

GILBERT SCOTT PRIMARY SCHOOL

Special Educational Needs and Disability Policy

January 2020

Signed by Chair of Governors

To be reviewed January 2021

SEND Policy

This SEND policy is a key document to support the finest inclusive practice in our school.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community.

This policy was developed through the involvement and consultation of all stakeholders led by the SENCO. It complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website or hard copies are available from the school office.

Our Special Educational Needs Coordinator (SENCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENCO also contributes to the strategic development of SEND provision.

Our SENCO is Jan West and be contacted via email through the school office. She is member of the senior leadership team.

Email address: jwest@gilbertscott.croydon.sch.uk

Our SENCO is a qualified teacher and experienced in this role and has achieved the National Award in Special Educational Needs Coordination. She is member of the senior leadership team.

Where the term parent is used this applies to parents or those with other parental responsibility (PR) for that child.

Section 1: Our values and vision in relation to SEN provision

Central to all our policies at Gilbert Scott Primary School is the opportunity for all children to achieve their best and to know success.

Gilbert Scott Primary is a fully inclusive school and has achieved the Inclusion Quality Mark four times. The most recent, being in 2019. It is a main stream school with a 14 place Enhanced Learning Provision split into two groups, EYFS/KS1 and KS2.

The following statement from the Inclusion Quality Mark report 2019 summarises our values and vision for all our pupils including those who have been identified as needing SEND Support.

'Gilbert Scott Primary School is an outstanding example of Inclusion in practice. From the early morning breakfast club, the meeting and greeting of parents by the SENCO as well as the Parent and Family Support worker to the Magic Breakfast (free bagels for those on time for school), the day gets off to a great start for all the children '

'Individual needs are exceptionally well catered for.'

'Parents are very complimentary about the school and appreciate all the help and support their child receives as well as the family as a whole. One parent of a child with SEN said, "If it wasn't for this school, I don't know where my child would be now." A parent of a child with a medical condition praised the school for their excellent communication links with her as well as the staff's dedication in making sure that the health care delivered was appropriate and safe.

We aim to value parental knowledge and expertise in relation to their child and understand the importance of the views, wishes and feelings of the child and their parents. Any decisions made regarding the pupils SEN support and next steps will be taken alongside the parents and child and we will provide the information to enable the parents to participate in those decisions.

We aim to support all our pupils including those with SEND, to help them to achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Aims of this policy:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- To ensure that children and young people with SEN can engage successfully in all school activities alongside pupils who do not have SEN, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment
- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision on a regular basis.

- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued profession development
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood

Section 2: ADMISSION ARRANGEMENTS FOR PUPILS WITH SEN.

The school's admission arrangements follow the LA procedures and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit pupils who have a Statement of Special Educational Need or Education Health and Care Plan where it is has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child
or
- the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

Our school will liaise closely with the Croydon SEN team to ensure that any decisions on placement and provision for a pupil with a Statement or Education Health and Care Plan are in the best interests of each child and the wider school community as outlined above.

The SENCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEN entering the school (See Section 6: Transition)

Section 3: Identifying Special Educational Needs

The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010 (Appendix 2)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered including social and emotional development and communication skills.

In determining whether a pupil may have SEN, consideration will also be given to other factors which may be affecting achievement including;

- Attendance

- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEN.

Before deciding that a pupil requires additional support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. The class teacher will also seek the views of pupils and their families about barriers to learning.

Following termly assessments and pupil progress meetings it may be decided that a pupil needs 'A Learning Support Plan'. This may be for pupils who are not making progress or pupils who require support with behaviour, sensory, physical, communication or emotional difficulties. The Learning Support Plan (LSP) will be discussed with the parents and child who will be involved in setting targets to support the pupil. The teacher will plan interventions to support this pupil to progress. All interventions will be discussed with the parents and shown on the LSP. This pupil's progress will be closely monitored and parents will be kept informed at parent consultations or additional meetings. If it is felt that a pupil is still not making progress despite the interventions and targets in place, it may be that a higher level of Additional SEN Support needs to be discussed and agreed with the parents and child at these meetings.

Section 4: Meeting the needs of pupils with SEN.

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEN Support**.

Parents will be formally notified that their child will receive this additional support and placed on the **SEN register** where his/her progress and provision can be monitored more closely and reviewed on a regular basis.

