

Caldecote Community Primary School



SEND (Special Educational Needs and Disability) Policy

Completed September 2014 by FP
Ratified by Governing Body
Reviewed Annually
Last review November 2024

COMPLIANCE

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- SEND Regulations 2014
- Children and Families Act 2014
- Statutory Guidance: Supporting pupils at school with medical conditions (2015)
- National Curriculum in England Key Stage 1 and 2 (2014)
- Statutory Guidance: Keeping children safe in education (2024)
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2011
- Relationships and Behaviour Policy
- Inclusion Policy
- Single Equality Policy
- Positive Handling and Restraints Policy

The policy was created by the Special Educational Needs Co-ordinator (SENCo), following consultation with the Senior Leadership Team, SEND Governor, staff and parents. It is our intention to involve all stakeholders in all decision-making which is within the spirit of the reformed code of practice.

VALUES STATEMENT

At Caldecote, we are a learning community committed to helping our students reach beyond their grasp. We achieve this by living according to our shared values which create an environment in which all feel safe, welcome and ready to learn.

Care: we respect each other and our school environment.

Challenge: we are ready to learn; we aim high.

Persevere: we are resilient and we don't give up.

Succeed: we expect the best from everyone; we achieve our goals.

Care, Challenge, Persevere, Succeed - we are Caldecote!

Through our commitment to these values, we prepare our children for the brightest possible futures, equipping them with the motivation, resilience and beliefs needed to succeed.

INTRODUCTION

The school's Special Needs Coordinator (SENCo) is:

Mrs Fran Palmer

Tel: 0116 2824482

Email: fpalmer@caldecote.leicester.sch.uk

Mrs Palmer has been awarded a Postgraduate Certificate in Special Educational Needs Coordination and is a member of the school's Senior Leadership Team.

Assistant SENCo for Early Years:

Miss Ellie Copeland

Email: ecopeland@caldecote.leicester.sch.uk

Miss Copeland has been awarded a Postgraduate Certificate in Special Educational Needs Coordination.

We are committed to inclusion, meeting individual needs and provision of the highest quality for all students. We encourage mutual respect and consideration as part of the ethos of our school.

We believe that every teacher is a teacher of every child including those with Special Educational Needs and Disabilities (SEND).

AIMS AND OBJECTIVES

The aims of Caldecote Community Primary School are guided by the SEND Code of Practice 2014. We aim to work with the Local Authority (LA) to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need. As a school we are mindful of and comply with the Local Authority's 'Best Endeavours and Reasonable Adjustments' document, which outlines the key ways pupils should be supported in class, along with expected equality duties shown in the school's Single Equality policy and our access arrangements shown in the school's Accessibility Policy/Plan.

Our objectives are as follows:

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.

3. To operate a whole school, whole pupil approach to the management of support for special educational needs and disabilities (SEND).
4. To provide Special Educational Needs Coordinators (SENCOs) to manage the provision for pupils with SEND.
5. To provide support and advice for all staff working with children with SEND.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The SEND Code of Practice 2014 states that children may have needs in the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

We focus on these broad areas of need in order to plan what action to take to meet individual children's needs as soon as possible. The SENCOs work closely with class teachers and monitors the progress and development of all pupils to ensure that children who have additional needs are identified and appropriate provision is made.

Teachers are expected to provide good quality first teaching for all the pupils in their class which caters for their needs and learning styles. Where children are falling behind or making less than expected progress, despite good teaching, extra support or interventions will be put in place. If the child still does not progress, the class teacher and SENCO, in consultation with parents, will assess whether the child has a special educational need.

We use the list of criteria for pupils to be identified as having special educational needs set out in the Local Authority's 'Best Endeavours and Reasonable Adjustments' document and have summarised the criteria in Appendix 1.

We are aware that other issues may impact on a child's attainment and progress, such as:

- disability that does not require specialist provision to access the curriculum
- attendance and punctuality
- health and welfare
- English as an Additional Language (EAL)
- being in receipt of pupil premium
- being a Looked After Child (LAC)

- being the child of a Serviceman/woman

We will ensure that these factors are considered when assessing whether a child has a special educational need.

