



Special Education Needs and Disability (SEND) policy

To go further than I thought.
To reach higher than I dreamed.
To become the person I need to be.'

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and is written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- The school's Information Report (found on the school website) - Statutory guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- The school's Safeguarding Policy (found on the school website) -
- The school's Accessibility Plan (found on the school website) -
- Teacher's standards 2012

Rationale

At Cherry Orchard, we aim to raise standards and achievement for all pupils through good and outstanding teaching and a dyslexia friendly environment. We believe that high standards of behaviour are achieved through working in partnership with parents and the community. Cultural diversity is valued and all members, both adults and pupils, are treated with respect. The early identification of individual needs, through on going monitoring and assessment, enables us to meet the needs of all learners. In conjunction with Every Pupil Matters principles, pupil standards are at the forefront of all we do. In a safe, healthy and stimulating environment, pupils are expected to achieve their full potential in order that they can gain economic well-being and make a positive contribution to society.

The aims of the School's Special Needs policy

At Cherry Orchard School we are aware that any pupil, at some stage of his/her development may have a special educational need. A pupil has a special educational need if he or she has a learning difficulty that is significantly greater than the majority of the pupils of his or her own age.

A pupil may also have a disability, which causes physical barriers within the learning environment.

We believe that pupils learn in many different ways both individually and collaboratively and we endeavor to meet those individual needs.

In accordance with the SEND Code of Practice 2014 we aim to meet the needs of all our pupils to help them to realise their full potential.

Provision for pupils with special educational needs and/ or disabilities is a matter for the school as a whole.

Identifying SEND

The SEND Code of Practice 2014 describes four broad categories of need:

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

The broad nature of these categories promotes consideration for the needs of the whole child, not just their educational needs.

When considering whether a pupil may have a special educational need, the school must first address any other factors which may be impacting on progress and attainment but do not alone constitute SEN. These include:

- Disability (*the Code of Practice outlines that schools have a duty to make 'reasonable adjustments' for pupils with a disability to enable them to access their learning under current Disability and Equality legislation. A disability alone does not constitute SEN*)
- Attendance and punctuality
- Health and Welfare
- English and an additional language (EAL)
- Being in receipt of Pupil Premium Grant

- Being a Looked After Child
- Being a child of Servicemen/women

The school recognises that pupils who fall into one or more of these categories may also have special educational needs. We endeavor to take measures to remove such barriers to learning before considering that a pupil has special educational needs.

A graduated approach to SEN support

Quality Teaching

The school applies an ongoing 'Assess-Plan-Do-Review' cycle. Teachers are responsible for the progress and attainment of all pupils in their class. They continually monitor their pupils and carry out ongoing assessments. On the basis of marking, assessments and observations a teacher may consider that a pupil needs additional support. Learning tasks given and management of that pupil will be differentiated within the class in order to meet that pupil's needs.

Internal School Support

Pupils whose attainment and progress continues to cause concern are noted during the class Progress Check-discussed with senior leaders at half termly Progress Meetings. Other factors which could be impacting on a pupil's learning are discussed and parents may be invited to meet with staff to help overcome any external factors. Additional support will be considered and appropriate interventions be put in place. This support will be planned for and is overseen by the class teacher with the SENCO's input as necessary. The additional support may be provided by a teaching assistant (TA) in small groups or individually, the Learning Mentor or a teacher.

Support from Outside Agencies

The SENCO makes arrangements to draw on more specialised assessments from outside agencies for pupils with a higher level of need whose attainment continues to cause concern after a reasonable period of quality in class support and additional internal intervention has taken place, usually 6 weeks (half a term).

Deployment of Resources

The level of additional support and timetabling of this is decided by the Head of School, Inclusion Lead and SENCO. These decisions are informed by the half termly Progress Meetings. Teachers retain responsibility for the pupil on a daily basis and work closely with TAs and specialist staff involved to plan and assess the impact of support and interventions. Referrals to any outside agencies, e.g. The Educational Psychology Service, Waterside or Speech and Language therapy, Social Communication project are always made in consultation with parents.

