

AIRE VIEW INFANT SCHOOL



The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities (SEND)

We are a fully inclusive school. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (Regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

Aire View consults fully with parents and pupils on a regular basis and any concerns are discussed as soon as they arise. The relationships with pupils and parents is exceptionally strong; concerns from them are listened to and acted upon. It is our view that early identification is crucial if we are to give our young people the very best care and education possible.

Aire View Infant School can offer one of the most valuable resources available and they are human resources. Here we have a highly qualified, well trained and effective team who in liaison with other agencies will ensure that your child's identified needs will be met. The Governors of the school are fully committed to ensuring the school can provide the highest quality of care and education for each and every child.

Aire View Infant School is a fully committed to inclusion and equality of access to opportunities for all pupils, including children with additional and/or special needs and/or disabilities. This includes extra-curricular activities before, during lunchtimes and after school. Our dedicated staff will support children during these sessions when necessary.

Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the [guidance from Bradford Metropolitan District Council's Children's Services for SEN](#). This is based on an Assess-Plan-Do-Review 3 range structure.

If a child has a Statement of Special Educational Needs or and Education, Health and Care Plan, then we provide the support detailed in the plan.

Our offer at Ranges 1 to 3 for each area of SEN is described below.

Draft March 2014

		Range 1	Range 2	Range 3
Communication and Interaction Needs:	Autistic Spectrum Conditions	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. SENCo may be involved in more specific assessments and observations <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include individual/group targets • Parents involved regularly and support targets at home <p>Pupil involved in setting and monitoring targets</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with specific support for targets which involve communication and interaction <p>Opportunities for over-learning basic concepts within a small group</p> <p>Human resources and staffing</p> <ul style="list-style-type: none"> • Flexible use of resources and staffing available in the classroom • Support to promote social skills and interactions with peers and over-learning of basic concepts • Support with recording of work <p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • Flexibility will be needed in expectations to follow instructions/ record work • Instructions supported by visual and written clues • Preparation for any change and the need for clear routines • Reduction of complex language especially when giving instructions 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 1 plus use of more detailed NC assessment tools e.g. B Squared/PIVATS • Involvement of education and non-education professionals as appropriate <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plans reflect levels of achievement and includes individually focused IEP targets, especially Speech and Language components and PSHCE <p>Additional steps taken to involve parents and pupil as appropriate</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class based, but with some opportunity for small group and individual work to target specific needs involving communication and interaction • A quiet area within the classroom may be useful for individual work • An individual table/area within the classroom may be helpful for independent working to offer opportunities for distraction free learning • Opportunities for one to one support <p>Human resources and staffing</p> <ul style="list-style-type: none"> • Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. This may also involve some modification to the environment (low stimulus; distraction-free) • Use of support to implement specific materials, approaches and resources as appropriate. E.g. Circle of Friends; Social Stories; Social Stories as needed • Support from other agencies as appropriate. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more specialised assessment tools. E.g. SCERTs, ABA, TEACCH. • Where appropriate staff and other agencies will offer support as appropriate <p>Planning</p> <ul style="list-style-type: none"> • Whole school understanding of pupil's needs • Consideration of more specialised planning frameworks. E.G SCERTS, ABA, TEACCH to prepare for the school day <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with targeted support • The need for small group work and one to one to develop individual targets and introduce any new concepts • Access to a quiet area within the classroom when needed • It is likely that an individual table/work area would be useful to help focus learning and to offer opportunities for distraction free learning <p>Human resources and staffing</p> <ul style="list-style-type: none"> • Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding • Use of support to implement specific materials, approaches and resources as appropriate e.g. Circle of Friends, Socially Speaking, and Social Stories • Support from other agencies as appropriate. E.g... Autism Team (SEN Services), Hub schools, SALT <p>Curriculum & teaching methods</p>

	Range 1	Range 2	Range 3
		<p>E.g.. Autism Team (SEN Services), Hub schools, SALT</p> <p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • Curriculum access will be facilitated by using a structured approach, which may involve: using visual systems or timetables; reducing language for instructions/ information giving • Teaching strategies should give consideration to difficulties with transfer of skills • Teaching approaches should take account of difficulties in the understanding of social rules and expectations within the classroom; slow processing of information and organisational issues 	<ul style="list-style-type: none"> • Curriculum access will be facilitated by using a structured approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom • One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations • May need enhanced PSE teaching to ensure skills embedded