GRADUATED APPROACH TO SEN SUPPORT

The school employs a graduated response to supporting pupils with SEN as outlined in the SEN Code of Practice 2014. We accept that 'teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils have support from teaching assistants or specialist staff' (SEND Code of Practice 2014). In order to meet the learning needs of all pupils, teachers differentiate, adapt and personalise the learning in the classroom. They work to meet individual learning needs, and mark work and plan home learning effectively. This is the first step in responding to the needs of pupils who have or may have special educational needs.

Senior Leaders and the SENCOs work with teachers to evaluate lessons, planning, children's books and assessment data to ensure that all children are being given the highest possible quality first teaching. Where necessary, extra training and support will be given to teachers to ensure they are equipped to support vulnerable pupils and those with special educational needs and disabilities.

If a child continues to make less than expected progress over time, and quality first teaching has been amended, additional support and intervention will be put in place in order to address any particular areas of need. If the child still does not progress, the class teacher and the SENCO will use various assessment information to determine whether the child meets the criteria to be placed on the SEN register (see appendix 1).

We adopt the following procedures for identification of special educational needs:

- the analysis of data including Early Years Foundation Stage Profile, SATs, reading ages, spelling ages, half-termly pupil assessments, phonics screening, reading book levels
- other specialist standardised assessments for specific areas of need (eg. dyslexia screening, understanding of vocabulary, verbal and non-verbal reasoning tests)
- tracking individual pupil progress over time
- the completion of teacher concern forms
- observation of the child

- following up parental concerns
- information from previous schools
- information from other services
- checklists for various specific learning difficulties, such as dyslexia, dyspraxia and ADHD

For higher levels of need, we may ask outside professionals (such as a Speech and Language Therapist or Educational Psychologist) to carry out more specialised tests.

Parents will be consulted and their advice, opinions and consent sought before a child is placed on the SEN register. They will be informed of their child's targets and what provision the school has in place for their child, and they will be involved in reviewing the success of any support or interventions.

The school operates an 'assess, plan, do, review' cycle as set out in the SEND Code of Practice 2014. After careful assessment and consultation with all parties, a plan will be put in place to address the child's needs so that they can progress. The class teacher will ensure that the plan is implemented and at an agreed date, the success of the plan will be evaluated. The plan will be amended as required and further support considered. The cycle will then begin again.

The class teacher will be supported by the SENCo to ensure the provision provided for the child will enable them to meet the targets on their plan. Parents will be kept informed and consulted throughout the cycle.

MANAGING PUPILS' NEEDS ON THE SEN REGISTER

All pupils identified with SEND will have an Individual Education Plans (IEP). Teachers meet the relevant SENCo and Headteacher every half-term in order to review progress against targets and to set new targets. Provision for each pupil is discussed at these meetings. For pupils with Education, Health and Care (EHC) plans, provision will be in line with the recommendations on the plan. For pupils at SEN Support, provision will be agreed between the class teacher, SENCo and Headteacher. Every child on the SEND Register must have provision that is additional to or different from children who do not have SEND. Class teachers are responsible for ensuring this provision takes place and evidencing the child's progress.

Individual Education Plan targets will be shared with pupils and parents. Progress towards targets will be discussed with parents at least three times a year, either at parents' evenings or at a specifically scheduled meeting with the class teacher, the Headteacher and/or the SENCo.

We have a range of evidence-based interventions that we offer as targeted support. Where we feel that a child's needs meet the criteria for a particular intervention, we will place a child into the intervention or on the waiting list. Interventions are monitored to ensure that they are well-delivered and that the children make the required amount of progress.

Other SEND support offered to pupils may include:

- in-class support by a teaching assistant, either 1:1 or group
- outside class 'catch-up' programmes, delivered by a teacher or teaching assistant
- small group teaching of English and Mathematics lessons on a daily basis
- specialist resources designed to make the classroom environment more accessible
- targeted support or strategies delivered by a specialist teaching assistant
- personalisation or adaptation of curriculum learning matched to need

If it becomes clear that more expert advice is needed about a child's needs, the SENCo and class teacher will discuss who would be the most appropriate outside specialist to investigate. Before any outside professional is approached, the reasoning behind the decision to involve another party will be discussed with parents and parental consent obtained. All reports and findings will be shared with parents.

