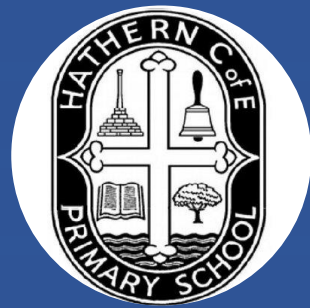


Hathern C of E Primary School

Special Education Needs and Disabilities (SEND) Information Report 2025-2026



Reviewed annually

Learning and Caring Together

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Contribution to the Local Offer

This SEND Information Report forms the school's contribution to the Leicestershire Local Offer and is reviewed annually. The latest information on your council's local offer can be found at: www.leicestershire.gov.uk/local-offer

School Information

School name	Hathern C of E Primary School
Address	Pasture Lane, Hathern, Loughborough, LE12 5LJ
Telephone Number	01509 842569
Name of Head Teacher	Mr Stuart Bailey
Name of SENDCo	Miss Laura Smith
Name of SEND Governor	Mrs Sophie Candlin
Contact email address	admin@hathern.leics.sch.uk
Website address	www.hathernprimary.org
Age range of students	4 – 11 Years
Date of last inspection	March 2022
Outcome of last inspection	Good
Does the school have a specialist designated unit/additional learning support department?	No
Total number of pupils with special educational needs at school:	No. with EHCP: 6 No. with Intervention Funding (SENIF): 1 No. at SEND Support: 24





Mr Bailey
Head Teacher



Miss Smith
SENDCo



Mrs Candlin
SEND Governor

Hathern Church of England Primary is a mainstream school providing for children aged 4-11 years old. We aim to actively include children with a range of special needs. All staff believe that having **high self-esteem is crucial to a child's emotional well-being and academic progress**. We have a caring, understanding team who look after all of our children.

What are Special Educational Needs and Disabilities (SEND)?

Children with Special Educational Needs and Disabilities (SEND) experience difficulties that can make it harder for them to learn compared to other children of the same age. These children may need extra or different help from that given to others.

The Special Educational Needs code of practice 2014 states that;

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

The Code of Practice (2014) sets out needs in four broad areas of need:



Social, emotional and mental health difficulties

May show emotional difficulties such as withdrawn or challenging behaviour

May have disorders, such as, Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder



Cognition and Learning

May learn at a slower pace than others of the same age

May have a Specific Learning Difficulty (SpLD), such as Dyslexia, Dyspraxia or Dyscalculia



Communication and Interaction

May have speech and language difficulties

May find it difficult to communicate with others

May have difficulty understanding others

May have an Autism Spectrum Disorder (ASD)



Sensory and/or physical needs which may include

A visual impairment (VI)

A hearing impairment (HI)

A multi-sensory impairment (MSI)

A physical disability (PD)

What is **not** considered as SEND according to the Code of Practice?

- Disabilities that do not affect learning.
- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL).

Our Policies which support children with SEND

Our [SEND Policy](#) explains the procedures for identification of pupils with SEND and what processes we use to support those children. The policy is reviewed annually.



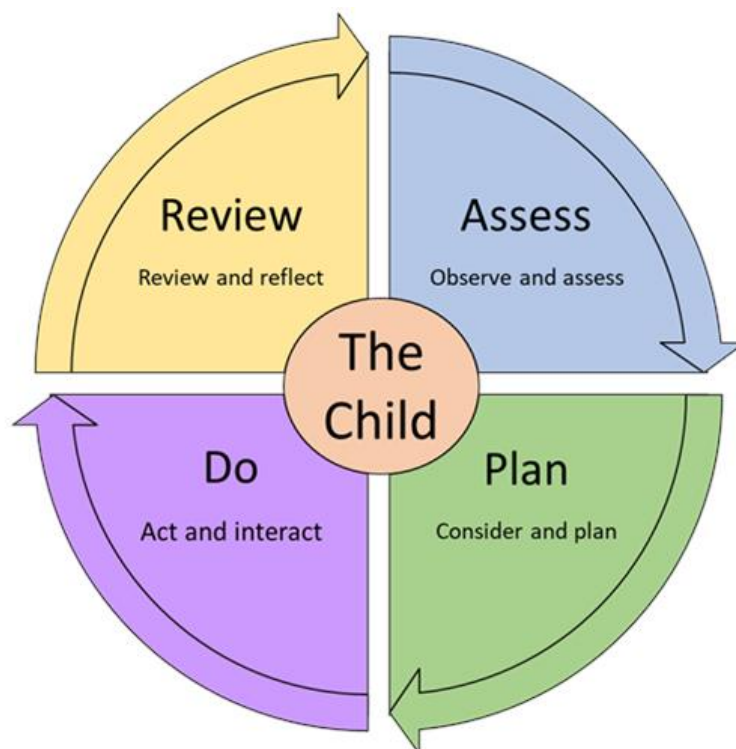
There are further policies, including the [Medication Policy and Management Procedures](#) and the [Accessibility Plan](#) that also contain relevant information that will support children who have additional needs.

The Special Educational Needs Policy can be found on our website ([Policies](#)) and other policies are available upon request from the school office.

Our Procedure for identifying Children with SEND

Our [SEND policy](#) explains the following procedures for identifying children with Special Educational Needs. We use a **graduated approach** to ensure that barriers to learning are identified and addressed promptly, and that effective provision is put in place.