Training

Teachers and teaching assistants access regular staff training according to the current needs of their pupils, and of the school as a whole. Training is strategically planned and aims to enable the staff to identify barriers to learning early and better understand strategies to support more vulnerable pupils. A list of recent staff training forms part of the school's SEND Information Report

Managing the needs on the SEND support register

Progress Meetings

Teachers adopt the 'Assess – Plan – Do – Review' cycle in their everyday planning and marking to monitor pupil progress and the effectiveness of learning and teaching. Strategies, additional support, interventions and referrals are discussed and agreed by teachers and senior leaders at half termly Progress Meetings, and are recorded. These become the provision maps for each class and are working documents for teachers to refer to when teaching and planning (See Appendix 1). Measurable targets are set for pupils identified on these provision maps and time frames (usually half a term) agreed. Provision maps are reviewed at each Progress Meeting as part of the cycle. The targets for pupils who feature on class provision maps will form part of their Academic Review targets which are shared with parents and pupils at Academic Review meetings.

A child who has a profile of need that may be working towards further support and a view to build an Educational Health Care Plan (EHCP) will have a Personalised Learning Plan (Appendix 2) at SEN Support, as well as a One Page Profile (Appendix 3) which captures how to support them well and what is important to them, so that supporting adults within the class teams and wider school can ensure consistency in their approach to meeting needs.

A pupil will be placed on the SEND school support register if they continue to be identified on the class provision map as having a learning difficulty that is significantly greater than the majority of the pupils of his or her age. The decision to place the child on the SEND school support register will take into account any

external barriers to learning.

The level of SEND provision is outlined in the school's SEND Information Report which can be found on the school website:

<https://www.cherryorchardschool.org.uk/Inclusion/>

If a pupil is receiving support provided at School level and continues not to make adequate progress (at least in line with national data for pupils of a similar age) the SENCO or Inclusion Lead will invite parents to come into school to discuss their child's needs further and a referral to an outside agency within the Royal Borough of Greenwich may be made. Referrals are never made without parental consent. More information about the Royal Borough of Greenwich Local Offer can be found on the RBG website:

https://www.royalgreenwich.gov.uk/info/200236/children_with_additional_needs/1671/about_the_local_offer

EHC Plans

Some pupils have more complex needs and require considerably more support in order to access their learning. If it is identified that the school may need additional funding to provide this support, the SENCO / Inclusion Lead will meet with parents and discuss ways forward. In partnership with parents, teachers, support assistants, outside agencies and the child, the SENCO creates a Personal Profile of the pupil. This Profile outlines strengths and areas for development, agencies already in place and the family and child's aspirations for the future.

In agreement with parents, the SENCO gathers an evidence base of the measures which are already in place for the pupil and submits a detailed application to the borough SEN department for statutory assessment for an Education Health Care Plan (EHCP). The application is discussed by a panel of professionals and a decision is made about whether or not the case warrants statutory assessment. If the panel decides that the case does not meet the threshold for statutory assessment, the school will be given advice about how best to support the pupil without additional funding. If the panel decides that the case does warrant statutory assessment, the borough will commission external professionals to assess the pupil and make recommendations about what additional support would be appropriate. As a result an EHCP may be issued and funding released to the school to spend on the additional resources needed to enable the pupil to reach his or her potential in line with the objectives set out in the plan.

Teachers of pupils with EHCPs have an ongoing record of progress which is then reviewed termly against their targets in their Personalised Learning Plan - PLP (Appendix 2) which outlines how targets will be addressed and who will deliver the input involved. These are taken from the outcomes set out in their EHCP.

An annual review of the EHCP takes place at a meeting attended by parents, all school and external professionals involved with the pupil and the pupil themselves (if appropriate). The long-term objectives set out in the original plan and short-term targets set are reviewed along with the progress made by the pupil. New targets are set and any new approaches agreed. Parent and pupil views are shared and discussed. The paperwork from these meetings must then be shared with the RBG within 2 weeks.