The SEN Register

The register provides an updated record of all pupils receiving additional SEN support so that:

- progress and achievements of individual pupils with SEND can be closely scrutinised and provision reviewed to ensure that provision is making an impact and helping to overcome difficulties.
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need
- effectiveness of whole school provision can be evaluated and emerging trends across different year groups or subject areas can be identified and addressed.

Once identified as requiring additional SEN support, pupils will receive a tailored package of support to target key areas of difficulty.

This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupils' strengths and barriers to learning. It will ensure that any additional provision is closely matched and will support progress towards short and long term targets and outcomes.

Depending on the needs and progress of each pupil, successive cycles may draw on more detailed approaches, more frequent review and referral and input from external agencies.

The Graduated Response:

ASSESS:

Once identified as requiring additional SEN support a more detailed assessment of the pupil's needs will be carried out. This will include further discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and special educational needs.

PLAN:

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focused with the desired benefit or difference from any intervention is clearly identified and matched to need.
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes. (The full range of additional interventions are set out within the whole school provision map-see Appendix 1)
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.

- Give details of the role and input of external agencies when they are involved with a pupil
- Be recorded on individual SEN Support Plans and shared with pupils and parents
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive copy of this plan with the time frame/date when it will be reviewed. Plans will be reviewed with child and parent termly or more often when needed.

DO:

Class teachers, with the support of the SENCO will take the responsibility for overseeing the implementation of the plan. This will ensure that the SEN support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

Review:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute and share views on progress and subsequent provision.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEN is included in Appendix 3.

Removal from the SEN Register

Where evidence shows that a pupil has made good progress and achieves the outcomes set they will no longer require additional SEN support and his/her name will be removed from the register.

Parents will be formally notified of this decision.

Progress will continued to be monitored regularly as part of the termly tracking for all pupils.

Support for Pupils with Significant Needs:

The additional needs of most of the pupils with SEN at Gilbert Scott Primary School can be met by interventions and resources available from the school budget. In a few cases for pupils with the most significant needs it may become apparent that he/she will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning which cannot funded long term from the school's own resources and budget. Where this is the case the SENCO, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for an Education Health and Care Plan (EHC plan) assessment.

Education Health and Care Plans:

An education health and care plan is for children and young people aged up to 25 who need more support to overcome difficulties that is available from funding and resources paid directly to the school.

Each plan gives specific details of any educations needs or health and social care needs which impact on learning achievement and identifies the range and nature of support that must be in place to support progress. The LA provide top up funding to cover the cost of provision that is higher than funds available to the school.

More information about EHC plans, including criteria for requesting an assessment for an EHC plan can be found on the Croydon SEND Local Offer:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

If a pupil has an EHC plan will be formally reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

Section 5: Meeting the needs of pupils with medical conditions

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in Individual Health Care Plans (IHC).

The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN the IHC plan will be closely linked to educational special provision so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate policy – The Education of Pupils with Medical Needs. Use link below to find DFE guidance and template for IHC plan and related guidance.
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Section 6: Transition Arrangements – Arrangements to support pupils with SEN joining the school or moving to a different school.

See the school's information report on the website for further details.

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO.

PRIMARY Example:

For pupils joining the school in our Reception/Nursery classes the SENCO will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has a Statement or EHC plan.

For pupils moving to secondary school or to a different school, the SENCO will make contact with the new school to share relevant information. As above, where the child has significant needs or has a Statement or Education Health and Care Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals discuss and plan support required to ensure there is continuity in the range and level of support offered.

Section 7: Funding and Resources

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding varies between each school informed by a set of indicators. The level of funding is not adjusted in year to reflect any changing demand for SEN provision.

The school leadership through consultation with the SENCO and Governing Body decide on how this funding will be deployed to meet the range and level of need for pupils with SEN across the whole school.

Section 8: Training

Our school is committed to an ongoing programme of training and support to enable teachers and support staff to have the understanding and skills required to differentiate and scaffold learning for the pupils with a range of SEN within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEN

The SENCO attends the termly Croydon briefing sessions and has opportunities to attend other local and national training sessions to keep abreast of local and national policy and initiatives to continue to enhance SEN provision at our school.

Section 6: Roles and Responsibilities

See the school's information report on the website for further details.