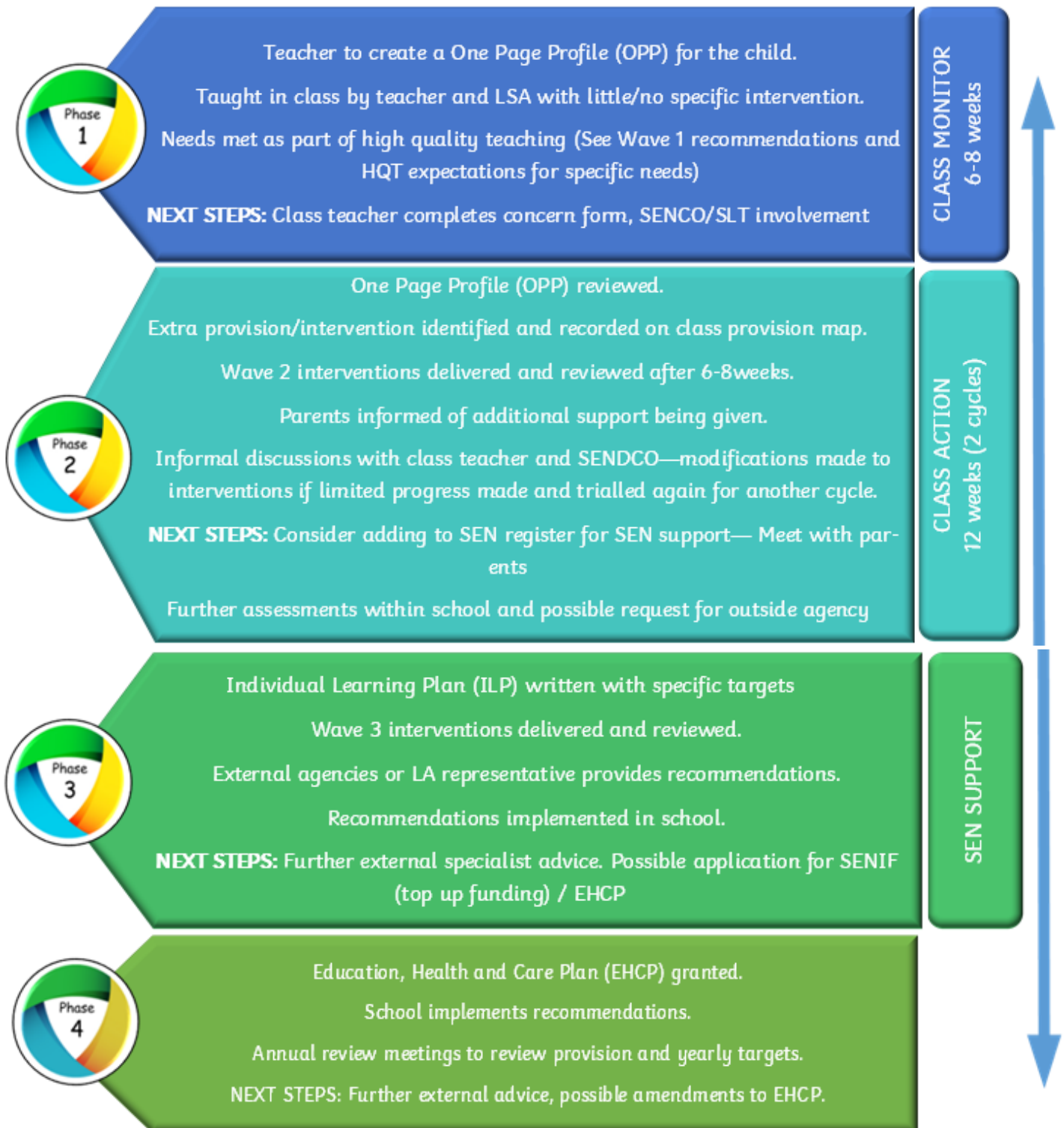
Using our graduated approach (see diagram), our SEND provision follows a cyclical process of **Assess, Plan, Do and Review**, ensuring that practice is regularly monitored and adapted. This approach keeps the child's needs at the centre of all decision-making and provision.



SEND Provision: Graduated Approach



Initial teacher or parent concern



Children's SEND provision can be reduced if progress is sustained, without needing specialist support or specific interventions. Provision and progress are reviewed regularly.

Examples of interventions and strategies used at Phases 1-3 can be found in the Appendix.



Initial Concerns / Class Monitor (Phase 1)

An initial concern may be raised by a teacher or parent. This may be due to a lack of progress, understanding, attainment or behaviour etc.

The teacher will firstly make sure all factors in the classroom are appropriate for the child, such as level of work, resources and support. A **One Page Profile (OPP)** is written, in collaboration with the child, which attempts to identify their strengths, weaknesses and the strategies that can support them in class. The child will be assessed and monitored for a number of weeks before a review meeting is held to discuss whether the child needs additional support. Parents will be informed that the school has some concerns.

Class Action (Phase 2)

The OPP will be reviewed to determine whether the child is making sufficient progress through high-quality teaching and the implementation of Phase 1 classroom recommendations. Where progress is limited, practice will be adapted and targeted **Wave 2 interventions introduced**. This may include small-group work, one-to-one support, or additional in-class support.

The impact of these interventions will be reviewed after 6–8 weeks and recorded on the child's provision map. If a child requires ongoing additional support that is above and beyond what is ordinarily available to all pupils, parental consent will be sought to **place the child on the SEND Record for SEND Support**.

The SENDCo may then arrange further in-school assessments and, where necessary, refer to external agencies to help address identified barriers to learning.



SEN Support (Phase 3)

An **Individual Learning Plan (ILP)** will be produced to outline each child's strengths and areas for development. The plan will detail strategies to support the child effectively, with SMART targets set that include clear timeframes, assessment points and success criteria.

