

Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)	Outside Agencies	In school intervention
<p>Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others.</p> <p>This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.</p> <p>The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD are likely to have particular difficulties with social interaction.</p> <p>They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>	<p>A Speech and Language Therapist will work with individual scholars</p> <p>Advice is provided and shared with staff.</p> <p>Support from outside professionals. The Educational Psychologist provides advice and strategies for individual scholars.</p> <p>Enhanced transition arrangements ensure needs are identified and arrangements put in place as scholars move from KS2.</p> <p>Training for whole school staff CPD.</p>	<p>Quality First Teaching is in place in all areas of the curriculum.</p> <p>Individual Pupil Intervention Passports with suitable strategies shared</p> <p>An allocated Key Worker to deliver interventions, adapt passport, communicate with parents and input as directed by specialists.</p> <p>Bespoke individual support is available if professionals advise this is necessary.</p> <p>Personalised support and guidance where necessary.</p> <p>Lunchtime nurture groups for both year groups to provide routines and support for social interaction.</p> <p>Brook Bonus Time (BBT)</p> <p>Games Club</p> <p>Homework Club</p> <p>Use of appropriate ICT</p> <p>Scholar's baselines (MIDYIS and Reading & Spelling Assessments) and subsequent progress accurately monitored, and provision regularly reviewed and adjusted in line with their progress.</p>
Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)	Outside Agencies	In school intervention
<p>A young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has 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.</p> <p>Support for learning difficulties may be required for children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) or specific learning difficulties (SpLD).</p> <p>On entry, the school assesses scholars' cognition and learning through MIDYIS tests, literacy tests are conducted and previous</p>	<p>Complex Learning, Communication and Interaction Support Team (CLCI) provide advice and guidance with assessments, suggesting and implementing programmes to meet individual needs.</p> <p>Educational Psychologists support with assessments, suggest and implement appropriate programmes.</p>	<p>Quality First Teaching is in place in all areas of the curriculum.</p> <p>Pupil Intervention Passports with suggested strategies shared</p> <p>An allocated Key worker to deliver interventions, adapt passport, communicate with parents and input as directed by specialists.</p> <p>The following programmes are implemented when baseline assessments indicate a need:</p> <p>Variety of reading interventions targeted to particular aspects of literacy and reading including, Inference, Spelling, Handwriting interventions and Writing development</p>

<p>attainment levels at KS2 are reviewed. If any concerns are raised then further assessments and advice is sought.</p> <p>These assessments might identify moderate learning difficulties (MLD) or specific learning difficulties (SpLD), which affects one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>	<p>Primary school links take place during transition and throughout the academic year when necessary.</p> <p>LCI team referrals where appropriate.</p> <p>College representatives attend transition meeting when appropriate.</p> <p>Where appropriate, agencies submit reports for reviews and attend them.</p>	<p>Targeted Maths interventions</p> <p>Small group and individual work where appropriate</p> <p>The following assessments are used in conjunction with observation to identify specific needs:</p> <ul style="list-style-type: none"> • MIDYIS • Spelling and reading age assessments • Dyslexia checklist with online literacy assessments. <p>Individual/small group programmes reinforced by appropriate ICT for language, literacy, and numeracy skills.</p> <p>Pre-teaching and reinforcing curriculum learning.</p> <p>Alternative provision is sought where necessary including bespoke programmes.</p> <p>Lunchtime and afterschool study clubs to support learning.</p> <p>Scholar's baselines and subsequent progress accurately monitored and provision regularly reviewed and adjusted in line with their progress.</p>
<p>Social, mental and emotional health SEMH (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc.</p>	<p>Outside Agencies</p>	<p>In school intervention</p>
<p>Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> <p>The school assesses scholars' emotional and behavioural needs to ensure appropriate interventions are initiated and opportunities to address any issues identified.</p> <p>We have good links with feeder primary schools, and the year 6 profiles are shared before transition and enhanced induction days and personalised transition arrangements for KS2-3.</p>	<p>The following agencies may be requested to contribute to further assessments and programmes of support:</p> <p>School Counsellor School Nurse/GP Educational Psychology Service Child & Adolescent Mental Health Service (CAMHS) ADHD solutions Secondary Behaviour Support services and teams Youth Offending Team Trust SEMH Specialist- Sophie Tales</p> <p>For those children who are unwell and not able to attend mainstream</p>	<p>Quality First Teaching is in place in all areas of the curriculum.</p> <p>Individual Scholar passports with strategies shared from outside professionals.</p> <p>An allocated Key worker to deliver interventions, adapt passport, communicate with parents and input as directed by specialists.</p> <p>The following resources are used to support those children who have been identified with issues relating to SEMH difficulties:</p> <p>Key workers are available to provide support, guidance, modelling and practice of skills if appropriate.</p> <p>Close networking of the pastoral care team and inclusion team allow for SEMH interventions to be delivered.</p>

