

# Waterloo Primary School SEN Information Report 2020



## Meeting the Needs of Pupils with Special Educational Needs (SEN) and Disabilities (SEND)

### Definition of SEN(D)

'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 or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has 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 or mainstream post-16 institutions'

SEND Code of Practice (Department for Education (DFE), 2015)

### ***What is the Local Offer?***

The Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority think will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to use. The information provided will enable parents and carers to make decisions about how best to support their child's needs. There are links to a range of available services.

Sefton's Local Offer can be found in Sefton Council's website:

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

Waterloo Primary School is an inclusive school, where we ensure that pupils are included in all aspects of learning and school life. We offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems and sensory or physical needs. We strive to support all children to achieve success in all areas of development. Quality teaching is vital; however for some children there are occasions where additional support and intervention may be required to help them achieve their targets and outcomes and therefore we tailor our support to individual need so we can maximise progress.

### ***Whom should I contact to discuss the concerns or needs of my child?***

#### **Class Teacher**

The first point of contact is your child's class teacher. The class teacher is responsible for providing quality teaching. This includes:

- Adapting the curriculum, environment and delivery of the curriculum to respond to the strengths and needs of all pupils
- Monitoring the progress of pupils
- Identifying, planning and delivering additional support and intervention
- Devising SEN Support Plans to prioritise and focus on the next steps required for individual children to make progress
- Devising Behaviour Support Plans (BSP) and Positive Handling Plans (PHP)
- Applying the school Graduated Response to SEN as outlined in the school's SEN(D) policy

### **Special Educational Needs Coordinator (SENCo)-Mrs Jones**

Mrs Jones is responsible for:

- Coordinating provision for children with SEN(D);
- Developing the school's SEN(D) policy;
- Liaising with outside agencies, e.g. Educational Psychologists, and implementing advice and recommendations;
- Facilitating staff training;
- Working with the Senior Leadership Team (SLT) to monitor progress and effectiveness of provision;
- Ensuring that parents are:
  - involved in their child's learning
  - aware of the level of support their child receives
  - aware of progress made
  - included in reviewing the support provided
  - consulted about transition to a new class or school

### **Headteacher – Mrs Baldwin**

Mrs Baldwin is responsible for:-

- The day to day management of all aspects of the school, including the provision made for pupils with SEN
- Liaising closely with the school SENCO
- Attending individual pupils review meetings when deemed appropriate

### **Deputy Headteacher – Mrs Maciver**

Mrs Maciver is responsible for:

- Supporting the Headteacher with the day to day management of all aspects of the school
- Overseeing a range of pastoral support initiatives, such as Anti-bullying Ambassadors and School Council
- Monitoring pupil behaviour and pastoral needs and liaising closely with the SENCo regarding behaviour support where necessary.

### **SEN(D) Governor – Miss E. Young**

Miss Young is responsible for:

- Supporting the school to evaluate and develop the quality and impact of their provision for pupils with SEN(D)
- Liaising closely with the school SENCO and other relevant members of staff
- Working closely with the SLT and the governing body to determine SEN(D) resources

### **School Nurse**

The role of the school nurse includes:

- Being the first point of contact in schools for parents who need health advice or information. This may involve assessing individual needs, offering care or referring on to other services.
- Supporting children with ongoing or specific health needs in the school environment.
- Initiating and supporting activities for promoting good health across the school.
- Safeguarding

### ***How can I find out how well my child is doing?***

#### **The Graduated Approach**

As part of the Sefton Agreement Waterloo Primary School will provide Quality First Teaching to all pupils. We will ensure that all pupils, regardless of need, will access good quality inclusive teaching and reasonable adjustments will be made to accommodate learning differences.

Class teachers monitor and track progress rigorously. They provide differentiated tasks according to the child's ability and will liaise with the SENCo who will provide suggestions for further differentiation as necessary. Children's learning is formally assessed 3 times a year in reading, writing and maths. From these assessments teachers attend termly Pupil Progress meetings with the Headteacher, during which the progress of individual children will be discussed. Through this process we will be able to identify children who are not making the expected progress or who have additional needs that are affecting their ability to engage in learning activities. Where some children may not be making expected progress, intervention will be discussed and implemented. Interventions will be regularly reviewed and impact measured.

There are four stages when implementing SEN support as outlined in the SEN(D) Code of Practice (DFE, 2015) and parents/guardians are kept fully informed at all stages.

#### **Assess**

When a class teacher or parent raises a concern, information is gathered from a variety of sources (teacher, pupil, parent, outside agencies). This includes utilising the teacher's assessment and experience of the pupil and their previous progress and attainment as well as comparing the individual's development in relation to that of their peers.

#### **Plan**

After gathering information, a support plan will be put together if required to outline the methods that will be used to achieve specific outcomes. Having determined the child's preferred learning style, motivators and responses to teaching approaches, short-term targets are agreed. If external agencies are involved, their advice and recommendations are included in the support plan. Any agreed actions take into account pupil's strengths as well as their learning differences. In some cases additional resources will be allocated, e.g. using 'idl' Specialist Dyslexia Intervention programme.

#### **Do**

All SEN support plans are working documents and should be annotated to show progress towards targets and if needed adjustments will be made to the plan to determine success. The class teacher is responsible for the implementation of the support plan, and accountable for the outcomes. Advice should be sought from the SENCo if the teacher or parent feels that the plan is not working, for whatever reason.