ILPs will be shared with all class teachers and passed on to the child's new teacher to support a smooth transition. Both **parent and pupil voice** will contribute to the development of the ILP, and it will be reviewed on a termly basis.

Where appropriate, specific targeted interventions may be implemented, with their impact monitored regularly and pupil progress assessed. **Support from external agencies** may also be sought to provide advice, recommendations or further assessment where necessary.



Education Health and Care Plan (EHCP) Phase 4

If a child with SEN Support continues to fall further behind their peers or has complex needs requiring a high level of individualised support, a **request for statutory assessment** will need to be made.

The request is made to the Special Educational Needs Assessment Service (SENA) at Leicestershire County Council and they will decide whether the child qualifies for an EHCP. This is a thorough assessment completed by appropriate professionals and will provide an in-depth plan outlining the outcomes and more specialist provision the child will require.

The child will continue to be monitored in school and child-centred review meetings will take place.

*An EHCP is a legal document that sets out the child's **Educational, Health and Care needs, the support they need, and the outcomes they would like to achieve.***

Assessing and reviewing the progress of pupils with SEND

Alongside assessments completed in school and our ongoing assessment of all children, written records will be used as working documents (e.g. Small Steps Trackers, provision maps) to **closely monitor the effectiveness of targeted interventions** and the progress made by individual pupils with SEND. During termly pupil progress meetings, teachers will discuss the progress of pupils identified as having SEND with the Headteacher and/or SENDCo.



The teacher will set **termly specific targets** and complete an Individual Learning Plan (ILP) to ensure the child develops skills necessary to make progress. A review meeting will be held termly with parents. Sometimes these review meetings will coincide with Parents Evening and at other times you will be invited in for the review at a different time.

The review process will look at your child's progress towards their previous targets and set new targets. Information will be shared with you on how they are progressing in class and how their additional support is working.

The teacher may also share information from test results and assessments related to particular interventions that your child has been involved in.

'Every Teacher is a Teacher of SEND'

How do we approach teaching children with SEND?

At Hathern, we strive to ensure that all pupils with SEND get the support they require.

Class teachers are responsible for the progress and development of pupils in their class, supported by the Special Educational Needs and Disabilities Co-ordinator (SENDCo) alongside advice from external agencies, such as, *Autism Outreach, Educational Psychologists, speech and Language Therapists and Specialist Teaching Services.*

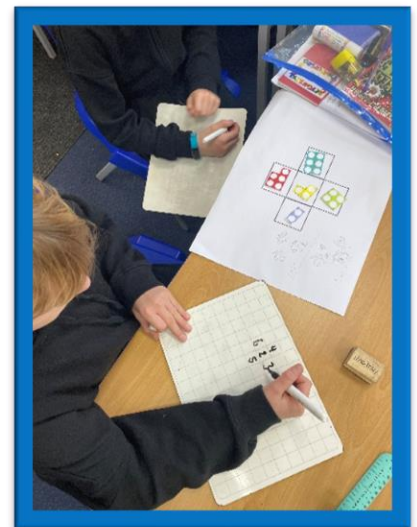
Alongside the graduated approach we ensure all pupils, particularly those with SEND, receive **inclusive quality first teaching with high expectations** on a daily basis.

How is the curriculum and learning environment adapted for pupils with SEND?

At Hathern, we believe that **all** children should receive a broad and balanced curriculum.

All children should have equal opportunities to access the curriculum through quality-first teaching. For children who find it difficult to access the curriculum, we can be flexible in our approach to ensure they can access learning that is appropriate to their development. We may adapt the curriculum in a number of ways:

- **Adaptive Practice:** Making the teaching and learning match the needs of the children. This could mean simplifying the work or providing scaffolding.
- **Pre-teaching:** To ensure a child can fully engage with the curriculum, sometimes it is necessary to pre-teach elements they may find difficult (e.g. vocabulary, methods etc.)
- **Resources:** Practical equipment, such as cubes, number lines etc can help a child to complete tasks independently. Such equipment is available to all children.
- **By adapting the outcome or presentation,** a child with SEND may be more successful in accessing the curriculum. For example, children may be asked to type their work on a laptop instead of writing, or instructions may be delivered using coloured text or paper (a strategy appropriate for those with dyslexia).
- **Additional support:** Sometimes a child may receive additional support from a Learning Support Assistant to enable them to complete tasks.



How do we provide additional support and equipment?

We teach in **multisensory** ways to ensure all children have access to the curriculum. We try to make our classrooms inclusive for all learning styles, by:

- Ensuring our classrooms are **calm and positive** and that distractions are minimised. Each year group has access to a calm space.
- There are **clear learning expectations** for learning and behaviour; good behaviour is rewarded. Refer to our [Behaviour Policy](#).
- Good quality work is displayed from all children to show that we **value effort**.
- There is access to **learning aids and practical equipment** for all pupils. These might include reading overlays, pencil grips, easy-grip scissors, fiddle toys, sensory aids, practical maths equipment, reading rulers and ear defenders.



Part of the main school budget is identified for children with SEND. This is the 'notional' SEND budget and it helps provide the additional interventions and provision required to meet the needs of children with SEND. This is supplemented for children who require an EHCP by the Local Authority.

Equipment and facilities to support children with SEND will be secured through this funding and may include:

- Additional adult support.
- Small group and 1:1 teaching.
- Assessments and advice from external agencies, e.g. Educational Psychologist.
- Interventions (group and individual).
- Learning support assistant assigned to each class.
- Wellbeing services in the school, e.g. ELSA, Play Therapy etc.
- Practical equipment (pencil grips, writing slopes, coloured overlays, sensory equipment etc).