<p>Safeguarding, anti-bullying and behaviour policies and procedures all support scholars with SEMH needs.</p>	<p>school, the Children’s Hospital School may be involved and they may be educated offsite. Transition at each Key Stage will involve past or future educators and Careers input when appropriate.</p>	<p>Individual support provided from the trust SEMH primary intervention lead Sophie Tales.</p> <p>Where necessary safe spaces are available for scholars in crisis.</p> <p>Where necessary Scholars are referred for counselling to support which issues that may be affecting their SEMH.</p> <p>Planned tutor time curriculum allows for tutors to provide one to one intervention where necessary.</p> <p>PSHE curriculum includes a focus on positive relationships, anti-bullying, safety, identity and other areas essential to all scholars development.</p> <p>Scholars have access to prep time each week with their tutor where tutoring and check in’s take place.</p> <p>Bereavement support is offered and referrals to the Laura Centre if appropriate.</p> <p>Scholar’s baselines and subsequent progress accurately monitored and provision regularly reviewed and adjusted in line with their progress.</p>
<p>Sensory/ Physical (Visual impairment, hearing impairment, sensory needs (e.g. autism, dyspraxia, toileting issues, physical disability etc)</p>	<p>Outside Agencies</p>	<p>In school intervention</p>
<p>Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided.</p> <p>These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.</p>	<p>Specialist staff from the Hearing Support Team and Vision Support Team provides assessment and support where appropriate.</p> <p>Physiotherapy and occupational therapy are fully involved when a child’s need merits this.</p>	<p>Quality First Teaching is in place in all areas of the curriculum.</p> <p>Pupil Intervention Passports accessible through central systems for staff</p> <p>An allocated Key worker to deliver interventions, adapt passport, communicate with parents, and input as directed by specialists. All environmental aspects of the school building have been considered with reference to special individual needs, and where appropriate, modifications are provided after support and guidance from appropriate agencies.</p>

Children and young people with an MSI have a combination of vision and hearing difficulties.

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

A range of teaching and learning resources are used to consider different learning styles and to compensate for reduced sensory or physical abilities.

Clear planning to produce modified resources, with support from outside agencies where appropriate.

Provision of differentiated and assistive resources and materials when planning delivery of lessons.

Consideration of timetabling and location of rooms, which are suitably furnished.

DDA compliant building, including where appropriate adaptations to the environment.

The young person is aware of their own impairment and its limitations and implications for their own learning.

Links with disability sports provide help with inclusive practices. Enhanced transition arrangements ensure needs are identified and arrangements put in place as scholars move from KS2.

Other agencies are involved if appropriate.

Consideration of timetabling and location of rooms for those with and sensory needs.

The following are available to scholars with these needs:

- Disabled toilets
- Fire evacuation
- Adapted resources for ICT

Scholar's baselines and subsequent progress accurately monitored, and provision regularly reviewed and adjusted in line with their progress.