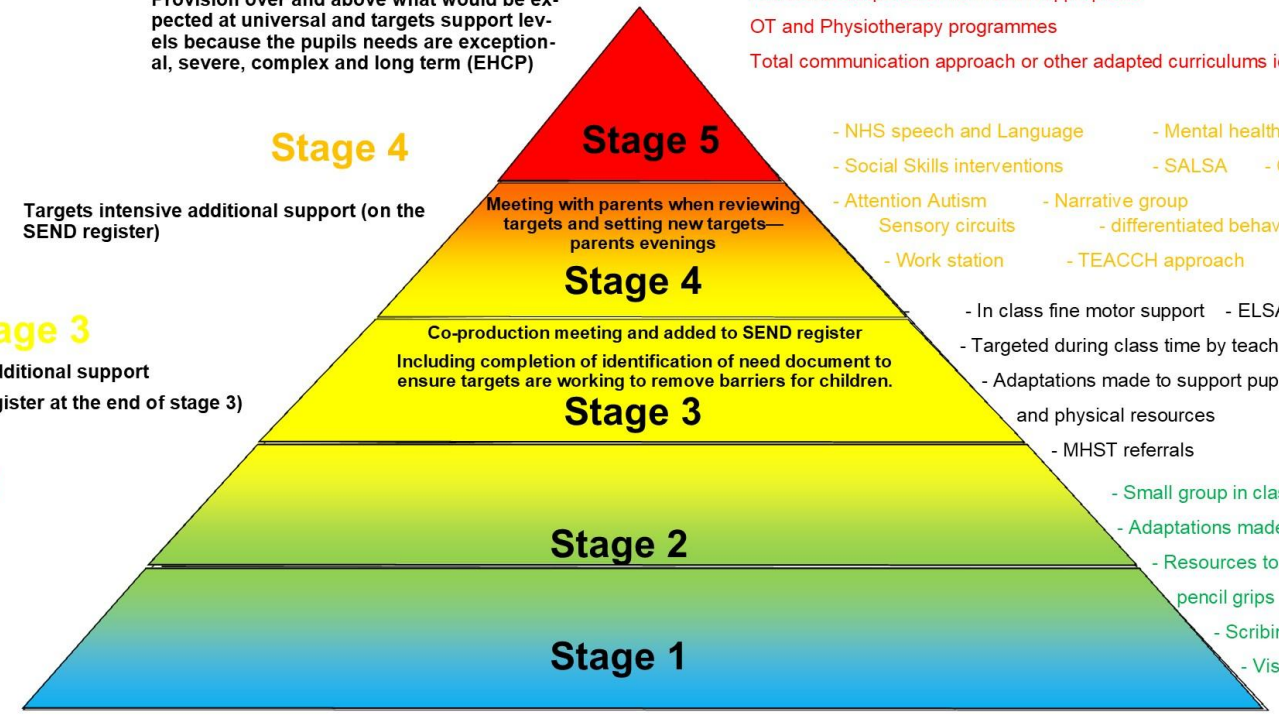
Appendix 1 : Pupil Support Scale

The initial expectation is that pupils self-scaffold whilst the TA observes their performance. TAs should then intervene appropriately when pupils demonstrate they are unable to proceed. It is important the tasks set by teachers, and supported by TAs, provide pupils with the right level of challenge.

1	2	3	4	5	6
Correcting	**Modelling**	**Clueing**	**Prompting**	**Self-Scaffolding**	**Independence**
Pupil requires intensive support	**Pupil requires substantial support**	**Pupil requires moderate support**	**Pupil requires some support**	**Pupil self-supporting with given resources**	**Pupil requires no support**
Pupil demonstrating Lesson objective can only be achieved with total support The pupil is unable to initiate any independent thinking. The pupil is unable to draw upon prior learning or knowledge.	**Pupil demonstrating** needing constant • Verbal reminders • Visual reminders • Prompted reminders • Model and do Pupil needs tasks to be broken down for session Pupil actively watches and listens, then tries step for themselves	**Pupil demonstrating** Pupil needs their attention drawn to a particular rule or strategy Pupil needs to be taken back a few steps as a structured reminder	**Pupil demonstrating** Pupil needs metacognitive support and encouragement • "What do you need to do first?" • "What's your plan?" • "You can do this!" Pupil has a visual reminder and uses it independently	**Pupil demonstrating** Lesson objectives can be achieved with no support Pupil needs **no** • Prompts • Cues • Reminders	**Pupil demonstrating** Pupil demonstrates spontaneous use of skills required inside and outside of attention focused sessions, paired learning or independent tasks
Pupil is supported by • Being shown answers • Being told answers • Copying answers • Repeating answers verbalised by support	**Pupil is supported by** • A Choice of two answers • A form of cue articulation • A correct answer or response and a different example • A Sign, symbol or visual • Closed questioning	**Pupil is supported by** Retrieval of key information through • A small clue • Closed and open questioning • More discreet visual or verbal prompting • Scaffolding support, word bank, task board, working wall	**Pupil is supported by** • Refocus of attention • Encouragement • A retrieval strategy • Reminder of a self-help strategy	**Pupil is supported by** • TA observing • Giving processing time	

Appendix 2 :

A Graduated Approach to SEND at Sholing Infant School



Interventions and personalised provision identified through EHCP (reviewed annually)

Multi-professional planning coordinated support E.G Health care, EP, CAMHS and Outreach services.

Access to adapted environment if appropriate

OT and Physiotherapy programmes

Total communication approach or other adapted curriculums identified through EHCP

and...

- NHS speech and Language
- Mental health therapies (MHST)
- EP/ SAOS
- Social Skills interventions
- SALSA
- Catch up phonics
- Sensory circuits
- Attention Autism
- Narrative group
- Behaviour response planning
- Sensory circuits
- differentiated behaviour reward systems
- Work station
- TEACCH approach
- Safe space
- ZofR intervention

and...

- In class fine motor support
- ELSA / TIP work
- Targeted during class time by teacher / TA
- Adaptations made to support pupil including different learning journey and physical resources
- MHST referrals

and...

- Small group in class support
- Keep up Phonics
- Adaptations made for individual learners
- Resources to be used in class, talking tins, pencil grips etc.
- Scribing and annotation
- Visual resources to support access to learning

and...

High quality teaching following SIS teaching sequence.

Broad and balanced curriculum in an inclusive classroom.

Support from teacher and/ or TA in class.

Appropriate adaptations made and feedback given through the use of AFL

Appropriate scaffolding and modelling and access to practical resources.