

Flushdyke Primary School

Special Educational Needs and Disability

School Information

At Flushdyke Primary School we believe that all children deserve a fair start in life and we are committed to giving every child the opportunity to reach their full potential.

In order to do this, many steps are taken to support our pupils through their learning journey.

Quality teaching is vital. However for some children there are occasions when further additional support may be needed to help overcome barriers to learning.

There are many reasons why this support may be necessary. At Flushdyke, we monitor children's progress very closely and can quickly provide any extra help that is required by an individual who does not appear to be reaching their personal targets.

'Many of the children who are not progressing as expected, or are falling behind their peers can be supported, and have their needs met, through normal teaching and learning strategies, modification to teaching approaches and to classroom organisation, or through provision of ancillary equipment and aids.

However, for those who have Special Educational Needs or a Disability and who require support and/or interventions that are additional to or different from those normally provided as part of the differentiated curriculum and strategies will need Additional SEN Support.' (The Special Educational Needs Code of Practice, 2014)

Exactly what additional support a child may receive at school is what **SEND School Information** is about. It will also provide you with information about services available to offer support to disabled children and children with SEND and their families; how to access these services and what to expect from them.

The **SEND School Information** document will make it clear how resources are allocated and matched to children's needs and how decisions are made about the type and level of support a child may receive.

It will also contain advice about raising any concerns parents might have regarding your child's needs and provision. It is very important that school works in partnership with parents as you know your children best and we want to ensure that you feel included, informed and in agreement on how your child's needs will be met.

Flushdyke is a small school and the staff, know every one of our pupils very well. We have an excellent reputation for supporting children with SEND and we work very hard to include all children and foster good relationships with their parents. Many parents choose to send their children here and will travel some distance out of catchment area.

Children and Families Act 2014

The Children and Families Act takes forward the Government's commitments to improve services for vulnerable children and support for pupils with SEND. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act has reformed the systems for adoption, looked after children, family justice and special educational needs.

The Government has transformed the system for children and young people with SEND to include those who are disabled, so that services consistently support the best outcomes for them. The Act extends the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met. Some important outcomes of the Act are:

- Putting in place birth to 25 Education, Health and Social Care Plan
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'Local Offer' of support

Hopefully, this gives some context and background to the changes in SEN that have been implemented from September 2014.

All schools are required to have a Special Educational Needs and Disabilities Coordinator (SENDCO)

Flushdyke School's SENDCO is **Mrs Jenny Barnett**.

Mrs Barnett is responsible for the operation of the Special Educational Needs and Disabilities Policy and coordination of specific provision made to support individual children with SEND. She liaises with staff to monitor pupils' progress and plan further interventions where progress is slower than expected. The SENDCO has regular contact with a range of external agencies that are able to give more specialised advice. The SENDCO also supports Teachers and Teaching Assistants in the delivery of specific intervention programmes and ensures that opportunities are available to train all staff in furthering their knowledge of SEND. Mrs Barnett meets with parents to discuss their child's development and can advise on how to help children at home.

If you have any concerns regarding SEN matters, please do not hesitate to contact school to make an appointment to speak to Mrs Barnett.

Wakefield Local Authority has published its own Local Offer and it is meant to give schools and parents clear information about services and agencies available within the Authority that work together to support children and young people who have SEND and advice on how to access these services.

A number of questions have been developed for schools in consultation with parents/carers and other agencies, which reflect their concerns and interests. In answering these questions, schools can explain to parents and children what their setting does to identify, include and support those pupils with SEND. Each school will respond in different ways. Our responses at Flushdyke are outlined in this document.

Parents may wish to comment on this document and there will be opportunities to give feedback to school. There may be other questions you would like to ask or you may want to make other

contributions. Our aim is to produce an effective document that is a comprehensive guide for parents of pupils with SEND written in collaboration between those parents and school.

You will find the following sections in this document:

-  Regularly asked questions and answers

-  What is a Provision Map?

-  Areas of Additional Need Explained

-  Provision Maps

-  Links to Policies related to SEND in Flushdyke Primary School

Regularly Asked Questions and Answers

1. How does Flushdyke School know if children need extra help?

Children may be identified as needing extra help through a variety of ways.

- ✚ Child performing below age expected levels of attainment and making slow progress
- ✚ Concerns raised by parent
- ✚ Changes in a pupil's behaviour or progress
- ✚ Learning difficulty remains significant and persistent despite support and interventions
- ✚ Liaison with external agencies such as Community Paediatrician, Speech and Language Service etc.
- ✚ Presence of a Physical or Sensory Impairment

What should I do if I think my child may have special educational needs?

Talk to us.

