Abbey School and Nursery

Policy: SEND and Inclusion Policy

Created by:	SG
Approved By:	FG, ST
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Contents

Policy: SEND and Inclusion Policy 1
Contents 1
Mission Statement 2
Our Core Values 2
The sustained impact of the Covid Pandemic and Lockdowns 2
Statutory Policies 2
Rationale 3
Purpose 3
Guidelines 3
Introduction 3
Objectives 3
Inclusion and Equal opportunities 4
The Special Educational Needs Co-ordinator (SENDCo) 4
SENDCo Responsibilities 4
Parents and Carers 4
Pupil Voice 5
'The SEND process 6
A graduated approach to SEND 7
- Wave 1 7
- Wave 2 7
- Additional Early Years Funding for SEND (ALFI and DAF) 8
- Statutory Assessment/EHC Plans 8
- Wave 3 9

Criteria for exiting the SEN register 9
Effective Transition 9
Recognising the impact of SEND on behaviour 10
SEND Information report 10
Supporting Children with Medical Needs 10
Evaluation of Policy 10
APPENDIX A 18
APPENDIX B 20

Addendum – Anticipated SEND Reforms 2026

This policy has been written in line with the current SEND Code of Practice (2014). Abbey School and Nursery is aware of the forthcoming updates to the SEND Code of Practice and the introduction of National SEND and AP Standards, due to be implemented from 2026. The policy will be fully reviewed and updated in line with the new statutory guidance once it is published.

Mission Statement

At Abbey School and Nursery our aim is to teach to inspire, motivate and nurture the next generation of creative and critical thinkers. We work in partnership with parents and the community to achieve the highest standards. Our main goal is to encourage our children to be resilient, respectful, responsible independent learners, equipped for lifelong learning. Through stimulating, safe learning environments and excellent opportunities to succeed in and out of the classroom, we encourage children's progress and achievements.

Our Core Values

RESPECT, RESPONSIBILITY, RESILIENCE

These 3 core values underpin the ethos of Abbey School and Nursery. Our young pupils are encouraged to understand these values and how they develop, initially, at the micro level around themselves, their friendships, their families and our school. Later, our older pupils begin to understand how these self-same values affect our lives on the macro level, with all this means for their lives as they grow into adults and their environment of Devon, the United Kingdom, and also the planet in which we live.

The sustained impact of the Covid Pandemic and Lockdowns

We acknowledge that both in our community and across the country, lockdown has led to a considerable number of children displaying evident speech and language challenges. Additionally, some children demonstrate difficulties in self-regulation. The prolonged effects of the lockdown are further observed in the emergence of reading and spelling issues.

By being proactive and adaptive in our response to these sustained impacts we aim to ensure that children receive the necessary support to thrive academically and socially, at the earliest opportunity.

The deprivation funding allocated to our Nursery and EYFS department is being spent on providing provision, including staff training in Speech and Language, to attempt to address these recognised problems at the earliest opportunity.

Our KS1 and KS2 departments have enhanced provision, including staff training in Speech and Language and literacy difficulties to mitigate the impact on children's language acquisition and support their ongoing development in reading, spelling, and self-regulation.

Statutory Policies

This SEND policy was written to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Send Code of Practice 0 – 25 Guidance (January 2015)
- Schools SEND Information Report Regulations (2014)
- Special Educational Needs and Disability (SEND) Code of Practice 0-25 (September 2014)
- The Special Educational Needs and Disability Regulations 2014,
- Part 3 of the Children and Families Act 2014

- The Equality Act 2010 (section 20): advice for schools DfE 2013
- Statutory Guidance on Supporting pupils at school with medical conditions April 2021
- Statutory Framework for the Early Years Foundation Stage September 2021 (2024 Qualifications update)
- The Public Sector Equality Duty (section 149 of the Equality Act 2010)
- Teachers Standards 2021 (update NQT to ECT)
- Safeguarding Policy
- Accessibility Plan
- Behaviour Policy
- Communication Policy
- Supporting Children with Medical Needs Policy

Rationale

The DFE defines Special Educational Needs as follows:-

A child has special educational needs if he or she has a learning difficulty, ***which calls for special educational provision to be made for him or her.***

A child has learning difficulty if he or she:

(a) has a significantly greater difficulty in learning than the majority of children of the same age

(b) has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.