Some of our children require a completely **individualised teaching plan** to enable them to make progress. For these children we work closely with our local Special School and utilise their Outreach Support services

Children identified as having SEND may be able to have **access arrangements** for KS2 examinations. Access arrangements could be large print papers, extra time, rest breaks or a scribe. Access arrangements must be applied for and should demonstrate regular classroom practice.

What support is available for emotional and social development?

The class teacher has the overall responsibility of the **well-being** for every member of their class. Therefore, if you have any worries, the class teacher should be your first point of contact. We recognise that **happy children make the best learners** and inappropriate behaviour is often masking other issues.

We have a range of strategies in school that we can use to help children:

- A positive approach to behaviour with calm scripts
- A whole school reward policy that includes House Points in teams and celebration certificates
- Social and Communication groups
- Social stories and visual prompts
- Rehearsing of situations
- Curriculum learning on emotional health and well-being
- Mental health awareness events
- CARE Code values
- The School Nurse is available on request



Teachers have access to [The Good Morning Club](#) resources to help children start their learning feeling calm, settled and ready to learn. It gives them time to check in with adults, talk things through if needed and make positive choices in a supportive way. Resources include regulation backpacks, calm scripts, learning pathways, check-ins and brain breaks. The TGMC approach focuses on encouragement and understanding, helping children build confidence, good behaviour and strong relationships.

The Child and Adolescent Mental Health Service (CAMHS) helps children and young people who have been referred if it's thought the child or young person has emotional and/or behavioural difficulties at a level which requires specialist support. They provide a range of services including initial assessments, therapy, group work, emergency assessments and in-patient care. Your local GP can make a CAMHS referral.

Schools can make referrals, in collaboration with parents and pupils, to **The Mental Health Support Team (NHS Leicestershire)**. The MHST attend our Spring Parents' Evening to reach out to parents and signpost towards support and guidance.

NHS

Leicestershire Partnership
NHS Trust



Emotional Literacy Support Assistants



Hathern has two trained **Emotional Literacy Support Assistants** (ELSAs). They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work.

Some of the areas they cover are:

- Social skills
- Emotions
- Anger management
- Self-esteem
- Social stories



Pupils are assessed at the start and end of their ELSA programme. Upon completion, students continue with regular check-ins with the ELSAs but the aim is for children to be able to use learned strategies independently, rather than relying on the sessions continuing over a long period of time.

As part of our commitment to supporting pupils' emotional wellbeing, Mrs Graham, one of our Emotional Literacy Support Assistants, runs a **Lego Club** at lunchtime. This provides a calm, structured space for pupils who may benefit from additional emotional or social support. The club offers children opportunities for collaborative play, helping them to build positive relationships and develop communication and teamwork skills, while also providing access to a quieter environment during what can be a busy time of the school day.

In addition, Mrs Collier runs a small **nurture group** that focuses on outdoor learning, **gardening** and teamwork, further supporting pupils' emotional development and social skills.

The school has a robust [Anti-Bullying Policy](#), and additional support is provided for vulnerable pupils, including those with SEND.



What additional activities are available for children with SEND?

Hathern Church of England School offers a variety of clubs to all pupils, including those with SEND. Some clubs take place during lunchtimes, while others run after school, and they are delivered by both school staff and external providers.



The school also enters eligible pupils into **disability sports events** organised by the Charnwood Foxes competition, which have included sports hall athletics and boccia.

In addition, SEND pupils are given **equal opportunities** to apply for and take on roles of responsibility within school, such as School Council representatives, Collective Worship Club and House Captains.



Educational Visits



School trips are organised by class teachers to enrich the curriculum and are fully inclusive, as we strongly believe that **educational visits and activities should be accessible to everyone.**

Appropriate **risk assessments** and any necessary procedures are put in place to enable all children to participate in trips and extra-curricular activities.

Depending on the nature of the visit or activity, several meetings may be held to ensure the **best possible outcomes and full participation for all pupils.**

What if my child has medical needs?

If your child has a long- or short-term medical illness then please refer to the [Medical Conditions Policy](#) (available from the school office) which outlines the level of care and support provided in detail.

In summary, strategies may include:

- **Initial meetings** with the school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up a Health Care Plan.
- **Staff will be trained** in the administration of medication and/or support for conditions including epilepsy, diabetes and EpiPen use. *EpiPen training was included in our whole-staff first aid training as we have multiple children in school with these included on their allergy Health Care Plans.*
- **Liaison with medical professionals**, e.g. GPs, hospital consultants and mental health practitioners, providing ongoing treatment of children in school.
- **Information and Health Care Plans** are shared with all relevant staff in school, e.g. sports coach, lunchtime supervisors, music teachers etc.
- Implementation of Health Care Plan, outlining child's needs and the support provided.
- Individual protocols for children with significant medical needs.
- **Risk assessments** will be put in place if necessary.

Some pupils have medical needs that may also affect their learning or emotional wellbeing. While a medical condition alone does not automatically mean a child has SEND, there are times when medical needs can create additional barriers to learning.

In these situations, the school takes a joined-up approach, ensuring medical needs are supported alongside educational provision through SEND Support and/or an Education, Health and Care Plan where appropriate.



Evaluating the effectiveness of our provision

At Hathern, we track the progress of our children with SEND and evaluate the effectiveness of the provision they are provided with. We use a variety of **test and assessment data** to support us to measure progress.