- ✚ The class teacher is your first point of contact for responding to parental concerns and they will be happy to arrange a meeting with you.
- ✚ You may also wish to speak to Mrs Barnett, the SENDCO, if you require any further information.

2. How will Flushdyke School staff support my child?

- ✚ Each pupil's education programme will be planned and overseen by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- ✚ If a pupil's needs are related to more specific areas of learning, such as spelling, handwriting, numeracy and literacy skills, then the pupil will be placed in a small focus group, run by the teacher or teaching assistant. The length of time of an intervention will vary according to need.
- ✚ The interventions will be regularly reviewed by all those involved and progress will be carefully monitored to ensure that it is having a positive impact on the child's learning and attainment.
- ✚ Mrs Barnett monitors the progress of pupils with additional needs. She does this through holding termly Pupil Progress meetings with class teachers to review progress, offer advice and discuss any additional support that may be required. The SENDCO is responsible for monitoring the provision provided for each pupil.
- ✚ Sometimes a pupil may need more expert support from an outside agency such as Learning Support Service or Educational Psychology Service etc. A referral will be made with your

consent to the appropriate agency and after assessments are made, a programme of support is usually provided to the school and parents. This is also formally reviewed through Joint Service Planning Meetings chaired by the SENDCO and are held twice each year.

- ✚ If this type of support has been in place for some time and does not seem to be helping your child to make progress, the school, or you, can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in Wakefield LA's 'Local Offer' which you will find on the following website; <http://wakefield.mylocaloffer.org>

Reports, information and assessments will be requested from all those supporting your child including yourself, then the SEND Panel will meet to decide if your child's needs are severe, complex and lifelong and need a high level of support that cannot be provided from the school's SEND budget. If so, they will write an Education, Health and Care Plan which will outline the provision needed and how the support should be used in school. The EHC Plan will be formally reviewed at least annually.

- ✚ The Governors of Flushdyke School are responsible for entrusting a named person, Mrs Tracey Palk, Headteacher, to monitor Safeguarding and Child Protection procedures. She is also responsible for monitoring and correct administration of the Disclosure and Barring Service procedures and the school's Single Central Record.
- ✚ In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children fairly. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

3. How will the curriculum be matched to my child's needs?

- ✚ When a pupil has been identified as having additional needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- ✚ Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small group to target more specific needs.
- ✚ If a child has been identified as having special or additional needs, a **Learner Profile** will be created for them. A Learner Profile is a one page document which captures a learner's essential needs and provides basic information for staff to enable them to support a child at the universal, quality first teaching level. It puts the views of the pupil and parents at the heart of the process.
- ✚ In addition, a **Supporting Me to Learn Plan / One Page Profile** will be created. Targets will be set according to areas of need. These plans incorporate the views of the pupil and parents in 'What is working?' and 'What is not working?' These plans will be monitored and reviewed by the class teacher and the SENDCO regularly and discussed and shared with parents at Parents' Evenings or at separate review meetings.
- ✚ The curriculum may be suitably adapted.
- ✚ If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pens/pencils or easy to use scissors.

4. How will I know how my child is doing?

- ✚ The class teacher will meet with parents at least three times a year through Parents Evenings and special review meetings to discuss your child's needs, support and progress. For further information, the SENDCO is available to discuss support in more detail.
- ✚ If your child has complex special educational needs they may have an EHC Plan (Education, Health Care Plan) which means that a formal Annual Review will take place to discuss and report upon your child's progress. You and other professionals working with your child should attend this meeting as well as a representative from the Local Authority's SEND department.
- ✚ We have an 'open door' policy where you are welcome to make an appointment to meet with the class teacher or the SENDCO and discuss how your child is getting on.

How will you help me to support my child's learning?

- ✚ The class teacher may suggest ways in which you can help your child at home.
- ✚ Mrs Barnett, Mrs Palk and other outside agency professionals such as an Educational Psychologist may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour or emotional needs, for example. Advisory Teachers from Learning Support Service or Communication, Interaction and Access Team may also support your child's learning.
- ✚ Sometimes, a Home/School Diary is useful for certain pupils and their parents.
- ✚ Class teachers can explain to you how best you can support your child when completing homework tasks.

5. How are the school's resources allocated and matched to children's additional needs?

- ✚ The SEND budget is allocated to each school every financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- ✚ We ensure that all children who have special educational needs are supported to the best of the school's ability with the funds available.
- ✚ Decisions about how to allocate extra support are made after discussions between the class teacher, SENDCO and Headteacher at Pupil Progress meetings where assessment data is tracked and analysed. We will often allocate Teaching Assistants who are funded by the SEND budget to deliver programmes designed to meet groups of children's needs. Please refer to the detailed Provision Maps for information about what sort of support is available.