If a child's needs cannot be met through the general SEND budget, we will apply to the Local Authority for High Needs Funding. This funding is for children with complex needs who are usually supported by a range of outside professionals. The funding may be for additional resources, extra adult support or specialist interventions. A case needs to be made by the SENCo as to why the funding is required, what it will be spent on and what the expected outcomes will be for the child. The application is considered by the Local Authority and the request granted if there is strong enough evidence to support the application. We may ask parents for additional information about their child to strengthen our case if necessary.

For some children, even though we have followed advice from outside professionals and used High Needs Funding for additional support, it may become apparent that the child's needs are significant and enduring and that the child will need an Education, Health and Care Plan (EHCP). This is a statutory document stating the provision that is needed for the child and remains in place until the child/young person is 25, while they remain in education or training. If an EHCP needs to be written, the SENCo will apply to the Local Authority for a Statutory Assessment of the child's needs. Parents, school and other professionals are consulted throughout the

process of Statutory Assessment and a decision whether to grant an EHCP is made within twenty weeks. Some children with EHCPs remain in our school. For others, it may be felt that their needs would be better met in a specialist setting. This may be a Special School or a Designated Specialist Provision (DSP) attached to a mainstream school. A child cannot access a specialist provision without an EHCP. If the child already has an EHCP, a change of placement would be discussed at the child's Annual Review or earlier if required. An EHCP is a statutory document and the provision stated in the plan must be provided by the setting the child attends.

CRITERIA FOR EXITING THE SEN REGISTER

A child will be removed from the SEND register if their needs alter and they do not continue to meet the criteria as explained in Appendix 1. For example, a child with a speech difficulty may receive therapy and make rapid improvement, thereby not requiring further special educational provision to be made. If children are to be removed from the SEND register, this will usually be at the end of a Key Stage.

When reviewing a child's targets on their plan, the teacher, SENCo and parents will decide whether the child still meets the criteria for being placed on the SEND register. Parents will be informed if their child has been removed.

SUPPORTING PUPILS AND FAMILIES

For information about all the services available for children with special educational needs and disabilities in Leicester and the surrounding areas, please visit the Local Authority's 'Local Offer' website.

<https://families.leicester.gov.uk/send-local-offer/>

Further information and frequently asked questions can be found in the school's SEND Information Report.

<http://www.caldecote.leicester.sch.uk/> [select 'Key Information' then 'Special Educational Needs and Disability']

No pupil will be refused admission to school on the basis of his or her special educational need or disability. In line with the Equality Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see School's Admission Policy).

<http://www.caldecote.leicester.sch.uk/> [select 'Key Information' then 'policies' then 'Admissions']

We maintain close contact with education support services. For pupils with more complex needs, any one or more of the following agencies may be involved:

Educational Psychology Service (EPS)

Tel: 0116 4545470

<https://schools.leicester.gov.uk/services/psychology-service/>

SEND Support Service:

- Learning, Communication and Interaction Team
- Early Years Support Team
- Primary Social, Emotional and Mental Health Team
- Visual Support Team
- Hearing Support Team

Tel: 0116 4544650

<https://schools.leicester.gov.uk/services/special-education-needs-and-disability-support-service>

Effective working links will also be maintained with:

- Community Health Service (including Paediatricians, Speech and Language Therapy, Occupational Therapists, Physiotherapists)
- School Nurse
- Mental Health Support Team in schools
- Social Services
- Educational Welfare Service
- Children's Centres

We employ a Family Learning and Parenting Co-ordinator who is able to support parents and children with issues at home, and also work with children in school. She is also a trained ELSA (Emotional Literacy Support Assistant) and can carry out targeted interventions with individual children to support their emotional understanding.

ACCESS ARRANGEMENTS

Some children with SEND require special arrangements to access assessments and exams. These arrangements may include extra time, learning breaks, adapted papers, a scribe or transcript, a reader or a prompter. The SENCo works with relevant teachers, the assessment coordinator and the Head and Deputy to ensure access arrangements are applied for as required and implemented as agreed.

TRANSITIONS

When a child joins the school in the Foundation Stage, teachers will arrange either home visits or meetings with parents in school to meet the child before they arrive. If a child joins us in KS1 or KS2, parents will be invited to visit the school with their child to look around and meet key members of staff. All records/reports will be passed on from the previous school/setting to ensure we have a rounded picture of the child's needs and, if required, the SENCo will meet with the previous SENCo or other professionals to discuss the child's needs in more detail.