	Range 1	Range 2	Range 3
<p>Speech, Language and Communication Needs</p>	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. SENCO may be involved in more specific assessment and observations. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets. Planning shows opportunities for some small group targeted talk and differentiated questions Parents involved regularly and support targets at home. Pupils involved in setting and monitoring their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need e.g. listening/ expressive language. Time limited 1:1 programme based on specific need and any SALT programme as appropriate Attention to position in the classroom and acoustics (See Acoustic Toolkit) <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice from SENCO. Additional adults routinely used to support flexible groupings, differentiation and some 1:1. <p>Additional adults actively support pupils by modifying teacher talk and scaffolding responses during introduction and plenary.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Increased differentiation by presentation and/or outcome e.g. visual aids, modelling responses, allowing time to answer Simplify level/pace/amount of teacher talk. High quality use of language modelled by all adults in school Increased emphasis on identifying and teaching 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 1 plus use of more detailed NC assessment tools e.g. B Squared /PIVATS. Involvement of education and health professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets. Planning shows evidence of increased opportunities for targeted talk and some individually planned questions Additional steps taken to engage pupil and parents as appropriate. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with regular targeted small group support. Time limited programmes of small group work based on identified need. On going opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate. Attention to position in the classroom and acoustics <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. <p>Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Increasingly individualised programme including modified tasks within an inclusive curriculum. Modify level/pace/amount of teacher talk to pupils' identified need. Teaching methods adapted to suit individual's identified learning style (eg VAK). Opportunities for explanation, clarification and reinforcement of lesson content and language. Individual targets within group programmes and/or 1:1 for speaking and listening. 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more systematic application of assessment tools. Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific. There are targeted opportunities for talk and individually differentiated questions, shown on planning Additional steps taken to engage pupil and parents as appropriate e.g. through ICAN materials, parent training or information sessions <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class, predominantly working on modified curriculum tasks. Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate. <p>Attention to position in the classroom and acoustics</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. <p>Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Tasks and presentation personalised to pupil's needs. Individualised level/pace/amount of teacher

		Range 1	Range 2	Range 3
		<p>to preferred learning style.</p> <ul style="list-style-type: none"> Some use of specific group or 1:1 programmes for speaking and listening 		<p>talk.</p> <ul style="list-style-type: none"> Learning style determines teaching methods. Emphasis on consolidation and lateral progress before introducing new skills. Regular opportunities for explanation, clarification and reinforcement of lesson content and language. Small steps targets within group programmes and/or 1:1 for speaking and listening.
Cognition and Learning Needs:	Moderate Learning Needs	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. e.g. LD Baseline <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include QFT strategies Parents and children involved in monitoring and supporting their targets. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need e.g. listening/thinking. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice from SENCO. <p>Additional adults routinely used to support flexible groupings and differentiation</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Differentiation by presentation, activity and/or outcome. Simplify level/pace/amount of teacher talk. Emphasis on identifying and teaching gaps highlighted by LD Baseline assessment. Opportunities for skill reinforcement/revision /transfer and generalisation. 	<p>Assessment</p> <ul style="list-style-type: none"> SENCO may be involved in more specific assessment and observations. e.g. B Squared /PIVATS specific screening tools SENCO may seek advice from education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement; progress is tracked via school tracking or CASPA. <p>Pupil and parents are involved as above</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with enhanced differentiation, regular targeted small group support. Time limited programmes of small group work based on identified need. Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. <p>Advice from LD/EP is reflected in targets.</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated. 	<p>Assessment</p> <ul style="list-style-type: none"> SENCO takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans and progress are closely monitored by CASPA or school tracker. Targets are individualised, short term and specific. <p>Continued regular engagement of parents</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class, predominantly working on modified curriculum tasks. Frequent opportunities for small group work based on identified need. <p>Daily opportunities for 1:1 support focused on specific IEP targets.</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. Additional adult, under the direction of the teacher provides sustained targeted support on an individual/group basis. May include withdrawal, carefully monitored. <p>Curriculum & Teaching Methods</p>