These include *Insight, NFER Tests (Reading, maths and GPS – Grammar, Punctuation and Spelling), Boxall Profile, SDQs, spelling and reading age assessments.*



Our SENDCo, Governors and Senior Leadership Team routinely monitor the quality of provision for SEND across the school to make sure the learning is effective and inclusive. They do this through **lesson observations, analysing data, learning walks and Pupil Progress Meetings.**



Staff are also encouraged to evaluate the effectiveness of their own practice, to discuss it with key members of staff, to reflect and improve the provision they are providing. Our provision for SEND is a regular feature on our staff CPD programme and governors' meeting agendas. In order to continually improve our SEND provision, the school encourages feedback from staff, parents and pupils through questionnaires and discussions.

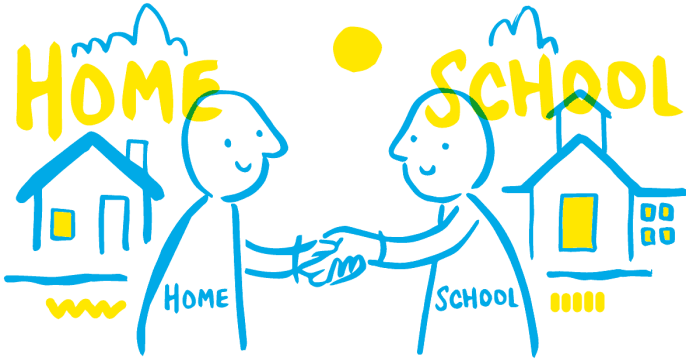
Our school is involved in the **Partnerships for Inclusion of Neurodiversity in Schools (PINS)** programme. PINS is a national project that supports schools to improve SEND provision by working closely with specialist health and education professionals and expert parent carers. Through this programme, staff receive training and **guidance to better support neurodiverse children**; early support is put in place where needed and **strong partnerships** are developed between schools and families to help children thrive



How do we involve pupils and parents?

Children's education is a partnership between parents and teachers and we encourage **regular communication between home and school.**

Attainment towards the identified outcomes will be shared (at a minimum) with parents termly through **parents' evenings and reports.**



Parents of children with identified special needs, who have either, a Special Educational Needs Support plan or an Education, Health and Care Plan, will have additional time to meet with their class teachers.

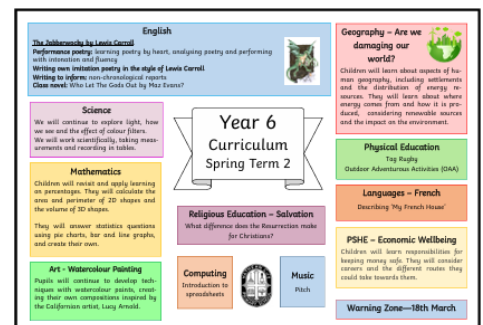
Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo, or a member of the Senior Leadership Team, at any time, when they feel concerned or have information they feel they would like to share that could impact on their child's success.

Please contact the school office who will arrange this appointment for you. The contact number is 01509 842569.

How will parents be helped to support their child's learning?

Please look at the school website where each Class Teacher identifies websites that can enrich the learning of your children. A **weekly learning letter** will provide information about what the children have been learning and some questions to encourage discussion about their new knowledge.

On a termly basis, a **curriculum overview** is posted on each class page so that you can support the work that will be carried out in school. The class teacher or SENDCo may also suggest additional ways of supporting your child's learning. Where external agencies are involved, they may be able to suggest advice and **strategies which can be used at school or at home.**



If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

Further support services can be accessed through our authority's Local Offer which can be accessed here: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

What should I do if I'm concerned about my child?

If you wish to discuss an issue regarding your child, the **first point of contact is your child's Class Teacher**. It is hoped that, after discussion, your concerns are addressed. You can chat to your child's class teacher at the beginning and/or end of the day or arrange an appointment with them through the school office.

Class Teachers might look for further advice or **support from the SENDCo** and/or Senior Leadership Team. If you remain unhappy, the matter can be passed onto the Head Teacher who may ultimately pass it on to the **Governing Body**.

If you have an issue that you don't feel can be resolved in school, then you can approach the Governing Body and follow the **complaints procedure**. Please see the Complaints Policy which can be found on the School's website.

How does the governing body involve other bodies in meeting the needs of these pupils and supporting their families?

The governing body supports the school in working with health, social care and voluntary agencies and monitors SEND provision through reports from the SENDCo. **SEND provision is reviewed by the SENDCo, SLT and SEND Governor** (Sophie Candlin) to ensure effectiveness and value for money.

At Hathern Primary School we are in regular contact with Supporting Leicestershire Families and involve other bodies when required such as; The Specialist Teaching Team, Autism Outreach, Barnardo's, the NSPCC, health and social services, The Mental Health Support Team and local authority support services.



Changing childhoods.
Changing lives.

NSPCC

What SEND training do we have at Hathern Primary?