6. How is the decision made about what type and how much support my child will receive?

- ✚ These decisions are made in consultation with the class teacher, SENDCO, Senior Leadership Team and are based on termly tracking of pupil progress and on-going formal and informal assessments. Sometimes they are influenced by advice from outside agencies. Occasionally it can be prompted by a pupil's sudden lapse into challenging behaviour. Most often, decisions are made after rigorous assessments of individual pupil's strengths and needs.
- ✚ The amount and type of provision provided may change in response to progress made by a pupil or their general wellbeing.

7. How will Flushdyke School support my child in making transitions to new schools?

The transition from primary to secondary school is a big one for all children but especially, for those with additional or special needs. It is a very anxious time for parents too as they wonder how their child will cope with the changes and how they will settle into a much bigger and busier school environment.

We understand this at Flushdyke and we have been constantly developing and improving our transition arrangements over a long period of time to ensure that it is a smooth, successful process for ALL our pupils.

Flushdyke School has a good relationship with Ossett Academy High School. In Y6 extra visits are arranged for SEND or vulnerable pupils with a Teaching Assistant. Pupils may receive a guided tour of the school, take part in team building activity sessions and spend time in the nurture group room that they may access at certain points during the day, with support staff from Ossett Academy.

In the Summer Term, Y6 pupils follow a structured transition programme led by the Y5/6 teacher and the Teaching Assistant for that class. Staff from Ossett Academy visit Flushdyke and meet with pupils and their class teacher.

How will you support my child when they move to another class?

We recognise that 'moving on' can be difficult for a child with SEND. In preparation, we hold a whole school transition day in the Summer Term so that all pupils experience their new class and teaching staff. We invite parents to attend transition meetings in school.

Information is passed on to the new class teacher in advance and planning meetings take place with all staff involved. All available information is shared with the new teacher, including Learner Profiles, Support Plans, Provision Maps and reviews.

8. Who can I contact for further information?

- ✚ Your first point of contact would be your child's class teacher if you want to discuss something about your child.
- ✚ Following this, you can arrange to meet with Mrs Barnett, SENDCO for more information and advice. You can of course speak to Mrs Palk, Headteacher.
- ✚ All parents are encouraged to contribute to their child's education.
- ✚ School telephone number is : 01925 261988
- ✚ Parent Partnership Service is now known as SENDIASS and provides clear and accurate information and advice so parents can participate in decisions about their child's education. They can support parents in accessing information regarding Statutory Assessment requests.
- ✚ TEAM : Wakefield Parent Organisation email: mellissa.mackell@kids.org.uk
- ✚ KIDS WESAIL

What should I do if I feel that my child's needs are not being met?

Come and talk to your child's class teacher. Following this you may need to speak to the SENDCO, Mrs Barnett.

It is so important to be able to discuss your concerns or worries with those staff involved in helping your child at school. Listening to parents is crucial and problems around SEND concerns can be resolved much more quickly when both parents and teachers cooperate in a mutually supportive and respectful way.

We hope that these questions and answers are helpful to you. The information contained in this document will be reviewed every year.

Glossary of SEND Abbreviations

There are many Special Educational needs terms that are abbreviated which can lead to confusion for parents and professionals.

Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BSS	Behaviour Support Service
CAF	Common Assessment Framework
CAMHS	Child & Adult Mental Health Service
CIAT	Communication, Interaction & Access Team
COP	Code of Practice
CP	Child Protection
DCD	Developmental Coordination Disorder
EAL	English as an Additional Language
EHCP	Education Health Care Plan
EP	Educational Psychologist
EWO	Educational Welfare Officer
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Programme
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
LSS	Learning support Service
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEMH	Social, Emotional & Mental Health
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Coordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

School Policies Related to SEN Information for Parents

Medicines in school policy

Disability and Access policy/plan

Admissions policy

Assessment policy

Areas of Special Educational Need Explained

The SEN Code of Practice 2014 states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills. May have difficulties ignoring distractions. Needing reminders to pay attention. May need regular prompts to remain on task and stay focussed. May need individualised motivation in order to complete tasks. Difficulty attending during whole class teaching. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language. May need visual support to understand or process spoken language. May need increased communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to help their understanding. May have a very literal understanding of words and phrases. Needs more time to process questions or spoken requests.</p> <p>Speech / Expressive Language. May use simplified language and limited vocabulary. Conversation and ideas may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar and phonological awareness still fairly poor which can affect levels of literacy.</p>
Cognition and Learning	<p>May have difficulties acquiring the skills needed for effective learning, such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
Social, Mental and Emotional Health	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
Sensory and/or Physical	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / Fine motor skills • Visual / Hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building or equipment • Over sensitivity to noise/smells/light/touch/taste • Toileting / self-care

The 'Waves' of Intervention Available at Flushdyke School

The school provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

Wave 1: Quality first teaching through differentiation in English and Maths lessons.