(c) Is under five and falls within the definition at (a) or (b) above or should do if special educational provision was not made for the child.

We at Abbey School and Nursery acknowledge that each child has different abilities and qualities and these develop at different rates. Whatever the need of a child we aim to ensure they are supported in all areas of their learning and across time. Our planning provides equal access to all pre-school curriculum and individual programme of work identified for each child.

Purpose

In order to ensure we are helping children with specific problems our policies and training reflect the need for staff to identify and support children with Special Educational Needs.

Guidelines

In order to achieve this support, we have set up a procedure to ensure that all parties are involved (SENDCo, Parents, Child and Teacher) and the needs of children are fully met.

Introduction

This policy is in keeping with the school and nursey' s aims for learning and teaching, inclusion and equal opportunities policies. Children with special Educational Needs are not viewed as separate but as part of the whole school. We recognise and value the experiences that they bring to our school and nursery and the contribution that they make.

Objectives

- To work within the SEND code of practice 2014
- To identify areas of special needs as early as possible.
- To include all pupils by providing access to a broad and balanced curriculum through whole class, small group teaching and individual support.
- To provide a curriculum that is relevant and differentiated to meet the individual needs of the children.

- To help each child to realise their full potential and to optimise their self-esteem, living fulfilling lives.
- To encourage parents to understand and support their child's learning at home and at school.
- To enable all staff to play a part in the identification of SEND pupils and address their individual needs.
- To communicate with, and involve, children with SEND and their parents or carers in discussions and decisions about support and provision for pupils.

Inclusion and Equal opportunities

At Abbey School and Nursery we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school and nursery environment to make sure that pupils with SEND are included in all aspects of school and nursery life.

The Special Educational Needs Co-ordinator (SENDCo)

At the Abbey School and Nursery, we follow the codes of practice (DFE) and have a named SENDCo Mrs Sophie Temple. If you need to contact Mrs Temple, please email: sophietemple@abbesyschool.co.uk or call our school office: 01803327868.

SENDCo Responsibilities

The responsibilities of the SENDCo are:

- Overseeing the day-to-day operation of the school's SEND policy
- Work with the headteacher to determine the strategic development of the SEND policy and provision in the school
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual children
- Co-ordinating provision for children with special educational needs
- Liaising with Class Teachers, children, parents, and outside agencies to ensure children receive the appropriate support and high-quality teaching.
- Overseeing internal Individual Educational Plans (IEPs) and Individual Development Plans (IDLPs)
- Overseeing Education, Health and Care plans (EHC Plans), making referrals to outside agencies and requesting statutory assessments
- Conducting Annual Reviews for children with Statements of Educational Needs
- Attending SENDCo meetings to keep up to date with SEND developments

Parents and Carers

It is important that parents and carers can express themselves, give clear instructions, and ensure their voices are being heard. Abbey School and Nursery follows the principles and recommendations set out in the SEND Code of Practice 0 – 25 (September 2014) we are a safe and non-judgmental space and aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their families
- Giving parents and carers opportunities to play an active and valued role in their children's education
- Making parents and carers feel welcome
- Family help guides on a variety of topics are published on our website
- Published Abbey School and Nursery Offers
- Providing information in an accessible way for parents and carers please see our communication policy for further information
- Parents and carers will be invited to termly meetings to review the provision that is in place for their child

- Parents and carers will be provided with a termly report on the pupil's progress
- Encouraging parents and carers to inform us of any difficulties they feel their child may be having or other needs their child may have which need addressing
- Instilling the confidence that the setting will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need; allowing parents and carers the opportunity to discuss ways in which they and the setting can help their child
- Agreeing targets for all children, particularly those not making expected progress and, for some children identified as having some, involving parents and carers in the drawing up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of sources of information, advice and support e.g. Torbay Council/Devon County Council's local offer, Children and Families Health Devon information advice and support/early years groups

Torbay SEND Local Offer Torbay SEND Local Offer - Family Hub

Devon County Council Local Offer Devon's SEND Local Offer - help and support for children with SEND

Parents/carers are encouraged to seek help and advice from SENDIASS Torbay - http://sendiasstorbay.org.uk/ They are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Pupil Voice

Pupils have the right to be involved in making decisions and exercising choice.