When a child is due to move to the next year group or school, we follow these procedures:

- Each child will spend at least one morning or afternoon with their new teacher during the Summer term.
- Meetings are held between the current and new teacher to discuss the children's needs.
- The relevant SENCo will pass on important information about each child to their new teacher to make sure the teacher fully understands how to support every child.
- Transition books are made for high need children with pictures of their new classroom and teachers. Time is spent working with these books during the Summer term and they are sent home in the Summer holidays.
- Children with more complex needs in Year 6 will have at least two visits to their new school and transition books are made for them to look at over the Summer holidays.
- Meetings are held between the SENCOs of the current and new schools with parents involved. Year 6 class teachers and Year 7 Heads of Year may also be involved.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

Some children with medical conditions may also have special educational needs or disabilities (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

We will take all reasonable steps to ensure that the child's medical needs are catered for in school and do not have an adverse effect on their education.

Further information can be found in our Medical Conditions Policy.

MONITORING AND EVALUATION OF SEND

The effectiveness of our provision for pupils identified as having special educational needs is monitored and evaluated in the following ways:

- feedback from all staff
- pupil tracking
- school assessments
- lesson observations
- analysis and observation of interventions
- SEND review meetings with teachers
- SEND review meetings with parents and records of these meetings
- meetings between the SENCOs and the SEND Governor
- pupil feedback/views
- parent feedback/views
- monitoring individual targets and plans
- movement on the register
- attendance records, including exclusions
- review of SEND provision by the Local Authority, other SENCOs, or School Improvement Partners

The above evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

TRAINING AND RESOURCES

The Local Authority provides additional funding to the school for all children with SEND to ensure they have access to the extra interventions or resources they need to access the curriculum. The school may apply to the Local Authority for additional funding for children who have complex needs which cannot be provided for out of the funding provided for every SEND child.

Resources will be provided for each child dependent upon their level of need. Resources may be physical or technological resources aimed at making the classroom and learning more accessible, or to provide extra intervention and support from an adult either in a group or individually.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All staff have yearly appraisals which enable them to discuss training requirements with Senior Leaders.

All teachers and support staff undertake induction training on taking up a post. This includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCos regularly attend the Local Authority's SENCo Network Meetings in order to keep up to date with local and national updates in SEND, and are members of the local area's SENCo Hub.

ROLES AND RESPONSIBILITIES

The school has an SEND Governor who is responsible for:

- ensuring the SEND Code of Practice 0-25 (2014) and any other relevant legislation is complied with
- ensuring the school has an SEND Policy
- ensuring that there is a SENCo in post who is a qualified teacher with the required qualifications
- working with the Local Authority as appropriate
- ensuring that the school is using its best endeavours to secure appropriate provision for pupils with SEND
- working with the SENCos and Headteacher to monitor and evaluate the provision for and progress of pupils with SEND

Teaching assistants may be employed specifically to support SEND children on a one-to-one, one-to-two or small group basis. Their everyday responsibilities are managed by the class teachers with support from the SENCos.

The Designated Safeguarding Lead is Frances Palmer (Assistant Head for Safeguarding and SEND). Her deputies are Yaroslava Briggs (Deputy Head), Katy Barnes (Business Manager), Kelly Rogers (Assistant Head), Claire Kane (Family Learning and Parenting Coordinator) and Leigh Smith (Attendance Officer and Safeguarding/SEN Administration Officer). The Headteacher (Mat Alcock) supervises all Safeguarding and Child Protection matters.

Katy Barnes (Business Manager) manages PPG/LAC funding in conjunction with Yaroslava Briggs (Deputy Head), Shahanara Uddin (Disadvantaged and Pupil Premium Lead) and Frances Palmer (Designated Teacher for LAC).

Katy Barnes (Business Manager) in conjunction with Frances Palmer (Assistant Head for Safeguarding and SEND) manages the school's responsibility for meeting the needs of children with medical conditions.