		Range 1	Range 2	Range 3
			<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Programme includes differentiated and modified tasks within an inclusive curriculum. • Modify level/pace/amount of teacher talk to pupils' identified need. • Programmes to consist of small achievable steps. • Pre teach concepts and vocabulary • Emphasis on using and applying and generalisation of skills. • Individual targets within group programmes and/or 1:1carefully monitored and reviewed. 	<ul style="list-style-type: none"> • Tasks and presentation increasingly individualised and modified in an inclusive curriculum • Visual cues to support auditory information at all stages of delivery. • Individualised level/pace/amount of teacher talk. • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:1
	Specific Learning Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. eg LD baseline and teacher observations <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include QFT • Parents and children involved in monitoring and supporting their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need e.g.reading. <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from SENCO. <p>Additional adults routinely used to support flexible groupings, differentiation and some 1:1.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Differentiating for the students identified area(s) of weakness. • Dyslexia friendly school strategies and IDP strategies <p>Cursive Handwriting is introduced as part of a MSL approach.</p>	<p>Assessment</p> <ul style="list-style-type: none"> • SENCO uses screening tools(eg Madeleine Portwood / Aston Index / Bangor / LUCID COPS / GL assessment etc) • Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement, progress is tracked via school tracking. • pupil and parents are involved as above. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support. • Time limited programmes of small group work based on identified need. • opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. • Advice from LD/EP is reflected in targets. <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. • Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more in depth assessment of specific areas of need • Senco continues to take advice from education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plans and progress are closely monitored by school tracker. • Targets are multi sensory, individualised, short term and specific. • Continued regular engagement of parents <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class, with provision for alternative ways of recording. • Frequent opportunities for small group work based on identified need. • opportunities for 1:1 support focused on specific targets <p>identified through assessment, ensuring revision and over learning are incorporated.</p> <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate.

		Range 1	Range 2	Range 3
			<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Specific multisensory, cumulative, structured programmes to support the acquisition of key literacy cursive handwriting, numeracy and motor skills. • differentiated curriculum with some modification and alternative recording programmes including ICT if appropriate. • At KS 3 and 4 focus on study skills. Opportunity for over learning rehearsing and revising. 	<ul style="list-style-type: none"> • Additional adult, under the direction of the teacher provides support on differentiated recording tasks. • May include withdrawal, carefully monitored. Opportunities for reading spelling and writing activities in line with assessment results <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Structured cumulative multisensory programme run on a 1:1 or small group basis as appropriate. • Tasks and presentation increasingly individualised and modified in an inclusive curriculum • Visual cues to support auditory information at all stages of delivery . • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:1
Behavioural, Emotional and Social Development:	Behavioural, Social and Emotional Needs	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. SENCO and or NPSLBA trained staff may be involved in more specific assessment and observations. • Pupil self assessment methods used. • Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers, • Risk assessments of difficult times of the school day • Progress should be a measured change in their behaviour and learning following each review cycle • Recognition of learning styles and motivational levers <p>Planning</p> <ul style="list-style-type: none"> • Individualised programme of support related to assessments implemented. Key worker identified • Parents involved regularly and support 	<p>Assessment</p> <ul style="list-style-type: none"> • As range 1 plus More detailed and targeted observation ie interval sampling • Use and analysis of assessment tools • Assessment related to intervention strategy • Pupil self assessment extended to inform IEP/IBP • More detailed recording, monitoring of frequency, intensity, ABCs over a range of contexts • Wider assessments for learning/other SEN • Determine engagement of necessary education/ non-education support services possibly leading to CAF <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement and includes individually focused IEP targets eg specific behaviour targets related to assessment: consideration of adapted timetable • Additional steps taken to engage pupil and parents as appropriate 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more systematic application of assessment tools • Involvement of education and non-education professionals as appropriate through CAF processes <p>Planning</p> <ul style="list-style-type: none"> • Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific • More frequent involvement of parent/carer to engage pupil. • Access to additional resources are accurately accounted for • Prevention placement managed through joint school/PRU support programme • Prevention placements co-ordinated by Secondary Panel • CAF Multi-agency planning processes specifies contribution of individual services and lead practitioner. Inter-agency