Pupils will always be given the opportunity to provide information and express their views about their SEND And the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributed to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- Being members of our school council
- participating in subject specific pupil voice surveys

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Pupils within our nursery are aged 4 years and under so consulting with them to seek their views about how we are meeting their needs must be age appropriate. Children can communicate using toys, pictures, photos of people and settings, creative role play using puppets and dolls in different scenarios and these can be used to promote communication and enable children to express their views.

The above can be used in conjunction with the following strategies

- Regular meetings and discussions with parents and carers about what we have planned for their child and how to link this with interests and passions demonstrated at home
- Make close observations during their attendance to identify the types of activities and experiences that most engage each child so that these can be developed further and be used to inform future planning

- Involve children with planning their own activities and encouraging them to share what they would like to learn and participate with new line extend any resource is that they show a preference for
- Ensure the children are happy, motivated and make progress throughout their time in the setting.

'The SEND process

There are four broad areas of need categoriesd for SEND as stated in the SEND Code of Practice 2014, each with subareas:

- Cognition and learning (C&L)
    - Moderate Learning Difficulties, Severe Learning Difficulties, Profound and Multiple Learning Difficulties and Special Learning Difficulties
- Communication and interaction (C&I)
    - Speech, Lanaguage and Communication Needs, Autistic Spectrum Disorder including Asperger's Syndrome and Autism.
- Social, emotional and mental health (SEMH)
    - A wide range of social and emotional difficulties which may reflect underlying mental health difficulties or conditions.
- Physical and sensory (S/P)
    - Visual Impairment (VI); Hearing Impairment (HI); Multi Sensory Impairment (MSI); Physical disability. Pupils with SEND are identified by one of five assessment routes all of which are part of the approach to monitoring progress of all pupils:

1. Class/Subject teachers and keyworkers are continually aware of pupil's learning. If they observe that a child, as recommended by the Code of Practice (2014), is making less than expected progress given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

a) Is significantly slower than that of their peers starting from the same baseline
b) Fails to match or better the child's previous rate of progress
c) Fails to close the attainment gap between the child and their peers
d) Exhibits a mismatch between verbal ability and attainment

2. The progress of every child is monitored at half-termly, pupil progress meetings. Where pupils are identified as not making progress in spite of high-quality teaching, they are discussed with the appropriate support team, including the SENDCO, keyworker and the Class/Subject teacher and a plan of action is agreed. All of the information gathered from within the school and nursery about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.

3. In all phases all pupils on the SEND Register of Additional Needs are discussed at the half-termly meetings between the SENDCO and class teachers or SENDCO, Nursery manager and keyworkers. The names of other pupils causing concern are highlighted here and the pupils are monitored.

4. In addition, inclusion is discussed at weekly Senior Leadership Meeting with the SENDCO, Headteacher, Nursery Manager and Designated Safeguarding Lead. The names of pupils of concern can also be raised here by discussing SEN Pupil Referral Forms (Appendix A and B).

5. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND Support on the Register of Additional Needs.

Although the school can identify many different special educational needs and make provision to meet those needs, we do not offer diagnoses as this is undertaken by specialists in their field. Parents are advised to contact their GP if they think their child may have needs such as ASC or ADHD or some similar learning difficulty, or the SENDCo who may recommend an assessment by an Educational Psychologist.

A graduated approach to SEND

There is a graduated approach to addressing the Special Educational Needs of the children, referred to as Wave 1, 2, and 3.

Wave 1

'Every teacher is a teacher of every child, including those with SEND'. Quality First Teaching.

Initial identification is the responsibility of the Class Teacher or Keyworker, unless a child enters the school/nursery with a previously noted area of SEND. The process begins with the professional judgement of the class teacher/keyworker and is supported where appropriate, by ongoing assessment of the Early Years areas of Learning and Development, the National Curriculum, Reading and Spelling ages and assessment scores. The class teacher/keyworker informs the SENDCO that they are concerned about a child in their class using the appropriate SEND concerns Referral Form. The SENDCO will discuss the referral at the weekly Inclusion meeting and also discuss with the child's teacher/keyworker. The class teacher thus monitors the child and when relevant, an initial concern is noted on the Register of Additional Needs as the child being Monitored.