We recognise the need to train all our staff on SEND issues. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

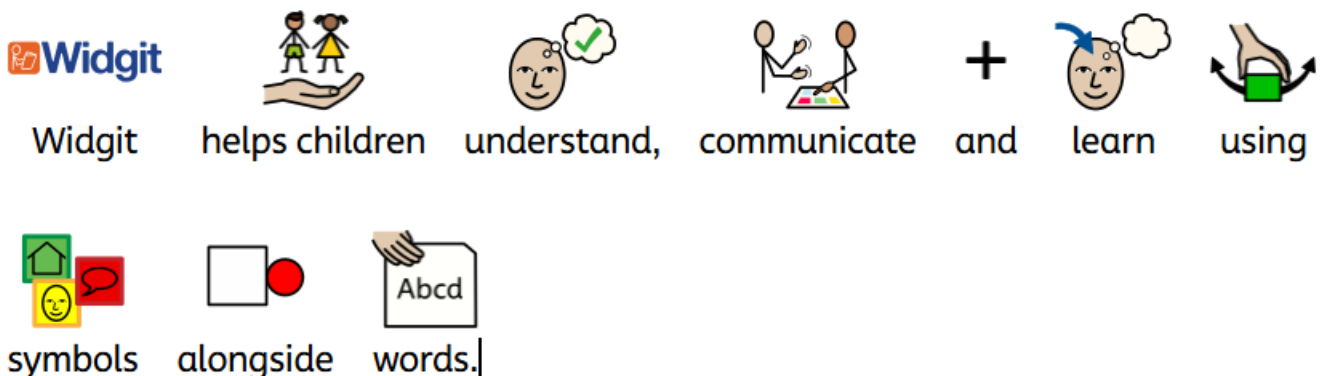
Our school operates the following training programmes:

- SENDCo and/or Learning Support Staff attend training and disseminate to the rest of the school
- SENDCo attends SENDCo network meetings to be updated on important national and local initiatives and to provide an opportunity for SENDCos to share good practice
- The SLT, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management
- Training for all staff within our local cluster school group

Staff have *AET (Autism Education Trust) Level 1 training* and are *EpiPen* and *asthma* trained. Most staff are first aid trained and some are trained in **Paediatric First Aid**.



Some staff have had training on **Precision Teaching** from the Educational Psychologist. Some staff have had training in **Social Groups and Social stories** as well as training in the use of the **Widgit** software.



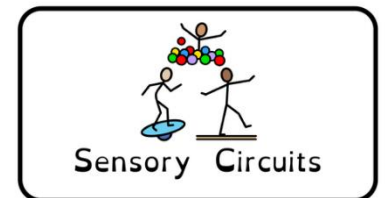
The SENDCo, has completed the **National Award for Special Educational Needs Coordination (NASENCo)**.

Specialist Support

In addition to the expertise we offer in school, we are also committed to providing specialist support for those children identified with a special educational need.

We may seek **further advice and support** from any of the following agencies once parents have agreed this with us;

- Specialists in other schools e.g. teaching schools, special schools
- Special Educational Needs Support Service
- Learning Support Service
- Speech and Language Therapy Service
- Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Physical and Disability Support Service
- Social Services
- School Nurse



Targeted Interventions

We also have staff trained to deliver the following:

- Emotional Literacy Support (ELSA)
- Sensory Circuits
- Forest schools/outdoor learning
- Speech and language training, NELI
- English: Precision Teach, SNIP Literacy, Toe-by-Toe
- Phonics: Rapid Catch Up
- Maths: Number Box, Number Stacks

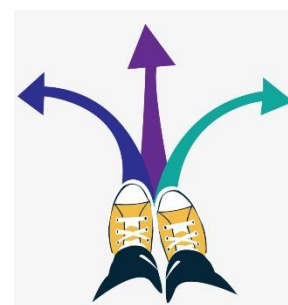


What are the arrangements for supporting pupils with SEND in transferring between phases of education?



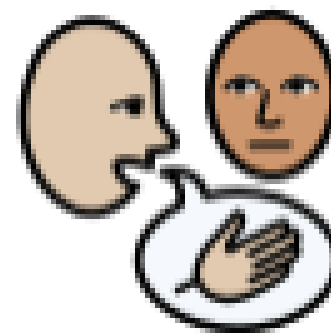
Transition events are carefully planned.

- **New starters in EYFS:** For children joining Hathern Church of England Primary School in the Foundation Stage Class, a series of events take place, including play afternoons and parent meetings. Nurseries and schools work closely together to ensure children with pre-identified needs are recognised early.
- **New classes:** When children are preparing to transfer to a new class, staff have a meeting to discuss the needs of every child. All children experience a transition morning in the Summer Term where children meet their new class teacher in their new classroom. If transition causes anxiety for a child, we can provide additional transition time and have frequently provided photos of the new space and adults.
- **Starting mid-year:** If a child joins us part way through the year or through a phase, we endeavour to contact their previous school to get as much information as possible.
- **Transition to high school:** When children are leaving our school, we provide transition sessions in liaison with the secondary schools. Where necessary, we look to provide a rigorous transition process that will help the children involved. Teachers and secondary staff also meet to share assessment information, SEND targets and any personal information which will help to ease the transition for pupils. All documentation is transferred as quickly as possible and receipts are asked for. School will support families with applications to private and specialist provisions.
- **Beyond school:** Although we are a primary school, we support early preparation for adulthood by developing independence, communication, resilience, and self-advocacy skills which prepare pupils for future education, employment and participation in the community.



Who should I contact for additional support?

Parents and carers should contact their child's **class teachers** in the first instance. The **SENDCo** (Miss Laura Smith) and **Head Teacher** (Mr Stuart Bailey) are also available and may be able to signpost you to further services and support that is available in the county (by appointment via the office - admin@hathern.leics.sch.uk).



Many different services may be available to you and your child and are available as part of the Authority's Local Offer and can be accessed at:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-anddisability>

The SEND Information Advice and Support Service (SENDIASS) offer independent advice and support to parents and carers of all children and young people with SEND. Information about SENDIASS can be found at:

<http://www.iassnetwork.org.uk/find-youriass/east-midlands/leicestershire/>



They can be contacted by telephoning 0116 305 5614 or emailing sendiass@leics.gov.uk.

