

Toddington St George C of E School



SEND policy and information report

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Let your light shine

Matthew 5:15

St. George's is a loving and caring community and our Christian values are at the heart of everything we do.

Every child and adult in our community is wanted, accepted and respected.

God makes each person unique in many special ways.

Each and every person is precious, bringing special distinctiveness, gifts and talents to the world, things that no one else can; at St. George's we call these our sparks.

Our vision, inspired by the gospel according to Matthew, is that together,
we light our sparks and let our light shine,
living God's love.

At St. George's we are creating a deeply Christian school for our whole community.

Lighting a Spark in Everyone

Our core values are: LOVE RESPECT PERSEVERANCE THANKFULNESS

1. Aims

Our SEND policy and information report aims to:

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

Our aims are:

- To create an inclusive environment that meets the special educational needs of each child so they know they are loved by showing they are wanted, accepted and respected
- To ensure that the special educational needs of children are identified, assessed and provided for
- To ensure all children with SEND have the support they need to fulfil their potential
- To enable all children to have full access to all elements of the school curriculum
- To promote high standards of education for children with SEND
- To ensure appropriate monitoring of curriculum delivery and tracking of progress is in place with children with SEND.
- To provide a fully inclusive education for all the children in our care.
- To ensure Safeguarding, in accordance with current KCSIE documentation, is at the forefront of our work with our SEND pupils (See Child Protection and Safeguarding policy)

It is the policy of Toddington St George C of E School to provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make the provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during their school career. This policy ensures that the curriculum planning and assessment for children with special educational needs takes account of the type and extent of difficulty experienced by the child. Every child with SEND and disability in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving social and economic wellbeing.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

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

They have a learning difficulty or disability if they have:

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

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

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Jackie Vickers who is currently training for the National Award for SEND Coordination during 2021/22 and has attended a range of professional development around the area of SEND.

The SEND administrator is Mrs Janet Hicks

They can be contacted by email on inclusion@toddstg.co.uk or through the School Office Tel: 01525 872360,

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

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

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

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

5. SEND information report

5.1 The kinds of SEND that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, 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

5.2 Identifying pupils with SEND and assessing their needs

Initially the identification of a pupil with special educational needs will be by the class teacher, parent, health or social services professionals. This is usually carried out through observations and teacher assessments. Any child about whom concern is expressed, will be brought to the attention of the SENDCo / headteacher with evidence as to how the teacher has already differentiated the learning environment and resources.

Behaviour issues are no longer identified as a need but may well be an underlying response to one of the needs listed above.

At Toddington St George, we work following the graduated approach of: **assess, plan, do, review.**

First we **assess** the needs, drawing from a range of resources and people. We believe that provision for children with SEND is a whole school ethos and early identification is vital. It is a collective responsibility of the governing body, the school's headteacher, the SENDCo and all other members of staff to ensure that identification is accurate and provision is in place and being carried out for those children with SEND.

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

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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

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

If a child is deemed as making inadequate progress the teacher may need to consult the SENDCo to consider what else might be done.

Next we **plan** what needs to happen in order to reduce the barriers to learning (write a Personalised Focus Plan (PFP) with SMART targets – Specific, Measurable, Achievable, Realistic, Time Scaled) Through identification of need, we are then able to match provision accordingly. We consider the needs of the whole child which may stretch further than just the area of SEND. For example, including such factors as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Following this, we **do** the additional support that has been identified. At Toddington St George we adopt a **graduated response** as outlined in the Code of Practice and follow the staged response as directed from Central Bedfordshire Council (CBC).

Firstly, teachers will demonstrate **'quality first teaching'** across all lessons for all pupils (see appendix 1 whole school provision plan).

Within the day to day running of the class the class teacher should demonstrate the following:

- A clear structure to a lesson with a workable learning objective and success criteria to be followed
- Differentiation – either by task or outcome
- A variety of teaching and learning styles
- Use of talking partners
- Clear manageable instructions and visual cues for those who require them
- A variety of groupings across lessons
- Activities that cater for a range of learning styles
- Appropriate and usable displays around the classroom
- Multi-sensory, active learning
- Scaffolding

- Use of ICT

If this is deemed ineffective they will be placed at **Stage One** where additional provision may be appropriate. Here, the class teacher and SENDCo identify, with reference to the criteria from the Code of Practice, that a pupil has a SEN. Together and along with parents and if appropriate the child, they discuss interventions additional to or different from those provided as part of the school's usual differentiated curriculum (see appendix 1 whole school individual pupil profile). At this point a PFP be written and agreed by all parties.