Abbey School regularly and rigorously observes teaching across the school in its observation schedule to maintain standards. It also has termly Pupil Progress Meetings that robustly monitor progress of all of pupils. Tracking reports are also completed every half term. All of the information gathered from within the school and nursery about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment. If the class teacher/keyworker remains concerned about the progress a child is making, further action is taken as in Wave 2 and an individual educational plan (IEP Years 1-6) or individual learning and development plan (ILDP EYFS) is created on which is noted action and goals as well as a review date.

At the initial review after a child has been monitored, a note is made of what is working, what is not working, and what needs to change. (It may also be appropriate for the Additional Needs Monitoring to cease and the pupil's name removed from the Additional Needs Register).

- The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.
- The impact and quality of support should be evaluated along with the views of the pupil and their parents. This should feedback into the analysis of the pupils needs
- The class or subject teacher should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil, and the SENDCO
- Parent should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Wave 2

If a child who is being monitored by their teacher/keyworker is not making satisfactory progress highlighted from our assessment processes, then they will be moved to Wave 2. Here children on our Register of Additional Needs will transfer from being Monitored to being at the SEND Support level. At Abbey School and Nursery, we provide short-term, individual or small-group interventions for pupils who experience barriers to learning. These can be different in each year group and include:

- Advice from the Local Authority (LA) Early Years Advisory Teacher
- Individual/Small group work
- Speech and language groups

- Bilingual support
- Fine Motor Skills groups (for handwriting or to help pupils cut and draw) TA led
- Phonological awareness teaching as in Read Write Inc groups
- Individual Learning Support from our Learning Support Tutor, paid for by parents
- Reading partners
- Daily phonics teaching
- Numeracy interventions
- Typing skills
- Social Skills Groups as in Funfit
- Focussed group time
- Story talking to help pupils learn the skills to make up their own stories
- Individual behaviour support
- Flexible seating options
- Counselling
- Intensive Interaction
- Enhanced transition

Additional Early Years Funding for SEND (ALFI and DAF)

At Wave 2 we may apply for additional Early Years SEND funding. This may be used for the following:

- Additional Support Staff
- The purchase of specialist equipment/bespoke resources
- Staff training
- To support the implementation of an individualised support plan

Activity Led Funding for Inclusion (ALFI) is additional funding provided to Early Years education providers (School-based nurseries, PVI (Private, Voluntary and Independent) settings and Childminders) to deliver support for individual children with identified Special Education Needs and/or Disabilities (SEND). All ALFI applications are considered by the Local Authority (LA) termly ALFI Board meetings in line with the ALFI Board terms of reference and ALFI criteria, and funding is then allocated on the basis of individual children's presentation of SEND.

To apply for the Disability Access Fund (DAF) parents of children qualifying for Disability Living Allowance are required to provide the letter from the Department for Work and Pensions which proves the award of DLA as evidence of entitlement. We need to take a copy of this evidence to include alongside applications.
Once funding for the year is paid, it will not be reclaimed even if the child leaves the setting. If the child then moves to a different setting, the new setting will not be able to receive any Disability Access Fund payment until the following financial year. Where a child lives in one authority area but attends a provider in a different local authority, the provider's local authority is responsible for funding the Disability Access Fund for the child and eligibility checking.

Statutory Assessment/EHC Plans

If a student fails to make adequate progress despite high quality, targeted support and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an Education Health Care Plan (an EHC Plan). If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care

professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

The SENDCO is responsible for providing support and mentoring by allocating pupils with EHCPs a specified amount of support.

Wave 3

At Wave 3 a child may have an EHCP and this may have come about by parents requesting and assessment by an Educational Psychologist (EP). In Abbey School, an EP assessment is paid for by the parents. In our Nursery, an EP assessment is financed by the Local Authority (LA). At Wave 3 if the pupil has an EHCP the SENDCO may ask some of the following professionals to provide advice, teaching or to prepare a special programme of support for your child. The programme will be carried out by additional adults or teachers who work at Abbey School and be funded by the LA:

- A special and personal plan that meets the unique needs of the child.
- Specialist teacher
- Speech and Language Therapist (SALT)
- Clinician from the Child and Family Service (CFCS)
- Psychologist from the Child and Adolescent Mental Health Service (CAMHs)
- Teacher from the Pupil Referral Service (PRU)
- If your child has behavioural, emotional or social difficulties, there may be a learning mentor or key worker
- Occupational Therapist
- Teaching assistant supporting in lessons as needed