Criteria for exiting the SEND support register

If a pupil's progress and attainment is no longer causing concern, and outside agencies are no longer involved, they may exit the SEND support register. Parents will be informed termly of their child's progress and attainment at Academic Review meetings. If the SENCO or Inclusion Lead considers that a pupil should exit the SEND support register, parents will be informed.

Supporting pupils and their families

Parents and pupils are encouraged to raise any concerns with regards to learning or emotional difficulties with the class teacher, SENCO, Inclusion Lead or Learning Mentor by appointment at the school office.

Families are invited to look at

- the school's [SEND Information Report](#):
- <https://www.cherryorchardschool.org.uk/Inclusion/>
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- the [RBG local offer](#):
- https://www.royalgreenwich.gov.uk/info/200236/children_with_additional_needs/1671/about_the_local_offer
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Admission arrangements

All pupils are welcomed at Cherry Orchard School. No pupil is discriminated against on the grounds of disability or special needs.

See the school's [Admissions](#) page:

<https://www.cherryorchardschool.org.uk/Admission/>

Exam arrangements for pupils with SEND

The headteacher, class teacher and SENCO provide evidence to the DfE if it is felt that a pupil's additional needs require additional time or resources in order to access exams. Applications are discussed with parents and made following DfE guidelines.

Transition

Pupils are prepared for changes in teachers, classes and key phases by making visits to their next learning space during the weeks preceding the change. Resources, such as social stories and photos, are used with pupils with more profound needs, anxiety or attachment issues. These resources may be sent home so that the child's family can support them at the point of transition.

Transition to secondary school for all pupils begins in the summer term of Year 6. For pupils with SEND, the transition process involves travel planning and safety sessions, and making visits to the secondary school accompanied by a member of school staff. The SENCO and Year 6 teacher have contact with the SENCO and inclusion teams in the secondary schools and have opportunities to discuss pupils' individual strengths and vulnerabilities. In some cases, parents are invited to a transition meeting between the secondary and primary school staff.

Supporting pupils in 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.

The arrangements in place in school to support pupils with medical conditions are outlined in the school's 'Supporting Children with Medical Conditions and Managing Medicines in School Policy' on the school website.

Monitoring and evaluation of SEND

The school is committed to a rigorous approach to evaluating and monitoring the effectiveness of teaching at all levels and its impact on learning. In addition to the half-termly whole school assessments and progress checks, Senior Leaders regularly monitor within curriculum areas through learning walks, book looks, observations and data analysis. This includes a focus on the impact of teaching on the learning of pupils with SEND.

The rigorous approach to evaluating and monitoring enables staff to make amendments to provision when necessary.

The SENCO or Inclusion Lead contribute to the headteacher's report to governors so that they are kept informed of the school's SEND profile, including developments in provision, staff training, the progress and attainment of pupils with SEND and the range of needs within the school.

Training and resources

Funding for special needs is allocated by Greenwich and will vary from year to year. A fixed amount is allocated to support pupils with EHCPs. This is mostly used for TA support but the nature of support depends on the needs of the pupil. How the resources are distributed is dependent upon the needs of pupils and will necessarily vary each year.

The training needs of staff are identified and planned for in relation to the current needs of the pupils. Whole staff training opportunities are planned in accordance with the high frequency needs across the school. Cyclical refresher training ensures that new staff are induced into the whole school approach to SEND. This training may be delivered in house or by external agencies.

The SENCO attends the borough and cluster SENCO meetings in order to keep up to date with the local and national updates in SEND.