Wave 2: Small group support for those pupils who are achieving below age expected levels, with the intention of closing the gap in attainment.

Wave 3: Specialist, individualised intervention programmes for pupils working well below age expectation. Often intensive 1:1 support is given for a period of time.

What is a Provision Map?

'Provision' is what every school provides in order to support children's learning to the highest standard.

It is our aim at Flushdyke School, to ensure that all pupils receive correct provision and that support is tailored to match each child's individual needs. Each pupil identified with SEND will have their own personal Provision Map outlining interventions put in place to support their learning.

A Provision Map describes the wide range of strategies, interventions, support programmes and equipment that is available at Flushdyke School to assist your child. The Provision Map is divided into four specific areas of need:

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health

Sensory and Physical

For a detailed explanation of the meaning of these areas of need, please refer to the section entitled,

Areas of Special Educational Need Explained.

Although four areas of primary need are identified here, it is recognised that many children experience difficulties that do not fit easily into one area, and may have needs which span two or more areas. It is important that school carry out a detailed assessment of individual children to make accurate judgements of their needs and provide appropriate interventions.

Flushdyke School, in common with all other schools, offers a graduated level of support to pupils. This is known as the Three Waves of Support.

Wave 1 should be available to all pupils and is based on the key features of '*Quality First Teaching*' which are:

- Highly focussed lesson planning with sharp learning objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through discussion with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Encouragement and genuine praise to engage and motivate pupils
- Effective, targeted feedback from teachers to help children improve the standard of their work
- High quality inclusive teaching for all, supported by effective whole school policies

Wave 2 incorporates all of Wave 1 with additional interventions designed to increase rates of progress and put pupils back on course to meet or exceed age related national expectations.

Wave 3 'Additional or different from'. Highly personalised interventions to maximise pupils progress and to minimise gaps in achievement.

Flushdyke J & I School

Provision Map ~ 2020-21

Area of Need	Wave 1 intervention Whole School Approach	Wave 2 intervention Targeted support for individuals or small groups	Wave 3 intervention Specialised support for pupils with additional needs
<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Specific Learning Difficulty • Moderate Learning Needs • Severe Learning Difficulties 	<p>Quality First Teaching (see page 1) Access to a varied and stimulating curriculum. Differentiated curriculum planning, activities, delivery and outcome. Teaching supported by effective school policies. Continuous assessment of pupil progress. Formal assessments of pupil attainment each term. A range of technology to support and aid quality teaching. Opportunity for guided and independent work. Opportunities to develop self-esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving. Daily phonics teaching in differentiated groups in Foundation Stage and KS1. Paired reading and writing. Full time Teaching Assistant in every class and one Higher Level Teaching Assistant working across school.</p>	<p>Learner Profiles and Supporting Me to Learn Plans / One Page Profiles with SMART targets set and reviewed every term. Pupils made aware of their individual targets. SENDCO observation/assessment where possible Phonological Awareness Training Phonics/comprehension Toe by Toe reading support programme PM Benchmark Reading Assessment Resource. Lifeboat Programme Reading Recovery in KS2. LSS Picture This Programme LSS Phonics programme Booster Classes Y5 and Y6 in English and Maths. Range of activities and games to support different learning styles. Active Learn Bug Club, highly structured online reading scheme used across school. Active Learn Abacus Maths structured online maths activities.</p>	<p>Access to an Educational Psychologist Access to a Learning Support Service Advisory Teacher Advice provided through termly 'drop in' sessions and Joint Services Planning Meeting twice yearly. My Support Plan. Application for an Educational, Health and Care Plan (EHCP) One Page Profiles with SMART targets reviewed frequently Wakefield Progression Steps 1:1 support from TA or teacher Small group intensive help where necessary. Fully inclusive curriculum, differentiated appropriately.</p>