Possible triggers could include:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing English or mathematics skills which result in poor attainment in some curriculum areas
- Presents with persistent social, emotional difficulties
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENDCo can support in:

- Any further assessment of the child.
- Planning further interventions for the child in discussion with colleagues.
- Monitoring and reviewing the action.

If this level of support is still ineffective the pupil will be placed at **Stage Two** and the advice of outside agencies may be called upon. The SENDCo works closely with parents and teachers to plan appropriate programmes of intervention and support. The class teacher, TAs and SENDCo will record the steps taken to meet the needs of individual children and the SENDCo will have responsibility for ensuring that the records are kept and available as needed.

Possible triggers could include:

- Continues to make little or no progress in specific areas over a long period
- Continues working below age related expectation
- Continues to have difficulty in developing English and mathematics skills
- Has social, emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The SENDCo will support in:

- Any further assessment of the child possibly by outside agencies.
- Planning future interventions for the child in discussion with colleagues and parents.
- Monitoring and reviewing the action taken.
- Completing the SEND Support Plan as required by Central Bedfordshire if deemed appropriate

Finally, we **review** the outcomes of the child. This will involve measuring the impact of the support provided and consider any changes that need to be made to the provision.

It is the responsibility of the class teacher, the SENDCo and the headteacher to assess and monitor the children's progress in line with existing school practices. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators using P Levels where appropriate. On some occasions the SENDCo may carry out more specialised assessment procedures in order to gain a more holistic view of the child.

If a child is considered to have made sufficient progress and is therefore to be removed from the SEND register they will be reviewed for one cycle (Period from the last PFP date to the next) and then signed consent will be given by the parent agreeing to this.

Some children who are not deemed significantly poor enough to be placed on the SEND register but are seen to require some 'catch-up' support may receive support via additional provision. These will be set up and reviewed on our online provision mapping tool. This will be monitored by the SENDCo, TAs and class teachers. The impact of the provisions should be reviewed carefully and provisions adapted to suit the needs of the child.

School request for Education Health Care Plan (EHCP) needs assessment

Where a request for an Education Health Care Plan needs assessment is made by the school to the LA, the child will have demonstrated significant cause for concern. The documentation will include all relevant evidence from the school and other outside agencies over a period of time. It will need to be made clear the child's special educational needs and any action taken to deal with those needs including any special arrangements put in place. The school will provide this evidence as will be required under the new government legislation in September '14.

This information may include:

- My Action Plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum indicators in English and mathematics

- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child

CBC will then consider the request and decide whether or not further advice/evidence is required from professionals. Following the completion of evidence, the request will then be considered by the SEND Panel and a decision will be made to either agree the assessment or not. If agreement is made a draft EHCP will be issued, if not the children will continue to be supported at Stage 2 by the school.

Annual review of an EHCP

All Education Health Care Plans must be reviewed at least annually (if children are under statutory school age this is every 6 months) with the parents, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the provision specified in the plan.

The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. At the review in Year 3, the aim should be to give clear recommendations as to the type of provision the child will require at the middle school. It will then be possible for the parents to visit the middle schools and to consider appropriate options within the similar timescales as other parents. The SENDCo of the receiving school should be invited to attend the final annual review in lower/primary schools of pupils with EHC Plans, to allow the receiving school to plan appropriate provision to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

5.3 Consulting and involving pupils and parents

The school website (learning support and SEND tab) contains CBC's local offer, the school SEND information report, details of how to access our policy for special educational needs and examples of templates that we use.

Parents play a vital role in the education of their child. The school strives to foster close working relationships with parents of all children.

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

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

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

At all stages of the special needs process, the school keeps parents fully informed and involved. The school will endeavour to engage sensitively and effectively with parents, to resolve any concerns or complaints in the best interests of the child. This is achieved by informal meetings and more formal individual meetings at designated Parent Consultation Evenings.

We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. The progress of children on the SEND register is discussed with the parents each time a new PFP is issued. The previous PFP will be reviewed with the parent who can add their views. Areas where the parent can assist their child with the new PFP are discussed. Parents will be given the appropriate help and guidance in order to support their child.

We inform the parents of any outside interventions, and we share the process of decision-making by providing clear information relating the education of their children.