Contact details for Further Support

Contacts in school:

- | | |
|--|-----------------------|
| <input type="checkbox"/> SENDCo – Laura Smith | Tel. No: 01509 842569 |
| <input type="checkbox"/> Head Teacher – Stuart Bailey | Tel. No: 01509 842569 |

External Contacts and Free Support

- Visit the [Leicestershire SEND Hub](#) to find out about different educational settings and provisions and how they can meet the needs and support children with SEND. Email: admin@leicestershiresendhub.org.uk

- Special Educational Needs Assessment (SENA)** Tel. No: 0116 305 660
[Contact the SENA service | Leicestershire County Council](#)
- Speech and Language Therapy Service** Tel. No: 0116 2955256
- Hearing Support Team** Tel. No: 0116 305 9400

SEND Information Advice & Support Service (SENDIASS)

Tel. No: 0116 305 5614

Email: sendiass@leics.gov.uk

Child and Adolescent Mental Health Service (CAMHS)

Leicestershire & Rutland Team

Tel. No: 0116 2952992

ADHD Solutions

Tel. No: 0116 2610711

ELSA Support - Website: <https://www.elsa-support.co.uk/>

Mind - Website: <https://www.mind.org.uk/>

Young Minds - Website: <https://www.youngminds.org.uk/>

The Laura Centre – Bereavement Counselling

Tel. No: 0116 254 4341 Email:

info@thelauracentre.org.uk

Winston's Wish – Bereavement Support for children with SEND Tel. No. **08088 020 021**

Living Without Abuse – support for victims of domestic violence in Leicestershire Tel. No: **01509 550 317**



APPENDIX 1a: Intervention Descriptors

Graduated Approach: Intervention Descriptors

Wave 1 (Universal) Inclusive High-Quality Teaching			
Communication and Interaction	Cognition and Learning	Social Emotional Mental Health	Physical and Sensory
<ul style="list-style-type: none"> • Tasks/explanations broken down into small steps. • Use of visuals and symbols • Now and next boards • Visual timetables • Communication boards (to aid self-expression of needs) • Differentiated curriculum delivery e.g. simplified language or minimal use of language • Differentiated outputs e.g. cartoon strips instead of written prose, cloze exercises • A language rich environment with opportunities and time to talk • Adult Modelling Language • Ensuring understanding of text by encouraging pupils to re-tell/re-phrase story/text • Appropriate classroom seating to minimise distraction/overwhelm • Calm Space/Zen Den available to each class 	<ul style="list-style-type: none"> • Differentiated work based on assessment of prior understanding (This may mean that children are working on related objectives from a previous year group) • Scaffolded tasks that enable a level of independence. • Increased visual aids and modelling. • Practical maths resources • Writing frames • Word banks, number squares, number lines etc. • Little Wandle phonics cards/sound mats • Illustrated dictionaries • Collaborative group/paired work • Use of ICT to aid presentation/recording • In class targeted teacher support • In class LSA support 	<ul style="list-style-type: none"> • Application of school behaviour policy. • Continued promotion of CARE code values • CALM scripts • PSHE lessons focusing on social skills, emotional regulation, wellbeing. • Emotion Check-ins • ELSA check in • Calm Space/Zen Den available to each class • Visual timetable • Clear routines with built in brain breaks, throughout the day. • Explicit teaching of routines and modelling of expectations for behaviour – do not assume they understand expectations • Targeted and specific praise aim for a 4:1 positive praise ratio. • Take special steps to connect with child. • Fidget tools/Timers/reading rulers (Sensory toolkit accessible in each class) 	<ul style="list-style-type: none"> • Liaison with parents • Enlarged texts where required • Design worksheets that are simple and uncluttered. • Provide pre-prepared diagrams, tables that pupils can fill in/annotate. • Provide an easily accessible pack of equipment, aids, resources for children to access easily and keep themselves organised. • Allow pupils to choose writing tools that are comfortable for them: pen pencil, pencil grip etc. • Use of appropriate aids e.g wobble cushions, writing slopes, spring-loaded scissors etc • Appropriate classroom seating to minimise impact of physical impairments (e.g. close to board) • Awareness of background noise (some children may need to use ear defenders) • Children with attention/interaction difficulties to be seated in the best available defined area (away from distractions, at the front of the class) • Children repeat back instruction to check understanding Differentiated learning to target learners' needs encompassing multi-sensory approaches • Extra time to complete tasks where necessary • Monitoring safety in practical lessons and PE



APPENDIX 1b: Intervention Descriptors

Communication and Interaction	Cognition and Learning	Social Emotional Mental Health	Physical and Sensory
<ul style="list-style-type: none"> • NELI • Speech and Language interventions/support delivered by a trained member of staff. • In class support with focus on supporting speech and language • ICT e.g. clicker • Social communication groups • Social groups at lunchtime • Lego Therapy • Social stories 	<p>Maths:</p> <ul style="list-style-type: none"> • Catch Up programmes – Maths Catch Up • Number stacks • SATs Booster groups <p>Reading/Phonics:</p> <ul style="list-style-type: none"> • Little Wandle Daily Keep Up • Rapid Catch Up (Phonics KS2) • Fischer Family Trust • Hfl Reading Fluency Group • Inference Training Group • Additional targeted 1:1 reads focusing on needs of child. <p>Writing/Spelling:</p> <ul style="list-style-type: none"> • Colourful semantics • SNIP Literacy • NESSY (online) • Precision Teach 	<ul style="list-style-type: none"> • Referral to Pupil Wellbeing Lead for support. • Personalised Behaviour/De-escalation Plan • Boxall Profile/Nurture Provision • Time with supportive adult to talk through difficult situations and conflict resolution. • Extra focus on personal and social education, e.g. strategies to manage feelings, skills of friendship, self-awareness, relationships, conflict resolution. Social skills group training, e.g. Social Skills club, turn taking, duty pupil responsibility, student support advisor, mentoring programme, • Structured break and lunchtimes (Lunch Club) • Social skills modelled for specific children. • ELSA • Social Communication Groups • Lego Therapy • Transition planning to next class/school • Individual visual timetable • Individual work station 	<p>FUNDAMENTALS</p> <ul style="list-style-type: none"> • Dough Disco • Sensory needs - various tactile objects to support in class • Fine/gross motor skills interventions (threading, pincer motion, screwing, peg boards, pincer pegs) • Handwriting focus groups (Bubble handwriting guides for KS2) • Sensory circuits to regulate before the school day