For more information about the SEND staff training programme, follow the

link: <http://servicestoschools.royalgreenwich.gov.uk/courses>

Roles and responsibilities

SENCO: Samantha List & Inclusion Lead: Emma McEnroe

- Liaising with and advising fellow teachers
- Coordinating provision for pupils with special educational needs and/ or disabilities in collaboration with the Head of School
- Maintaining the School's special needs register and overseeing the records on all pupils with special educational needs and/ or disabilities.
- Liaising with parents of pupils with special educational needs and/ or disabilities.
- Attending relevant inset that supports special needs work
- Contributing to the in-service training of staff
- Liaising with external agencies, including the educational psychology service and other support agencies, medical and social services and voluntary bodies.
- Attend reviews
- Monitoring
- To ensure that the SEND offer (available on the school website) is in

- line with the Special Needs policy
- Managing the school's responsibility for meeting the medical needs of pupils

Teaching Staff

- To be involved in the development of the schools SEND policy
- To adhere to the school's SEND policy
- To be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs and/ or disabilities.
- To differentiate planning in order for all pupils to access the curriculum
- To write reviews and set targets
- To work with teaching assistants in supporting pupils
- To attend reviews
- To inform and share concerns with parents
- To engage with continuing professional development opportunities relating to SEND and draw upon skills base when working with individuals and groups or pupils.

Governors:

- To have regard to the SEND Code of Practice 2014 when carrying out its duties
- To be involved in developing and monitoring the school's SEND policy
- To be up-to-date and knowledgeable about the school's special needs provision, including how funding, equipment and personnel resources are deployed
- To ensure that special needs provision is an integral part of the school development plan
- To monitor the quality of special needs provision
- To report to parents on the implementation of the school's policy for pupils with special educational needs and/ or disabilities.
- To ensure that the SEND offer (available on the school website) is in line with the SEND Code of Practice 2014 and the Special Needs policy

Head of School

- Designated Teacher with specific Safeguarding responsibility
- Named member of staff responsible for managing PPG/LAC funding
- To promote high standards of education for all pupils, including those with special educational needs and/ or disabilities.
- To inform the school's governing body

- To work closely with the SENCo in implementing policy
- Ensuring **all** staff are aware of specific pupils's needs
- To ensure that the SEND offer (available on the school website) is in line with the SEND Code of Practice 2014 and the Special Needs policy

Non teaching staff

- To work with class teachers in supporting pupils with SEND by addressing targets and preparing resources that will support those targets, enabling him/her to have access to the curriculum
- To help pupils to become more independent
- To liaise with outside agencies alongside the class teacher and SENCO Inclusion Lead to gain specialist advice and support for individual pupils
- To attend reviews of pupils with Statements or Educational Health Care Plans
- To engage with continuing professional development opportunities relating to SEND and draw upon skills base when working with individuals and groups or pupils.

Storing and managing information

Every pupil on the SEND school support register is included in a whole class provision map. Class teachers also have access to a class SEN folder which is kept securely in Google Drive. This contains copies of targets and any relevant information, e.g. advice from speech therapists, which is maintained by all additional staff who work with him/her.

Provision of detailed information ensures that all staff who teach each pupil are conversant with current work being done and that targets are worked towards and achieved. It also helps to ensure there is consistency.

The register is reviewed and updated termly at meetings led by the SENCO, Inclusion Lead in collaboration with all teaching staff. Review targets are set for each pupil with special educational needs and/ or disabilities, which may or may not be amended as is deemed appropriate. Use is also made of classroom observation, assessment and record keeping.

Teachers and teaching assistants who work with pupils who have EHCPs keep individual working folders containing current reports, targets and records of progress in addition to the pupil's class books and recordings. These are monitored by the SENCO, Inclusion Lead and used to inform future planning.

The SENCO keeps central records on all pupils on the SEND school support register. These records are kept digitally and are only accessible by authorised school staff. The records of any pupil who is removed from the SEND school

support register will be archived and kept on file until the pupil leaves the school. Any records of pupils who are still on the register at the time when they leave the school will be forwarded to their new school.

Reviewing the policy

This policy will be renewed annually in partnership between the SENCO, Inclusion Lead and headteacher, teaching staff and Governors. When renewing the policy, the school will ensure that it continues to meet the needs of the pupils and remains compliant with local and national guidelines.