STORING AND MANAGING INFORMATION

SEND files are stored in the SENCo's locked office in a locked filing cabinet. The files contain all documents relating to the child's SEND, including reports, assessments, action plans, progress summaries, meeting minutes and telephone conversation records.

Electronic records of provision, IEPs and pupil passports are stored on a secure web-based program which is password protected.

The records are kept until a child leaves the school and then the records are transferred to the new school. The General Data Protection Regulation guidance on Data Retention states that copies of SEND records should be retained for the date of birth of the pupil + 25 years. SEND records are scanned to a web-based programme before the hardcopies are passed on to the new school.

REVIEWING THE POLICY

This policy will be reviewed annually by the SENCos and ratified by the Governing Body.

ACCESSIBILITY

Accessibility planning for pupils with disabilities ensures that there are plans to continually improve accessibility for disabled pupils.

This includes:

- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by the school.
- increasing the extent to which disabled pupils can participate in the school curriculum.
- improving the delivery to disabled pupils of information which is already provided, in writing, to pupils who are not disabled. This should be done within a reasonable period of time and in formats which take account of any views

expressed by the pupils or their parents about their preferred means of communication.

We use outside experts to help us plan what needs to be done next and incorporate their suggestions into our accessibility planning.

The school has the following special facilities:

- disabled toilet and shower in each key stage building
- wheelchair access to all frequently used entrances
- easy access for taxis/disabled transport
- sensory room

We follow the principals of a Dyslexia Friendly School. We adopt many classroom strategies to assist dyslexic pupils, such as multi-sensory teaching, visual timetables and coloured paper/backgrounds. In addition, we implement a structured phonics programme and many reading interventions which are extremely successful for children with dyslexia.

For further information, ask for a Dyslexia Handbook.

For further information on Accessibility, please see our Disability Policy and Accessibility Plan.

DEALING WITH COMPLAINTS

Any complaints regarding the provision for pupils with SEND should be made to the Headteacher in the first instance. Unresolved complaints may be passed to the Governing Body or the Local Authority.

Parents/carers may be supported by SENDIASS Leicester (previously Parent Partnership). Tel. 0116 2575027 or see their website <http://www.sendiassleicester.org.uk/>

Further information can be found in our Complaints Policy. <http://www.caldecote.leicester.sch.uk/policies.php> [select 'Complaints']

BULLYING

We are committed to take all reasonable steps to eradicate bullying of any kind in the school, including bullying of pupils with SEN or disabilities or any vulnerable groups. All reported incidences of bullying are dealt with fairly, consequences put in place for the perpetrator and support for the victim. Where possible, we employ a Restorative

Approach, where perpetrators learn from their actions by understanding how the victim was affected.

We include all pupils in all activities, regardless of any SEND, and have an inclusive ethos. Assemblies and PHSE lessons promote equality and explain about different types of disabilities to remove any stigma.

For further information, please see our Anti-Bullying policy.

APPENDICES

The school has written an SEND Information Report which answers specific questions about SEND in the school. This is published on our website.

<http://www.caldecote.leicester.sch.uk/> [Select 'Key Information' then 'SEND']

All other policies mentioned can be found on our school website.

A menu of the Additional Targeted Support (intervention) offered by the school is attached (Appendix 2).

For any further queries, please contact Mrs Fran Palmer (Year 1 to 6) or Miss Ellie Copeland (Early Years) on 0116 2924482, or email office@caldecote.leicester.sch.uk

(Appendix 1)