		Range 1	Range 2	Range 3
		<p>targets at home</p> <ul style="list-style-type: none"> • Pupils involved in setting and monitoring their targets <p>Pupils response to social/ learning environment informs cycle of IEP/IBP formulation and implementation</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with attention paid to organisation and pupil groupings • Opportunities for small group work based on identified need eg listening/thinking/social skills. • Time limited mainstream classroom programme of support, which relates to assessments • Small group work to learn appropriate behaviours and for associated learning difficulties • Individual programme based on specific need <p>A quiet area in the classroom may be useful for individual work</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher staff and resources usually available in the classroom. • Support/advice from SENCo with assessment and planning • Additional adults routinely used to support flexible groupings, differentiation and some 1:1 • Close monitoring to identify “hotspots” • Support for times identified by risk assessments • Close liaison and common approach with parents/carers <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • In class differentiation of the curriculum and supporting materials enabling full access to the curriculum • Strategies developed shared with school 	<ul style="list-style-type: none"> • Identifying non educational input • Requires effective communication systems enabling all involved to provide consistent support <p>CAF processes determine holistic support plan</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • In addition to the provision at range 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets • Mainstream class with regular targeted small group support • Time-limited programmes of small group work based on identified need <p>On going opportunities for 1:1 support focused on specific IEP targets</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice and support from SENCO and/or NPSLBA lead as appropriate • Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis • May include withdrawal • Additional daily support provided within school to support learning and behaviour • Increased parental/carer involvement and multi-agency support services to plan and regularly review IEPs PSP • Encouragement and inclusion in an extra curricular activities. <p>Identification of ‘key worker’ with clear specification of role</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Modify level/pace/amount of teacher talk to pupils’ identified need. • Individual targets within group programmes and/or 1:1 	<p>communication established and maintained</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks • Frequent opportunities for small group work based on identified need • Daily opportunities for 1:1 support focused on specific SEBD/learning targets • PRU prevention placements offers intensive individual and small group support <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate • Daily access to staff in school with experience of SEBD, eg behaviour support worker, lead behaviour professional, SENCo • Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks • Increased access to a combination of individual, small group and whole class activities <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Teaching focuses on both curriculum and SEBD outcomes throughout the school day • Tasks and presentation personalised to pupil’s needs. • Individualised level/pace/ amount of teacher talk. • Learning style determines teaching methods • 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations • Small steps targets within group programmes and/or 1:1 work tasks • Targets are monitored with the pupil daily

		Range 1	Range 2	Range 3
		<p>staff, parent/carer</p> <ul style="list-style-type: none"> Increased differentiation by presentation and/or outcome Simplify level, pace, amount of teacher talk/ instructions Increased emphasis on identifying and teaching to preferred learning style Opportunities for skill reinforcement/revision/transfer and generalisation Some use of specific group or 1:1 programmes <p>Preparation for any change and the need for clear routines.</p>	<ul style="list-style-type: none"> Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom Emphasis on increasing differentiation of activities and materials and take account of individual learning styles Short term individual support focusing on listening, concentration, social skills, solution focused approaches Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama <p>At least 2 of the above</p>	<p>targets</p> <ul style="list-style-type: none"> Accessing mainstream lessons for most of the time with complimentary access to LSU or other internal support arrangements <p>PRU prevention placements</p>
Sensory and Physical Needs:	Hearing Impairment	<p>Assessment and Planning</p> <ul style="list-style-type: none"> Part of school and class assessments Normal curriculum plans include individual/group targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher <p>Agreed joint written Advice from CCG and Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management. Advice given by hospital audiologist.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum 	<p>Assessment</p> <ul style="list-style-type: none"> Part of school and class assessments Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to STDC <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher <p>Single piece of work on referral:</p> <ul style="list-style-type: none"> Contact family Visit school: <ul style="list-style-type: none"> Observe pupil in class Speak to pupil 	<p>Assessment</p> <ul style="list-style-type: none"> Part of school and class assessments May require modification to the presentation of assessments Use of speech audiometry and other specialist tools to assess access to spoken language in class <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Opportunities for 1:1 and small group work</p> <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher <p>Initial piece of work on referral:</p>

	Range 1	Range 2	Range 3
		<p>Speech discrimination Gather data on progress Advise staff (class teacher / SENCO)</p> <ul style="list-style-type: none"> • Written report circulated to school, family, hospital • Additional support if needs change on request from school <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Full inclusion within National Curriculum <p>Teaching methods which facilitate access to the curriculum, social/emotional development and class participation</p>	<ul style="list-style-type: none"> • Contact family • Visit school: <ul style="list-style-type: none"> Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO) • Written report circulated to school, family, hospital • Annual electroacoustic hearing aid checks • Monitoring visit to speak to pupil/SENCO • Issue radio aid • Monitor radio aid use • Up to 6 visits per year from TOD/PIM • Possible input from non-education professionals e.g. SALT <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Full inclusion within National Curriculum • Possible differentiation by presentation and/or outcome • Opportunities for explanation, clarification and reinforcement of lesson content and language <p>Specific interventions for speaking, listening and teaching of phonics</p>
Visual Impairment	<p>Assessment and Planning School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</p> <p>Grouping for Teaching Mainstream class. Attention to seating position in classroom</p> <p>Curriculum & Teaching Methods</p>	<p>Assessment and Planning School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</p> <p>Grouping for Teaching Mainstream class. Attention to seating position in classroom.</p> <p>Curriculum & Teaching Methods</p>	<p>Assessment and Planning Planning based on current visual performance and prognosis of possible changes.</p> <p>Grouping for Teaching Mainstream class. Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate</p>