In addition to this, at Wave 3, Abbey School and Nursery has access to specialist provision for pupils with minor to moderate speech, language or communication needs or Autism. Pupils will normally have an EHCP to be part of the provision. Being in the provision means that a child has a personal and unique programme of learning which will include some of the following:

- Advice or teaching from a specialist teacher
- Extra 1:1 learning
- Dedicated times each week to improve Speech and Language. Your child could follow a programme written and monitored by a Speech and Language Therapist
- Small group support for English and Maths.
- Small group work to support social development
- Small group work 'Funfit', to support skills development

Criteria for exiting the SEN register

At the review stage, where a pupil's keyworker/teacher, SENDCo and parents/carers agree that the people have made good progress, it may be appropriate for needs to be met through effective universal setting-based strategies, interventions and assessments. In this instant, the pupil would no longer be recorded as being in receipt of send support.

Effective Transition

At Abbey school and nursery transitions are seen as a process not an event and therefore they are planned for and discussed with children, parents and carers.

- For all pupils, we ensure early and timely planning for transfer into setting, from room to room and from the setting into primary school or secondary school.

- During the year in which children are due to move to primary or secondary school, transition meetings are held and arrangements discussed. For children with Sen this may include an enhanced transition.
- When children are due to leave our setting, they and their parents/carers will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- We will discuss transition needs of all pupils with EHCP plans at their statutory annual reviews.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. For further information please see our Behaviour: Rewards, Sanctions and Exclusion Policy.

SEND Information report

We publish our SEND information annually so that families can see what support Abbey School and Nursery provides for its pupils. This will be accessible on our website.

Supporting Children with Medical Needs

Pupils are supported so that they can play an active part in school and nursery life. Full details of how we support pupils with medical conditions can be found via our published Supporting Pupils with Medical Needs policy on our website.

Evaluation of Policy

We will use the following criteria as a measure of success.

- Comments and feedback from children, parents, carers and outside agencies.
- Do children with SEND feel safe, valued and part of the school community?
- Pupil voice comments in each subject
- Are pupils accessing leadership roles and extra-curricular activities?
- Has the quality of pupils' learning been enhanced?
- Has the standard of learning improved?
- Is the whole school consistency in: -
  - Methodology.
  - Understanding the requirements of the Special Needs Code of Practice.
- Are ILPD's/ IEP's accurate and covering the requirements?
- Are records kept up to date?
- Has any part of the policy been difficult to implement? END

Abbey School and Nursery
Early Years Offer

Communication and Interaction *Including ASD & SCLN*	**Cognition and Learning** *Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)*	**Sensory and/or Physical** *Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability.*	**Social, Mental and Emotional Health** *Including ADHD*
Universal Provision *provision for all* • Visual communication supports • Modelling • Structured routines and routine songs • Visual timetable • Small world and Role play • Repetition/clarification of instructions • Circle time • Adult engagement in play • Opportunities to play with older/younger children • Outdoor learning opportunities	**Universal Provision** *provision for all* • Differentiated tasks • Differentiated delivery, simplified language • Repetition/clarification of instructions • Differentiated outcome • Increased visual aids, modelling etc. • Visual timetable • Use of puzzles and games • Word acquisition picture and number books • Appropriate reading material is available and covers all 7 areas of learning. • Non-fiction and fiction books readily available • Pre-school synthetic phonics scheme, readWrite INC.	**Universal Provision** *provision for all* • Flexible seating arrangements • Adjustable table arrangements • Fine motor skills programmes • Specialist resources-Pencil grips, triangular pencils, variety of types of scissors • Multi-sensory equipment- light up table, phones etc. • Varied construction equipment-suitable in/outdoors • Tools and materials e'g brushes, pencils, collage, tuff trays, mirrors, sand, water and natural resources • Range of equipment and opportunities for balancing and exploring- in/outdoors • Brain gym activities/opportunities eg. Tap Tap Box • Sensory play eg. Sand, water, playdough, food and natural resources • Cooking activities • Consideration to seating arrangements for circle time and whiteboard work	**Universal Provision** *provision for all* • Visual supports e.g. emotions wheel, Talk about cards • Positive behaviour policy • Golden rules • Positive behaviour strategies • Modelling • Mental well-being PSED curriculum • Structured routines • Calm corners • Social and emotional resources for independent use • Positive rewards system • Consistent and developmentally approach to behaviour • Teaching listening through games e.g. Tap Tap Box, Robbie Rabbit, Puppets, Stories, Songs • Individual jobs and responsibilities • Continuous focus on Social and Emotional aspects of learning and development