Area of Need	Wave 1 intervention Whole School Approach	Wave 2 intervention Targeted support for individuals or small groups	Wave 3 intervention Specialised support for pupils with additional needs
<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Speech, Language and Communication • Autistic Spectrum Disorders 	<p>As above + Differentiated curriculum planning and delivery e.g. simplified language, repeated instructions, modelling, thinking and response time given. Increased visual aids Outdoor Learning opportunities Visual timetables Clear verbal instructions/explanations given no more than two at a time. Themed Circle Time activities</p>	<p>In class support with focus on developing speech and language. Time to Talk (small group programme 2x weekly TA led. Socially Speaking, targeted group 2x weekly TA led. Social Stories, visual support clues. Comic Strip Stories Additional ICT use of audio/visuals Now/Next prompting and motivational boards. Visual Timetables SENDCO observations Talkabout for Children, social skills training programme KS2 Lego Therapy</p>	<p>Referral to Speech and Language Service (SALT) Speech and Language Support Assistant/TA who can deliver individualised programmes in school as directed by SALT. Referral to Communication, Interaction and Access Team. (CIAT) Discussion and advice given by CIAT Advisory Teacher at termly 'drop in' sessions and Joint Service Planning Meetings. Meetings with parents. Social Development Monitoring booklet provided by CIAT. Visual organisers Incredible 5 Point Scale to help pupils express their feelings and emotions. My Support Plan</p>

			Application for EHC Plan if needed. Time out/ calming down arrangements and strategies put in place.
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Area of Need	Wave 1 intervention Whole School Approach	Wave 2 intervention Targeted support for individuals or small groups	Wave 3 intervention Specialised support for pupils with additional needs
<p>Social, Emotional and Mental Health</p> <ul style="list-style-type: none"> • Moderate Learning Needs • Severe Learning Difficulties 	<p>All pupils can confidently grow in a safe, caring and supportive environment that enables the development of relationships based on mutual respect and understanding. Whole school behaviour policy School/Class rules and targets with built in reward systems. Achievement Assemblies Circle Time Socialising activities in EYFS Peer Massage KS1 Comprehensive whole school PSHE programme with weekly lessons.</p>	<p>Breakfast Nurture Groups. Anti bullying policy, procedures and resolution meetings. Time to Talk Socially Speaking Small Group Themed Circle Time Talkabout for Children, social skills programme, weekly. Behaviour Support Programme Behaviour logs, targets, rewards Time Out</p>	<p>My Support Plan Referral to CAMHS (Child and Adult Mental Health Services) Access to Educational Psychologist Referral to Primary Behaviour Support Service, Advisory Teacher. Learning Mentor focus groups: Anger management workshops; Social skills training; Individual counselling; Confidence and self-esteem building; Bereavement counselling. Individual Behaviour Programme Home/School record book Time Out sessions</p>

			<p>Team Teach strategies</p> <p>Application for an EHC plan</p> <p>1:1 support in and out of class</p> <p>Full inclusion in all school assessment and tasks.</p>
<p>Area of need</p>	<p>Wave 1 intervention Whole School Approach</p>	<p>Wave 2 intervention Targeted Support for individuals or small groups</p>	<p>Wave 3 intervention Specialised intervention for those with additional needs</p>
<p>Sensory and Physical</p> <ul style="list-style-type: none"> • Hearing Impairment • Visual Impairment • Multi-Sensory Impairment • Medical Needs • Developmental Coordination Difficulty 	<p>All staff aware of implications of physical impairment and individual dietary needs. Training given in assisting staff to administer medication when required. Reference to Medicines in Schools Policy</p> <p>A fully inclusive and differentiated class/curriculum approach according to individual needs. Audit of environment to consider adaptations as required. Modification of routines, organisation and environment. Access to a base for therapy if required. Whole school handwriting policy –</p>	<p>Assessment and activities for hand skills and fine motor development. Additional small group handwriting practise sessions. Teodorescu Handwriting programme. Clear View Handwriting activities</p> <p>Roll'n' Write letter formation. Range of pencil grips. Left handed scissors. Sloping boards for writing. Seat pads. Tangle toys for manipulation. Appropriate seating in the classroom. Touch keyboards/ iPads. Typing Dance Mat keyboard skills</p>	<p>My Support Plan</p> <p>SENDIS Sensory Sensitivities Checklist and Strategies. IEPs</p> <p>Fit to Learn programme, small group sessions x3 weekly. Health Care Plans. Intimate Care Plans. Disabled toilet facilities. Spring loaded scissors. Yoro pens and special grip pencils. Liaison with Physiotherapist / Occupational Health. Time out for 1:1 exercise sessions. Input from Access Team re additional equipment. Extra support and access to appropriate ICT interventions needed.</p>

	Sheffield Cursive Writing After school activity sessions Daily mile sessions	Coloured transparent overlays and reading rulers Targeted small group intervention to address specific needs such as self-help skills. Physical aids where necessary or where advised by specialists. Sensory boxes for small groups or individual children to use in sensory breaks.	Sensory Diet audit and activities.
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