Any complaints about special educational need support given by the school, will be dealt with in accordance with the school's Complaints Policy. (Available from the office or on the school website)

The school (with appropriate advice from CBC) will provide parents with appropriate information about other CBC services, national/voluntary organisations etc., which might be able to provide information, advice or counselling.

5.4 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The school will maintain close contact with local schools (particularly Parkfields Middle) in order to foster smooth transfer of pupils across the various phases of education. In the Summer term, meetings are arranged between the class teachers and special needs co-ordinators/managers of both Toddington St George C of E School and Parkfields Middle school, regarding the transfer of pupils in September. Discussion will cover the children's needs, progress, continuity of approach and any other relevant information. A follow up meeting is also held during the Autumn term. The SEND record files of children on the SEND register will be passed on to the receiver schools. All pupils have an induction session at their new school.

5.5 Our approach to teaching pupils with SEND

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

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the interventions as shown in Appendix One – Whole School Provision Map

5.6 Additional support for learning

The school will work closely and positively with other agencies to meet children's needs and ensure their happiness and wellbeing. These could include:

- Educational Psychologists
- Special School Outreach Teams
- Hearing Impairment Service
- Visual Impairment Service
- SEND Support Team
- School Nurse
- Speech and Language Therapists
- Child Development Centre
- Parent and Young Person Partnership Service
- Educational Welfare Service
- Social, Emotional and Behavioural Support Service
- Early Years Support Service
- Minorities Achievement Support Service (MASS)
- Traveller Education Service

If the school suspects a child has a medical issue it will first obtain the agreement of the parent before a referral to the relevant service is made. This is often done through the school nurse, although direct contact is made with medical professionals if necessary. The SENDCo is responsible for drawing together all information from other agencies e.g. health visitors etc., and keeping the medical and other reports on any children with special educational needs.

5.7 Expertise and training of staff

Our SENDCO has 6 months of experience in this role and has worked as a class teacher for 8 years, including 4 years as an Assistant Headteacher.

They are allocated 3 days a week to manage SEND provision.

We have a team of 19 teaching assistants, including 1 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in Neurodiversity, Downs Syndrome, Whole School SEND and Provision Map SEND software as well as practical support offered by a local Executive Headteacher regarding SEND.

We use specialist staff for drawing and talking therapies and other social and emotional interventions.

5.8 Evaluating the effectiveness of SEND provision

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

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

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

All of 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 our residential trip in Year 4.

All pupils are encouraged to take part in sports day/school plays/special workshops.

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

For further information our accessibility plan can be found [here](#) and our diversity and equality policy can be found [here](#).

5.10 Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of school clubs to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

5.11 Working with other agencies

5.12 Complaints about SEND provision

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

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SENDD tribunal if they believe that our

school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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

Central Bedfordshire SENDIASS – providing free impartial and confidential information, advice and support around many areas in relation to SEND.

[SENDIASS website](#)

Home start SEND Parent Mentoring Support Service funded by Central Bedfordshire www.home-startcentralbeds.org.uk,

Email: office@home-startcentralbeds.org.uk Tel: 01582 660061

5.14 The local authority local offer

Our local authority's local offer is published here: [Local Offer](#) or follow us on [Facebook](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the school SENDCo 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.

7. Links with other policies and documents

This policy links to our policies:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Appendix 1 – whole school provision plan

	Quality First Teaching	Stage 1 Children at this stage require a PFP	Stage 2 Children at this stage require a PFP, support will be accessed from outside agencies.
Cognition and Learning	<p>Differentiated Curriculum Differentiated delivery &resources Differentiated outcomes & expectations Increased visual aids Visual Whole class emotions register In-class support from TAs as required Use of writing frames Phonics groups Talk Partners Steps to success Paired/guided Reading Planning, implementing and evaluating. Modelling Illustrated dictionaries Access to ICT - iPads Focused group work, Learning strategies Visual prompts Visual timetables Times Tables Rock Stars</p>	<p>Termly PFPs with SMART focussed targets - review Group support from TA in English and maths – either within class or small group work outside of Catch up programmes - Toe-by-Toe, Switch-On, Precision Teaching etc. 1:1 Activities (Additional reading, writing, maths support) Withdrawal groups (across the KS with specific focus) Multi-sensory intervention (handwriting/fine motor skills) Memory skills training Small group work – numicon/writing development Possible liaison with external agencies (Ed. Psych) Highly differentiated phonics group Daily reading, Targeted reading programs Memory games Dyslexia Screener</p>	<p>Termly MAP with SMART focussed targets - review Fully differentiated curriculum/planning 1:1 precision teaching – intense English/maths 1:1 support in class Tailor made/specialist resources Access to ICT for recording purposes Support from external agencies e.g. Ed. Psych., EY advisory, ASD team 1:1 English and math’s support, PEC picture exchange system, Communicate and Print, to make individual resources to support a topic or routine activities in the classroom Home school book Memory skills games Paired reading Peer tutoring Touch typing Introduction of key vocabulary before topic starts Visual organiser’s Emotional literacy</p>