Identification of SEND – Criteria

Category of Need	Criteria to consider
Communication and Interaction	<ul style="list-style-type: none"> • Speech sound difficulty not appropriate to age meaning that child is difficult to understand • Receptive and/or expressive language two years or more behind expected levels • Involvement of SALT • Diagnosis of Autistic Spectrum Disorders • Strong indicators of ASD in all settings (home/school) • Severe difficulties interacting and forming relationships because of communication difficulties
Cognition and Learning	<ul style="list-style-type: none"> • Two or more years behind expected levels • Extreme difficulties acquiring literacy and numeracy skills and limited progress • Diagnosis of dyslexia • Diagnosis of dyscalculia • Diagnosis of dyspraxia • Diagnosis of dysgraphia • Strong indicators of any of the above following completion of checklists / screening • Standardised assessments showing child working below 70 SS (school or external agency tests)
Social, Mental and Emotional Health	<ul style="list-style-type: none"> • Diagnosis of ADHD or ADD • Diagnosis of Attachment Disorder • Diagnosis of Tourettes Syndrome or OCD • Diagnosis of a mental health disorder (schizophrenia, bi-polar, depression etc) • Strong indicators of the above disorders in all settings • Severe disruptive or aggressive behaviour over a period of time • Severe anxiety or isolation/withdrawal from peers/adults • Evidence of self-harming, substance abuse or eating disorder • Severe difficulties in forming relationships
Sensory and/or Physical	<ul style="list-style-type: none"> • Physical disability requiring specialist provision to access curriculum • Visual impairment that is educationally significant • Hearing impairment that is educationally significant • Diagnosis of medical condition that is educationally significant (eg. Epilepsy, Cerebral Palsy, Down’s syndrome) • Severe allergies and conditions such as eczema, asthma and food allergies requiring significant management at school • Severe fine or gross motor skills difficulties that hinder participation in the full curriculum
Multiple Needs	<ul style="list-style-type: none"> • Difficulties in or indicators of any of the above criteria in two or more categories

(Appendix 2)
SCHOOL OFFER – Additional Targeted Support

Provision	Foundation	Y1	Y2	Y3	Y4	Y5	Y6
LITERACY [Including Speech and Language]	Specific Speech and Language Support Funtime	Reading Recovery Reading Coaching Let's Talk Phonics Boosters Precision Teaching Specific Speech and Language Support Early Words	Reading Recovery Reading Coaching Let's Talk Phonics Boosters Precision Teaching Specific Speech and Language Support Early Words	1:1 Phonics Reading Coaching Precision Teaching Let's Talk Specific Speech and Language Support Early Words Nessy Stareway to Spelling Language for Thinking Pre-teach Vocabulary Inference Training	Precision Teaching Reading Coaching Specific Speech and Language Support Let's Talk Early Words Nessy Acceleread/write Stareway to Spelling Language for Thinking Pre-teach Vocabulary Inference Training	Nessy Precision Teaching Reading Coaching Let's Talk Acceleread/write Specific Speech and Language Support Stareway to Spelling Language for Thinking Pre-teach Vocabulary Inference Training	Precision Teaching Nessy Reading Coaching Let's Talk Acceleread/write Specific Speech and Language Support Stareway to Spelling Language for Thinking Pre-teach Vocabulary Inference Training
NUMERACY	Number groups	Precision Teaching Maths Booster Maths misconceptions	Precision Teaching Maths Booster Maths misconceptions	Precision Teaching Numicon: Breaking Barriers Maths Booster Maths misconceptions	Precision Teaching Numicon: Breaking Barriers Maths Booster Maths misconceptions	Precision Teaching Numicon: Breaking Barriers Maths Booster Maths misconceptions	Precision Teaching Numicon: Breaking Barriers Maths Booster Maths misconceptions
CO-ORDINATION and ASD	Funtime Interactive Play	Interactive Play Warwickshire Motor Skills	Interactive Play Warwickshire Motor Skills	Big Moves Interactive Play Warwickshire Motor Skills	Big Moves Interactive Play Warwickshire Motor Skills	Big Moves Interactive Play Warwickshire Motor Skills	Big Moves Interactive Play Warwickshire Motor Skills
SOCIAL EMOTIONAL AND MENTAL HEALTH	Funtime Memory, Concentration and Better Focusing	Friendship Group Memory, Concentration and Better Focusing	Friendship Group Memory, Concentration and Better Focusing	Managing Feelings Relaxation Positive People Critical Thinking	Managing Feelings Relaxation Positive People Critical Thinking	Managing Feelings Relaxation Positive People Critical Thinking	Relaxation Positive People Circle of Friends Critical Thinking
EAL Support	Language Groups and individual support	Language Groups and individual support	Language Groups and individual support	Individual Support	Individual Support	Individual Support	Individual Support
SENSORY	The provision put in place is tailored to the specific needs of the individual child and reflects specialist advice given to the school. Sensory room in school.						
ATTENDANCE	Attendance officer in school. Education Welfare Services support for children who are persistent absentees, which may or may not be due to their SEN needs.						