Accessibility

The school is accessible to all adults and pupils including those with disabilities. The school is on one level with ramps from the road and the main entrance. There is a designated parking bay outside the school for stakeholders with disabilities. There is a toilet adapted for disabled persons in the main school building. In the nursery there is an adult and a pupil toilet adapted for people with disabilities.

A purpose built sensory hub and a further sensory space provide safe places for pupils to explore and develop sensory skills and to access sensory circuits to meet sensory diet needs.

Specific needs for pupils with disabilities are accommodated wherever possible. E.g. Chairs for a pupil with muscular dystrophy, computer aids loaned from CENMAC for pupils with poor motor control or laptop computers with voice activated software.

The school also has a purpose built hygiene suite equipped to support pupils with physical difficulties.

The school seeks advice and support from the LA in accommodating pupils' specific needs and any adaptations that may need to be made.

Please refer to the school's Disability Access Plan, found on the school website:

https://www.cherryorchardschool.org.uk/docs/Disability_Access_Plan_2021_docx.pdf

Dealing with complaints

The Head of School, Inclusion Manager and SENCO will deal with any complaints sensitively and confidentially.

Any parent who may still have concerns is able to contact the special needs department of the Local Authority or speak to the Parent Partnership Officer.

Bullying

Bullying of any form is not tolerated at the school. Incidents of harassment and bullying are investigated sensitively and quickly in partnership with families.

| Cherry Orchard School: KS1/KS2 Provision Map | | | | | | | | |
|---|--------------------------|-----------------------------------|-------------------------------|---------------------------|---|-------------------|----------------|---|
| Class | Intervention start date: | | | Intervention review date: | | | | |
| <p>Quality first teaching strategies: Visual timetable, all adults trained in adult child interaction strategies when supporting children's play, symbols and Makaton supporting communication, visual prompts in key areas e.g. at snack</p> | | | | | | | | |
| Intervention | Group size | Frequency/staff | Children | Entry data | Target/Outcome (SMART) | Exit data | Steps progress | Additional Comments |
| Now and next board (PLP/EHCP children) | 1:1 | 1x 5 minutes minutes per day | Child G Child O Child M | (P levels) LA | To be able to manage transitions through the school day with a visual prompt | (P levels) LA | 2 1 3 | G has responded well to visuals and can make transitions between activities |
| ACI (PLP/EHCP children) | 1:1 | 2 x 10 minutes | Child R Child S Child P | (P levels) Sp: | To extend vocabulary and sentences though adult modelling new word- eg: child: "get book", adult "get my book please" | (P levels) Sp: | 2 2 1 | |
| Peer supported play (PLP/EHCP children) | 1:2 | 1 x 5 minutes a week during play | Child S | MFB: | To play with a peer supported by an adult for 5 minutes | MFB | 3 | S benefits form adult support when turn taking in a larger group however is able to turn take with less adult support a structured activity |
| SALT group Shape coding | 1:4 | 1 x 10 minutes a week Miss XX | | Sp: | | Sp: | | |
| Lego Therapy | 1:4 | 1 x 10 minutes a week Miss XX | | Sp: | | Sp: | | |
| Phonics Booster Phase 3/4/5/6 | 1:3 | 3 x 15 minutes a week Miss XXX | | R: | <p>Phase 3: be able to blend and segment words containing the 19 letters taught in Phase 2. Learn the letter names using an alphabet song</p> <p>Phase 4: know a grapheme for each of the 42 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.</p> <p>Phase 5: read and spell words with adjacent</p> | | | |





CHERRY ORCHARD PRIMARY SCHOOL PERSONALISED LEARNING PLAN (PLP)

Date:

Stage: SEN Support/ **EHCP** **Name:** XX **DOB:**

| | |
|--|--|
| Within the priority area(s) this child can, most of the time: | <ul style="list-style-type: none"> • Interact with her peers and adults in her own way. • Can talk about her points of interest • Follows visual symbol timetable well • XX is social and wants to engage with peers and adults • XX can turn take with minimal adult support • XX can follow one <u>two step</u> instructions with visual cues and reminders • XX knows letters and sounds in isolation. |
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| <p>Long term Outcome(s) By the end of KS2 (EHCP Outcomes)</p> <ol style="list-style-type: none"> 1) XX has the functional communication skills which enable her to communicate with peers and follow simple routines 2) XX can engage with a group of peers without adult support and manage her emotions and behaviours 3) XX has increased literacy and numeracy skills by two levels- follow two or three step instructions 80% of the time 4) XX can write independently 5) XX is independent in basic life skill, including going to the toilet, getting dressed, cleaning his teeth and eating food. |
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| Short term Outcomes for learning and/ or behaviour | Action to be taken Record all strategies and resources | Person responsible School/Pupil/ Parent/ frequency/ time | Date achieved | Review |
|--|--|--|---------------|--------|
| 1) XX will be able to engage in social interaction with peers. | XX will be able to develop his own ability to adult led tasks within small group settings with adult support. She will be able to communicate an instruction to his peers and follow an instruction <ul style="list-style-type: none"> • Reduced reliance on pictures to communicate • small group settings with the use of visual support such as boards • Lego therapy • Social group focused on identifying emotions (weekly story puppets) | School and pupil 2 x weekly <u>Jego</u> therapy sessions 2:1 1 x weekly emotions stories | | |

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| 2) XX will be able to attend to short simple adult led activities, follow two step instructions and attend to learning tasks | Activities will be first modelled by the adult supporting, using visual support such as 1234 boards and a sand timer for 2 minutes to help support her independence. Scribe visual instructions on a whiteboard as a visual cue to aid XX retaining instructions and promoting independence | School and pupil-daily Planned for by class teacher and supported by class team | | |
| 3) XX will be able to add and subtract 2-digit numbers without exchanging 8 out of 10 times. | Use manipulatives such as <u>numicons</u> , base 10 blocks and place value counters to help independence with addition and subtraction. | School and pupil Differentiated planning and resources – Teacher – daily | | |
| 4) After reading a text, KXX will be able to answer questions about the reading (who, what, where) 8 out of 10 times. | After reading, supporting adult will ask questions using visual support through set 1:1 sessions. XX benefits from whole word reading <ul style="list-style-type: none"> • Use of word cards • Repetition of word reading – also in context with visuals and explaining the meaning of words | School and Pupil Class teacher through planning and timetable of support of class team | | |
| 5) For XX to improve and strengthen her fine motor skills for writing and for independence skills | Motor skills intervention to be carried out by Learning Support Assistant (LSA). Activities could include: Cutting out simple shapes using a pair of scissors by manipulating paper with non-dominant hand and staying on or near the cutting line. <u>Colouring</u> a 2-inch round space using finger movements and staying within the border. Threading beads or pasta activity Fastening zips, buttons and laces | School and Pupil-daily Additional adult – activities planned for by teacher | | |
| 6) XX to return from a sensory circuit calmly and ready to engage in learning | Sensory circuit 1) Alerting (e.g. <u>trampoline</u>) sing jumping bean song twice. 2) <u>Organising</u> (e.g. stepping stones) walk across up to six times encouraging her to place each foot on as she goes saying the <u>colours</u> and waiting for her to listen, changing it up by making her move back and forth on the stepping stones not just there and back. 3) Calming (e.g. blanket) deep pressure on her limbs before you leave one limb make contact with the next one so the pressure is maintained. Shoes on encourage and support her to put on her own shoes and socks using 1/2 word instructions and allow her to complete the ending of task for praise (using backward chaining) | Once per session | | |



CHERRY ORCHARD PRIMARY SCHOOL PERSONALISED LEARNING PLAN (PLP 2)