The SENCO:

The SENCO has the day to day responsibility for the operation of the SEND policy and the provision in school. The SENCO was the teacher of the Key Stage Two Enhanced Learning Provision up to July 2017 and is now the line manager to the Enhanced Learning Provision. The SENCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEN. The SENCO has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEN. The SENCO will also take a key role in supporting the transition of pupils with SEN to different settings.

The Governing Body

The code of practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEN have the same opportunities to make

good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEN.

The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

The lead governor for SEND at Gilbert Scott Primary School is Jennifer Robins. She meets at least termly with the SENCO to review and evaluate effectiveness of the schools' SEN provision and contribute to discussions about plans to develop and enhance this provision. The lead SEND governor will also ensure that updates on the quality and impact of SEN provision are regular items on the Governing Body cycle of meetings.

Other key staff who are actively involved in supporting and coordinating SEN provision and part of our wider inclusion team include:

Designated teacher for Safeguarding-Principal

Designated teacher for Looked After Children- Principal

Attendance Company -WPA-education Welfare Services

Pupil & Family Support Worker and trained counsellor- Annie Robinson

Learning Mentor-Fiona Mcleod

Head of Early Years-Donna Adams

Deputy Head Teacher-Mrs Wakefield

Manager of Woodlands Children's Centre-Takira Grant

Section 9: Monitoring and evaluating SEND Provision

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of academic achievement of pupils with SEND in school compared to standards achieved by pupils with no SEN as well as comparison with pupils with similar starting points nationally.

We also use other assessment measures which relate specifically to individual needs such as communication skills or personal resilience.

We monitor the impact of additional and targeted interventions and collect the views from parents and pupils on the quality of provision offered during SEND support review meetings. These meetings are held termly or more often as required.

Case studies are also used as an evaluative tool to look at features of good practice where pupils have made good progress or to analyse what else is needed where progress is slow.

Section 10: Managing Concerns about SEND Provision

Parents are encouraged to share any concerns they have about the quality and impact of SEN provision for their child at the earliest possible opportunity. In the first instance parents should speak to the **class teacher** with further discussions with the SENCO and other senior leaders as required.

Parents will be encouraged to seek advice and support from the local parent SEN Information Advice Service (SENDIAS) and Mediation services. This is an independent, impartial and confidential service

The school can also make arrangements for parents to discuss concerns with other key professionals such as the educational psychologist.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures on the website.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEN team. Parents will be contacted directly to receive information about the mediation services available.

Section 11: Anti Bullying

We recognise that pupils with SEN are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils with SEND who attend the Enhanced learning Provision are encouraged to report any incidents of bullying to the ELP staff. Pupils who work in the mainstream classes, with support are encouraged to speak to their 1:1 TA or teacher. The Pupils and Family support worker is also available if children feel the need to talk to an adult about an incident of bullying. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying. *(**Reflects best guidance set out in by Achievement For All and Anti-bullying Alliance in Reducing the Impact of Incidence of Bullying on Learners with SEND 2013.)*

Section 12: Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

All parts of the school are fully accessible. We adapt the curriculum to enable all pupils to be included.

Our accessibility plan forms part of Equalities Policy which is also on the website.

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25
- Equalities Act 2010
- School Admissions Code of practice
- Supporting pupils at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2013)

Croydon's local offer for SEN:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Appendix 2: Definition of Special Educational Needs

SEND Code of Practice 2014

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 him or her.

A child of compulsory school age has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age
or
- Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools of post 16 institutions

Equality Act 2010

A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

Appendix 3: Links with Local and National services and organisations to support implementation of the SEN policy:

Croydon Educational Psychology Service	Tel: 020 8604 7300
Croydon CAMHS	Tel: 0203 228 000 www.slam.nhs.uk
Occupational Therapy	020 8274 6854/50
Children's Physiotherapy	020 8274 6853
Speech and Language Therapy	020 8714 2594 http://www.croydonhealthservices.nhs.uk
Community Paediatricians	020 8274 6300
Peripatetic Visual Impairment Service	020 8760 5784 linda.james@croydon.gov.uk
Peripatetic hearing impairment service	020 8760 5783 luisa.saddington@croydon.gov.uk
Croydon Locality Early Help	earlyhelp@croydon.gov.uk
Croydon Primary Behaviour Support Team	020 8686 0393
Primary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Secondary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Parents In Partnership (PIP)	0208 663 5626 www.pipcroydon.com/
SENDIAS (SEND support for parents and carers)	
Contact a Family	0808 808 3555 www.cafamily.org.uk/advice-and-support/
Council for Disabled Children	0207 843 1900 www.councilfordisabledchildren.org.uk/