Communication and Interaction *Including ASD & SCLN*	**Cognition and Learning** *Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)*	**Sensory and/or Physical** *Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability*	**Social, Mental and Emotional Health** *Including ADHD*
Targeted Provision *Provision for needs that are additional and different* • Speech and Language support groups • Individual Provision Maps • Modelling of good language • 1:1 Speech and Language sessions • Kinaesthetic and visual storytelling strategies • Blast Intervention- 3-4 year olds • ICAN Early Talkers Intervention • Sing Symbols	**Targeted Provision** *Provision for needs that are additional and different* • Individual Provision Map • Support for literacy • Support for Numeracy • Differentiated resources • Cooking activities • Counting songs and rhymes • Literacy and numeracy rich environment	**Targeted Provision** *Provision for needs that are additional and different* Individual Provision Map Fine Motor skills programme Gross Motor skills programme Differentiated PE resources – spider balls, balloon balls etc. Sports events – additional preparation Accessible toys and equipment	**Targeted Provision** *Provision for needs that are additional and different* • Individual Provision Map • Use of buddy system • Pastoral plan • 1:1 mentoring/emotional literacy sessions • Personalised busy boxes

Communication and Interaction *Including ASD & SCLN*	**Cognition and Learning** *Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)*	**Sensory and/or Physical** *Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability*	**Social, Mental and Emotional Health** *Including ADHD*
Specialist Provision *Provision for specialist needs* • Individual Provision Map or EHCP • Personalised timetable • Individual Speech therapy Care Plans. • Intervention delivered by Speech therapist • Individual visual timetables / schedule • Visual Supports eg Now/Next boards; Choice Boards; • Outside agency advice • Individual risk assessments • Augmented Communication aids • Sensory Diet • Sensory aids • Increased Adult Support • Additional planning and arrangements for transition • Home/Nursery book • Chewy toys (chewelery) • Ear defenders • Other sensory aids (e.g. weighted blanket)	**Specialist Provision** *Provision for specialist needs* • Individual Provision Map or EHCP • Additional planning and arrangements for transition • Outside agency advice • Transition arrangements, particularly to primary school	**Specialist Provision** *Provision for specialist needs* • Individual Provision Map or EHCP • Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion, overalls with knee pads, walking aides etc • Individual fine motor skills work • Support/monitoring during continuous provision • Individual planning and arrangements for transition • Outside agency advice • Individual risk assessment • Individual intimate care plan • Individual manual handling plan • Access to enlarged resources • Awareness of fatigue • Physio exercises • Classroom access • Chewy toys (chewelery) • Ear defenders • Stress toys • Other sensory aids (e.g. weighted blanket) • Support in PE/dance/games and swimming • Alternative PE curriculum • Access to outside spaces	**Specialist Provision** *Provision for specialist needs* • Individual Provision Map or EHCP • Individual reward scheme • Support – communication of feelings • Individual Behaviour Plan • Continuous provision monitoring • Individual seating or work station • Nursery liaison book • Weekly feedback to parents face-to-face • Additional transition arrangements • Individual risk assessments • Winston's Wish (bereavement support) • Outside agency advice