Wave 2 (Targeted)

APPENDIX 1c: Intervention Descriptors

Communication and Interaction	Cognition and Learning	Social Emotional Mental Health	Physical and Sensory
<ul style="list-style-type: none"> Advice from outside agencies to develop programmes, strategies and approaches in collaboration with the school, referrals to the Educational Psychologist, Speech and Language Therapists. Speech Therapy Autism Initiatives Speech Therapist for 1:1 sessions Reduced/ increasingly individualised timetable 	<ul style="list-style-type: none"> Individual teaching to build basic literacy and numeracy skills (Precision Teaching) Individually prepared materials in one or more curriculum areas -1:1 Support Advice and support from outside agencies and support services to develop programmes, strategies and approaches in collaboration with the school. SENISS support Referrals to Educational Psychologist <p>Maths:</p> <ul style="list-style-type: none"> Plus One/Power of 2 Number Box <p>Reading/Phonics:</p> <ul style="list-style-type: none"> Toe by Toe <p>Writing/Spelling:</p> <ul style="list-style-type: none"> Precision Teach 	<ul style="list-style-type: none"> Referrals to Education 1:1 support for social skills Referrals to Educational Psychologist, Behaviour Support Team, Oakfield, CAMHs, EWO, Young Carers, Revised timetables and/or adapted curriculum 1:1 support Highly structured, personalised lunchtime support. Individual counselling Individual support or mentoring Individual reward system Social skills training 	<ul style="list-style-type: none"> Liaison with Physical Sensory Support Service and/or OT SENCO to co-ordinate and advise on inclusive practices 1:1 individual support in classroom to facilitate access to the curriculum and address health and safety concerns.

Wave 3 (Specialised)



Glossary of Terms

<u>Word or Term</u>	<u>What it Means</u>
Access Arrangements	Support for tests, such as extra time or a scribe, to help children show what they know.
Adaptive Practice	Changing work or teaching so it is easier for children to understand and/or complete.
CAMHS	<i>Child and Adolescent Mental Health Services</i> . NHS support for children's mental health needs.
Class Action	Support provided in class before a child is added to the SEND register.
Disability	A physical or mental difficulty that can make learning or everyday activities harder.
EHCP	An <i>Education, Health and Care Plan</i> . A legal document that sets out a child's needs and support.
ELSA	<i>Emotional Literacy Support Assistant</i> . A trained adult who helps children with emotions and social skills.
External Agencies	Specialists outside school who give advice or support, such as therapists or psychologists.
Graduated Approach	A step-by-step way of supporting children: <i>Assess, Plan, Do, Review</i> .
Individual Learning Plan (ILP)	A plan that shows a child's learning goals and how school will support them.
Intervention	Extra support, often in a small group or one-to-one, to help learning or behaviour.
Learning Aids	Tools that help children learn, such as pencil grips or reading rulers.
Local Offer	Information from the council about SEND services available to families.
Mental Health Support Team	A team that helps schools support pupils' mental health needs.
Multisensory Learning	Learning that uses more than one sense, such as seeing, hearing, and touching.
Neurodiversity	The idea that people's brains work in different ways, such as autism or ADHD.
Nurture Group	A small group that supports emotional development and social skills.



One Page Profile (OPP)	A short document showing a child's strengths, needs, and how best to support them.
Parent and Pupil Voice	Listening to the views of parents and children when planning support.
PINS Programme	A programme that helps schools improve support for neurodiverse children.
Pre-teaching	Teaching key ideas or vocabulary before a lesson to help a child take part.
Provision Map	A record showing what support and interventions a child is receiving.
Quality First Teaching	Good teaching for all children, adapted to meet different needs.
SEMH	<i>Social, Emotional and Mental Health</i> . Support for feelings, behaviour, and wellbeing.
SEND	This stands for <i>Special Educational Needs and Disabilities</i> . It means a child needs extra help to support their learning or well-being.
SEND Governor	A school governor who helps to check that SEND support is effective.
SEND Information Report	A document that explains how the school supports children with SEND.
SEND Record	A list of pupils receiving SEND Support.
SEND Support	Extra help provided by the school for children with SEND, without an EHCP.
SENDCo	The <i>Special Educational Needs Co-ordinator</i> . This teacher organises SEND support in school.
SENDIASS	A service that gives parents free, independent advice about SEND.
SMART Targets	Goals that are Specific, Measurable, Attainable, Relevant, and Time-bound.
Social Stories	Short stories that explain situations and behaviours in a clear way.
Statutory Assessment	A detailed assessment that must be done to decide if a child needs an EHCP.
Transition	Support to help children move to a new class or school smoothly.
Visual Timetable	A timetable using pictures to show what will happen during the day.