Appendix 4: Gilbert Scott Primary School EYFS Provision Map

Gilbert Scott Primary School Individual Provision Record (EYFS)				Name:				EAL Yes No		PPG Yes/No		
WAVE 3 Learning Support Interventions ✓				Date updated:				Additional SEND Support (SEND Register)				
Personal, Social, Emotional	Aut	Spr	Sum	Communication Skills	Aut	Spr	Sum	Additional SEND Support	Aut	Spr	Sum	
Keyworker Support Time (EYFS)				Attentional & Listening Skills				SEND Support Plan				
Friendship Skills				Social Communication Skills				Designated TA support				
Social Skills				Understanding Skills				Enhanced Learning Provision				
Pupil and Family Support Worker				Speaking Skills				Speech and Language support from SALT				
One to One Crisis				Speech & Language TA								
CCC (Calming)				EAL 1 to 1				SEND Support target time				
Behaviour Support (behaviour chart)				EAL Group				OT target time				
				Other				Sensory diets				
TA support for Behavioural needs				Maths				Physiotherapy support				
				1 to 1 Maths				Nurse				
Lunchtime behaviour support				Group Maths				Educational Psychologist				
Home School Book				Other.....				CAMHS				
Self-Care Skills								Other.....				
Other....				Physical								
				Fiddly Fingers								
				Fine Motor Skills								
Literacy				Gross Motor Skills				Other comments/External Support				
				Literacy 1 to 1								
				Literacy Groups								
				Phonics								
				Reading 1 to 1								
Lexia				Attendance monitoring								
Comprehension				Attendance – EWO								
Handwriting				Red Gates Inclusion								
1 to 1 Writing				Other....								
Group Writing				More Able Interventions				Parent Meeting	Aut	Spr	Sum	
				Challenge Maths								
				Challenge Literacy								
				Challenge Writing								
				SEP Enrichment program								
Other.....				Challenge Maths				Class teacher				
				Challenge Literacy				ELP teacher				
				Challenge Writing				SENCO				
				SEP Enrichment program				Principal				

Appendix 5: Gilbert Scott Primary School KS1/KS2 Provision Map

Gilbert Scott Primary School Individual Provision Record (KS1/KS2)				Name:				EAL -		PPG -					
Wave 3 Learning Support Interventions ✓				Date updated:				Additional SEND Support (SEND Register)							
Personal, Social, Emotional	Aut	Spr	Sum	Communication Skills			Aut	Spr	Sum	Additional SEND Support			Aut	Spr	Sum
Lunch Club				Attention & Listening Skills						SEND Support Plan					
Social Skills				Social Communication Skills						Designated TA support					
CCC (Calming)				Speech & Language						Enhanced Learning Provision					
Behaviour Support strategies				SALT Target group						Speech and Language support from SALT					
Lunchtime / Playtime behaviour support				EAL 1 to 1											
Home School Book				EAL Group						SEND support target time					
Self-Care Skills				Bucket Time						OT target time					
Pupil and Family Support Worker										Sensory diets					
Play Therapy				Maths						Physiotherapy support					
1 to 1 Crisis				Pre-teach						Nurse					
				Precision Teaching						Educational Psychologist					
				Group Maths						CAMHS					
Other....				Maths Booster						Other.....					
				Other											
				Physical											
English/Literacy				Fine Motor Skills						Other comments/External Support					
Targeted English Groups				Gross Motor Skills											
Phonics				Construction Skills											
Reading 1 to 1				Dough Gym											
Lexia				Other											
Dyslexia support Toe by Toe				Attendance monitoring											
Comprehension				Attendance – EWO											
Handwriting				Red Gates Inclusion											
1 to 1 Writing				Drumming											
Group Writing				Other....											
Writing Booster				More Able Interventions											Parent Meetings
Pre-teach				Challenge Maths						Class teacher					
Precision Teaching				Challenge English						ELP teacher					
Other.....				Challenge Writing						SESCO					
Other.....				SEP Enrichment program						Head teacher					
				Other.....						Other:					