Date: XXXXXXXX reviewed XXXXXXXX

| Stage: SEN Support / EHCP profile being built | | Name: XX DOB: XXX | | |
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| Within the priority area(s) this child can, most of the time: | | <ul style="list-style-type: none"> Follow instruction with visual At carpet times, XX joins the class and can hold a sensory toy when needed | <ul style="list-style-type: none"> | |
| Long term Outcome(s) <ul style="list-style-type: none"> Build relationships with adults in class Visuals to support any changes in routine | | <ul style="list-style-type: none"> Follow class routine Turn taking with adult for a short time | | |
| Short term Outcomes for learning and/ or behaviour | Action to be taken Record all strategies and resources | Person responsible School/Pupil/ Parent/ frequency/ time | Date achieved | Review |
| XX can return from a sensory circuit calmly and ready to engage in play. | XX taking part in a sensory circuit. 1) Alerting (obstacle course) moving and balancing along climbing frames 2) Organising (stepping stones) walk across up to six times encouraging him to place each foot on as he goes Saying the colours and waiting for him to listen, changing it up by making him move back and forth on the stepping stones not just there and back. 3) Calming (massage) pressure on hands before you leave one hand make contact with the next one so the pressure is maintained. 4) work tray At the end of each one show the number say it, turn it over say and show 'finished' symbol then support XX hand over hand to clap twice before moving on to next activity. | 1:1 Once per session | Ongoing. | XX can still sometimes find it hard to engage in activities after his sensory circuit. Needs the adults to reinforce instruction several times and can take time for XX to want to move on to the next stage if he becomes too fixated on the tasks underway. |
| XX to develop his shared attention with an adult in play. | <ul style="list-style-type: none"> Shared play: adults to join XX in his play, enjoy sharing an experience with another person, building a relationship. Activity must be short, motivating and rewarding. | Daily 1:1 | Ongoing | XX enjoys sharing his play with an adult occasionally. He sometimes enjoys taking in part in bucket and is able to sit and watch. He |

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|---|--|-------------------------------|---------|---|
| | <ul style="list-style-type: none"> • Attention bucket 3 x week to take part in activity to build XX's attention at a highly motivating adult led task. • Sensory play session to allow XX opportunities for sensory experiences and build upon his interests. | Bucket 3x weekly Daily | | is sometimes uninterested and would like to carry on playing in free flow. XX is becoming more interested in sensory play. |
| XX to take turns in a game with adult support. | <ul style="list-style-type: none"> • Adults to model sharing and turn taking with his peers where possible, e.g using a familiar activity/ object 'XX's turn' 'peer's turn'. Use the same language, no more than 3 words. Begin with just turn taking with adult if need be. • XX to take part in speech and language activities with adult or adult and peer. Using small talk/colourful semantics. | 1 x week 1 x week | Ongoing | XX enjoys playing turn taking games and is able to share with others with an adults support, |
| Arrangements for inclusion: <ul style="list-style-type: none"> • XX is supported in class with visuals, visual timetable, additional adult support to access provision outlined in PLP • XX participates in all class activities and access small group sessions for teaching input | | | | |
| Review date: Signed Parent: Class teacher: SENCO: | | | | |



My One Page Profile

Name xxxxx

I AM IN YEAR xx



What people like and admire about me

I am very smiley.
I am handsome.
I have lovely eyes.
I am polite.
I am very gentle with others.
I love music.

How to support me well

- I need familiar adults who know me well and can help me progress in my environment.
- Please respond to all of my attempts to communicate by modelling fuller sentences back to me so that I can extend and enrich my vocabulary.
- Please use visual supports (symbols) to help me understand what is happening "now" and "next" to help me communicate my needs and wants and to prepare me for what's coming.
- I need warning cues (symbols- language with Makaton signs) for transition times/toilet time so that I know what is happening and expected of me.
- I need my bear hug on for 20 mins a day.
- I need support with my self-care toileting needs to keep my dry and clean.

What is important to me

My family

My sensory circuit routine that I do every day at school

My "now" and "next" board so I know what is happening and be prepared for what is coming next.

Routines help me understand what I need to do and what is expected of me.

I love music- especially when I need help regulating