		Range 1	Range 2	Range 3
		<ul style="list-style-type: none"> Quality First Teaching Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. 	<p>Quality First Teaching Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil. Eg.oral descriptions of visual materials</p>	<p>Curriculum & Teaching Methods Quality First Teaching Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. Some modification / differentiation of learning materials and curriculum delivery to facilitate access. Eg. Attention to speed of lesson delivery and speed of working of VI pupil.</p>
	Multi-Sensory Impairment	See HI and VI guidance	See HI and VI guidance	<p>Assessment and planning</p> <ul style="list-style-type: none"> Part of school and class assessments Visual and hearing assessments Functional sensory assessment As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development Curriculum plan closely tracks levels of achievement IEP targets are individual, short term and specific IEP targets jointly formulated and monitored with QTMSI <p>Grouping for teaching Daily opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Significant modification to learning materials and curriculum delivery Individual mobility and independence/life skills programmes <p>Human Resource and Staffing</p>

		Range 1	Range 2	Range 3
				<ul style="list-style-type: none"> • Daily access to individual support, trained to meet the needs of pupils with MSI • Frequent visits from QTMSI • Input from mobility/rehabilitation officer • Input from other educational and non-educational professionals as appropriate • Need for balanced approach to support and intervention to facilitate social inclusion
	Physical Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> • Part of settings and Foundation Stage assessments. SENCO may be involved in more specific assessment and observations. • Regular review of personal educational plan • Pre referral advice from the teaching support service <p>Planning</p> <ul style="list-style-type: none"> • Settings curriculum plans including individual/group targets. • Parents/carers involved regularly and support targets at home. <p>Child involved in setting and monitoring their targets.</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with flexible approach to grouping and or some individual work. <p>Circle time activities to help build self esteem.</p> <p>Curriculum & Teaching Methods</p>	<p>Assessment</p> <ul style="list-style-type: none"> • As for range one but with advice from teaching support service and possibly health care professionals. <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum planning in addition to closely focussed and monitored IEP targets for 10-20% time <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Full inclusion within the National Curriculum Guidance for the Foundation Stage through <u>enhanced</u> use of differentiation and group support. • Buddy system <p>Circle time activities to help boost self esteem.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Pre handwriting skills programme • Dressing and undressing skills programme. • Access to appropriate ICT equipment. • May need specialist seating and or furniture or equipment. 	<p>Assessment</p> <ul style="list-style-type: none"> • For mobility and curriculum access to be carried out by both educational and health colleagues. • May need specialist seating • May need ICT assessment to aid with future curriculum recording. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum planning now closely linked to IEP targets. <p>Modified PE/outdoor play curriculum is likely to be needed.</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream classroom setting. • Small group or one to one adult input to practice skills. • Individual skills based work may need to take place outside the classroom. • Nurture group input may be necessary to help with low self esteem.

	Range 1	Range 2	Range 3
	<ul style="list-style-type: none"> • Pre handwriting assessment and relevant skills practice • Dressing and undressing skills programme. • Access to gross motor skills assessment. <p>May need access to basic equipment such as pencil grips, stubby handled paint brush.</p> <p>Resources</p> <ul style="list-style-type: none"> • Main support from foundation stage practitioners with support from SENCO. 	<p>Resources</p> <ul style="list-style-type: none"> • Main support from foundation stage practitioners with support from SENCO and or specialist support service when needed • Input from additional adult to provide targeted support under the direction of teacher. • Some support/ supervision may be needed to meet hygiene needs and or outside play and at lunch time 	<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Programme to support pre handwriting and handwriting skills. • Differentiated writing materials and equipment. • Differentiation to PE curriculum. • Dressing and undressing skills programme. • ICT equipment to aid recording and possibly AAC. <p>Will need specialist seating and or furniture or equipment.</p> <p>Resource</p> <ul style="list-style-type: none"> • Flexible use of classroom support to access curriculum and develop skills in recording. <p>Training and advice from specialist support service for teaching and support staff.</p>