<p>Communication and Interaction</p>	<p>Differentiated curriculum Differentiated delivery & resources Differentiated outcomes & expectations Structured school and class routines Increased visual aids Visual Whole class emotions register In-class support from LSAs as required Simplified language use Use of symbols - Widget Phonics groups Talk Partners Visual timetable ICT Use of symbols Lunch time British Sign language classes Sound field system to help all children</p>	<p>Termly PFP with SMART focussed targets - review Group support from LSA with focus on speech and language Use of ICT to support Withdrawal groups (across the KS with specific focus) Possible liaison with external agencies (S&L) Highly differentiated phonics group Social Stories Class TA/Teacher support for speech and language Good seating within classroom situations. Talk time Play therapy Talk tools Now and next strategy Lift off to Language</p>	<p>Termly PFP with SMART focussed targets - review Speech and language support 1:1 support in class Support for alternative forms of communication e.g. Makaton Tailor made/specialist resources Access to ICT – Writing with symbols (Widget) Visual organiser Support from external agencies e.g. Ed. Psych., EY advisory, ASD team Speech and Language therapist input, 1:1 communicator British sign language Specialist teacher of the deaf Signing oral support Sound field system NDCs resources, Working memory and secret of words (IT) Pre-post teaching of concepts Visual aids Individual speech and language work with teacher of the deaf Input from the audiologist/speech and language therapist ASD advisory teacher HAST Speech and Language therapist, including Elklan Speech and Language Training Attention Autism Strategies</p>
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<p>Social, Emotional and mental health difficulties</p>	<p>Whole school and class reward system Whole school Behaviour policy - Respect, Ready, Safe Whole school / class rules Increased visual aids In-class support from the LSAs as required Circle time PHSCE - through the Jigsaw curriculum Values</p>	<p>Termly PFP with SMART focussed targets - review Group support from TA Withdrawal groups (across the KS with specific focus) Social Stories Individual reward system Pastoral Support Nurture group Play therapy Art therapy School behaviour policy Individual behaviour plan Emotional literacy books Social skills group Time to talk game Bereavement resources Jigsaw Centre training and outreach where needed Lego Therapy</p>	<p>Termly PFP with SMART focussed targets - review 1:1 support in class Pastoral Support Home – school record Support from external agencies e.g. Ed. Psych., EY advisory, ASD team, Jigsaw Individual counselling Play therapy groups Individual social skills for ASD children Circle of friends Play buddies</p>
<p>Sensory / and or physical difficulties</p>	<p>Staff awareness of implications of physical impairment Differentiated Curriculum Additional resources e.g. sound loop Differentiated outcomes & expectations Increased visual aids Visual Whole class emotions register</p>	<p>Termly PFP with SMART focussed targets - review Group support from TA Additional Handwriting sessions (beyond whole class / year group teaching) Sensory Circuit Differentiated delivery & resources – writing slope, adapted scissors, pencil grip, cutting, threading</p>	<p>Termly PFP with SMART focussed targets – review 1:1 support in class Physiotherapy programme Motor skills programme – provided by outside organisation Support from external agencies e.g. Ed. Psych., EY advisory, ASD team, OT Sensory Circuit Individual programs</p>

	<p>In-class support from LSAs as required Handwriting support Sensory Circuit</p>	<p>activities, hand eye coordination activities etc. Physiotherapist exercises as 1:1 input or focus as part of a PE session Wobble cushions, seat wedges, and specialist cutlery.</p>	<p>Access to the visual impairment team Tailor made resources for example enlargement of font size and boldness of print, darkness of lines for recording information, iPad, view tech equipment, Touch typing course supervised by VI team Sensory safe environment assessed by VI team VI resources e.g. magnifier, binoculars, good seating, Dark pencils and pens</p>
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