Abbey School and Nursery
School Offer

Communication and Interaction *Including ASD & SCLN*	**Cognition and Learning** *Including Dyslexia, Dyscalculia (SpLD); MLD,SLD, PLMD)*	**Sensory and/or Physical** *Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability*	**Social, Mental and Emotional Health** *Including ADHD*
Universal Provision Quality First Teaching *provision for all* • Flexible teaching arrangements • Structured school and classroom routines • Use of songs for routines • Classroom seating plan considered so children can see the teacher and visual prompts • Warning of change • Differentiated curriculum delivery e.g. simplified language • Increased visual aids/modelling etc. • Visual timetables • Word walls/displays to develop understanding of new vocabulary • Minimise the use of abstract language/language tailored to individuals • Eye contact as necessary for the child • Delivery slowed down with time given to allow for processing • Multi-sensory approaches to support spoken language e.g. Symbols, concrete apparatus, artefacts, role- play. • ICT programmes to support language. • Small world play and Role Play • Repetition/clarification of instructions	**Universal Provision Quality First Teaching** *provision for all* • Differentiated tasks • Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording • Repetition/clarification of instructions • Pre-teaching of subject vocabulary • Dual coding • Differentiated output or outcome e.g. use of ICT, fewer sentences • Teaching sequencing as a skill • Text presented clearly • Key learning points reviewed throughout lesson • Links to prior learning explicitly made/retrieval practice integrated into lessons • Increased visual aids/modelling etc. • Visual timetables • Alphabet, word and number charts, mats, banks etc. • Use of puzzles and games • Illustrated dictionaries • Aurally Coded Dictionaries (ACE dictionaries) • Use of writing frames • Ensuring appropriate reading material available • Weekly spelling lists (phonics led) • Structured Synthetic phonics approach eg. ReadWrite Inc, Letters and sounds	**Universal Provision Quality First Teaching** *provision for all* • Consideration of lighting- natural and artificial • Eliminate non-essential copying from the board • Where copying is required ensuring appropriate print size photocopy is available • Classroom seating plan considered so children see the teacher, their mouth and all visual prompts • Coloured overlays/ different coloured paper/ reading rulers • Classroom seating plan considered so that children can see the teacher and hear clearly • Background noise is kept to a minimum • Consideration to speech eg slowing down speech rate and allowing the mouth to be seen • Checkbacks to guarantee oral instructions have been understood • Contributions from other children repeated to allow for understanding and clarity • Delivery slowed down with a time given for processing • Sufficient space on tables • Left-handed and right-handed pupils not next to each other with adjacent hands • Desks elbow height • Sleeping desks stand if appropriate	**Universal Provision Quality First Teaching** *provision for all* • Whole school behaviour policy • Golden Rules • School Values • Positive behaviour strategies • Structured school and classroom routines • Positive reward systems • Consistent and progressive sanction system for when rules broken • Teaching listening through games • Use of puzzles and games • Involvement in after school clubs • Individual job and responsibility • Support of lunchtime supervisors at lunchtime • Weekly focus on social, emotional aspects of learning • Mental Well Being PHSE curriculum • Playground friends and buddies available • Visual, Auditory and Kinaesthetic (VAK) – variety of teaching styles used to suit pupils • Visual timetables

• Instructions given in manageable chunks • Check lists/task lists • Talking partners • Opportunities to work with younger/older pupils • Role play situations/Drama • 'Show and tell' / speaking opportunities • Written signs and Widget symbols for labels in classes	• Multi-sensory phonics approach e.g. Read Write Inc. • Individual white board	• Lined paper with sufficient wide spaces between the lines to accommodate pupil handwriting • Flexible seating arrangements • Handwriting/fine motor skill programme • Specialist resources – pencil grips, triangular pencils, variety of types of • scissors Multi-sensory equipment • Construction • Tools and Materials e.g. brushes/pencils, collage • Range of equipment & opportunities for balancing, exploring etc. • Brain gym exercises • Sand and water play • Provision of left-handed equipment	

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Targeted Provision *Provision for needs that are additional and different* • Speech and Language support groups • Individual Provision Maps • Modelling of good language throughout the school. • 1:1 Speech and Language sessions • Kinesthetic and visual storytelling strategies. • Widget symbols • Personalised communication boards using Widget symbols • Ear Defenders	**Targeted Provision** *Provision for needs that are additional and different* • Individual Provision Map • In-class TA support for literacy • In-class TA support for Numeracy • Differentiated resources • Multi-sensory letter work & spelling programs • Task Boards • Group use of ICT programs • Small group of support for literacy outside class e.g. RWInc, • Small group of support for maths outside class • Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats • Phonological Awareness activities • Precision Teaching • Coloured paper	**Targeted Provision** *Provision for needs that are additional and different* • Individual Provision Map • Fine Motor skills program • Gross Motor skills program • Differentiated PE resources • Sports events – additional preparation • Handwriting scheme • ICT resources available • Enlarged resource	**Targeted Provision** *Provision for needs that are additional and different* • Individual Provision Map • Alternative lunch-time provision • Socially Speaking • Use of buddy system • Social, emotional literacy sessions • Check-ins

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Specialist Provision *Provision for specialist needs* • Individual Provision Map or EHCP • Personalised timetable • Individual Speech therapy Care Plans. • Intervention delivered by Speech therapist • Individual visual timetables / schedule • Visual Supports eg Now/Next boards; Choice Boards; • Individual ICT programs • Workstation for part of day • Outside agency advice • Individual risk assessments • Augmented Communication aids • Sensory Diet; Fun Fit • Sensory aids • Increased Adult Support • Additional planning and arrangements for transition • Home/School book • Chewy toys (chewelery) • Ear defenders • Stress toys • Other sensory aids (e.g. weighted blanket)	**Specialist Provision** *Provision for specialist needs* • Individual Provision Map or EHCP • Pre-teaching of class learning • Reinforcement practice of class learning • Use of individual ICT programs targeting learning e.g. Maths Seeds, Reading Eggs; Nessy etc) • One to one support for literacy outside class e.g. RWInc • 1:1 support for maths outside class • List of current and future topic words • TA support daily with IPM outcomes • Individual arrangements for SATs • Additional planning and arrangements for transition • Outside agency advice, including from Cognition and Learning Team • Dyslexia-friendly resources • Tinted overlays/rulers • Transition arrangements, particularly to secondary school	**Specialist Provision** *Provision for specialist needs* • Individual Provision Map or EHCP • Provision of specialist equipment – ICT, sloping board, grips, special cushion etc • Individual handwriting/fine motor skills work • TA support/monitoring at lunchtimes • Individual planning and arrangements for transition • Outside agency advice • Individual risk assessment • Individual intimate care plan • Individual manual handling plan • Access to enlarged resources • Awareness of fatigue • Scribe in class • Physio exercises • Classroom access • Chewy toys (chewelery) • Ear defenders • Stress toys • Other sensory aids (e.g. weighted blanket) • TA support in PE/dance/games • Alternative PE curriculum • Supported access to outside spaces	**Specialist Provision** *Provision for specialist needs* • Individual Provision Map or EHCP • Individual reward/sanction scheme • TA support – communication of feelings • TA support individual debriefing/pre-emptying • Individual Behaviour Plan • Playtime monitoring • Counselling from an outside agency through referral system • Individual seating or workstation for aiding concentration for part of day • Home school liaison book • Weekly feedback to parents/family face-to-face • Time-out system and space • Additional transition arrangements • Individual risk assessments • Internal exclusion • Planned used of physical positive handling (Team Teach) • CAMHS involvement through referral • Winston's Wish (bereavement support) • Emotional Literacy 1:1 Sessions

APPENDIX A

SEND – EYFS Pupil Referral Form

Pupil's Name:	
Date of Birth:	
Year Group:	
Member of Staff:	
Current Data	

Communication and Language		Personal, Social and Emotional Development		Physical Development		Literacy		Mathematics		Understanding the World		Expressive Arts and Design	
On Track	Not Currently on Track	On Track	Not Currently on Track	On Track	Not Currently on Track	On Track	Not Currently on Track	On Track	Not Currently on Track	On Track	Not Currently on Track	On Track	Not Currently on Track

1. Tick which area(s) are a concern:	
Communication and Interaction	
Cognition and Learning	
Social, emotional and mental health difficulties	
Sensory and/or physical difficulties	

2. Briefly explain what difficulties the pupil is experiencing in accessing the EYFS curriculum:

3. How have you differentiated /adapted your planning for the student?

4. Detail any other factors which may be relevant: (Include conversations with the pupil/parents/ colleagues.)

Signed: _____
Date:_____

Actioned by the SENCO:
Resolved with referring staff: ☐

Signed: _____
Date:_____

APPENDIX B

SEND - Pupil Referral Form

Pupil's Name:				
Date of Birth:				
Year Group:				
Member of Staff:				
Current Data	**Reading**	**Writing**	**SPaG**	**Maths**

1. Tick which area(s) are a concern:	
Communication and Interaction	
Cognition and Learning	
Social, emotional and mental health difficulties	
Sensory and/or physical difficulties	

2. Briefly explain what difficulties the pupil is experiencing in accessing the curriculum:

3. Aside from quality first teaching, how have you differentiated the lessons/adapted your planning for the student?

4. Detail any other factors which may be relevant: (Include conversations with the pupil/parents/ colleagues.)

Signed: _____
Date:_____

Actioned by the SENCO:
Resolved with referring staff: ☐

Signed: _____
Date:_____