#### **Review**

All SEN support plans are reviewed termly. In this review all targets will be evaluated and the views of the pupil and parent will be recorded. A new plan will then be devised, if required, with next steps outlined.. Where it is agreed that a pupil has made sufficient progress, the support plan will cease and the child will be closely monitored through normal monitoring procedures. For children with more complex needs, termly review meetings will be held with the class teacher, SENCO and any external agencies. Sometimes it may be appropriate for the child to attend review meetings. Their views are highly valuable in ensuring that the support is tailored correctly.

### **High Needs Top-up Funding**

Where a child has continuing significant difficulties following intervention, school may need to seek extra resources from external agencies. The school is obliged to pay the first £6000 of any resource that a child with SEN(D) may need. An application for High Needs Top-up funding may be made if the cost of support exceeds the £6,000 threshold. This process is currently being reviewed by the Local Authority and will change as a result.

### **Education Health Care Assessment**

If a pupil is still not making progress despite the school having taken relevant and purposeful action over time, then parents or school can make an application to the local authority for an Education Health Care Assessment. Education Health Care Plans (EHCP) are designed to cater for the needs of children who have lifelong and complex needs.

### **Curriculum and Teaching Methods**

#### ***How will the teaching be adapted to meet the needs of my child?***

- Adapting teaching to meet the diverse range of needs in each class
- Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning
- Tasks are differentiated to accommodate the needs of each child
- Additional help and support for targeted pupils by means of daily teaching in a small group for English and Maths by an experienced teacher
- Open ended tasks set to allow pupil response at different levels
- Alternative methods of recording offered where appropriate

As a school we will regularly monitor this provision to ensure that it consistently meets the agreed standard. This is done through:-

- Whole school provision mapping
- Termly review of SEN Support Plans
- Whole school pupil tracking
- Analysis of intervention programmes and the overall effectiveness
- Mentoring

### **Interventions**

Teaching Assistants (T.A.s) enhance the quality first teaching and therefore some interventions are delivered by T.A.s. It is the class teacher's responsibility to recognise the need for intervention and to work with the T.A. to set targets and monitor progress.

Examples of when pupils may have access to additional support:

- Pre teaching opportunities
- During Maths and English lessons
- Small group sessions in and out of class
- One to one sessions
- Facilitating time out
- Providing intimate care
- Modelling desired behaviours
- Facilitate development of social skills

- Chunking instructions
- Support during unstructured times, e.g. break and lunch times

**Please refer to the Provision Maps below that outline the graduated approach across the four areas of need set out in the SEND Code of Practice.**

## **Accessibility**

Waterloo Primary School is a mainstream school over 2 floors.

The facilities we have at present include:-

- Ramps into the main school entrances
- 5 toilets adapted for disabled users
- Wide opening doors in corridors
- Lift to the upper floor

## **Partnership with External Agencies and Staff Training**

### ***What support from other professionals does the school use to support my child?***

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

These include:-

- Sefton Special Educational Needs and Inclusion Service (SENIS). Each school has an allocated Inclusion Consultant (ICON) who:
  - Supports the SENCo in their role, including meeting with SENCo and staff to discuss children and their needs and offering advice and recommendations for support
  - Supports with Year 6-7 transition
  - Provides training
  - Provides information on changes in SEN policy and practice, including informing of Local Authority changes and supporting to adapt to any changes
- Educational Psychology service
- Physiotherapy
- Speech and Language Therapy
- Occupational Therapy
- Child and Adolescence Mental Health Service (CAMHS)
- Paediatric Services
- School Nurse
- Social Care
- The Early Help team
- The Social Communication Team and Together Trust

Ongoing training is extremely important at Waterloo Primary School. As a school we have worked with external agencies to provide whole school training. As a school we have been trained in the following areas:-

- Switch on Reading
- Switch on Writing
- Dyslexic friendly teaching strategies
- Safeguarding
- Working Memory
- Attachment
- Wellbeing and resilience

Individual members of staff are all trained in the following areas:-

- Mrs Jones-ASD Specialist-Masters in Autism in Children
- Some ASD Provision staff are trained in TEACCH
- Some ASD Provision staff are trained in PECS
- Some ASD Provision staff are trained in Attention Autism
- Several TAs have accessed specific training for working with children on the Autism Spectrum or with social communication difficulties: ASSC, ELKLAN, Intensive Interaction
- Designated staff in mainstream and ASD provision have received Positive Handling training-Team Teach
- First Class @ Number
- Catch-up Numeracy
- Catch-up Literacy
- ELSA-Emotional Literacy Support Assistants. There are 6 trained ELSA's in school.

## **Transition**

### ***How will the school help my child move to a new class, year group, or to a new school?***

Transition can be a particularly anxious time for children and young people with SEND and we aim to provide as successful and smooth transition as possible by:

#### **When moving to another school**

- Contact with the new school's SENCo to share information about what adjustments have been made to help your child make progress
- Additional transition visits
- Pass on records

#### **For pupils new to the school where an additional need has already been identified**

- Transition review with parents and other professionals involved with the child where necessary
- Planned transition visits and transition book, where appropriate

#### **When moving to a new class/year group**

- Information sharing meeting between class teachers
- Planned transition visits to the new teacher and classroom
- Where necessary and appropriate, transition meeting with SENCo, new class teacher, parents and the child

## **Year 6-7 Transition**

- Contact and meetings with Inclusion Consultants to discuss children on the SEN Register and other vulnerable pupils
- Contact with the new school's SENCo to share information about what adjustments have been made to help your child make progress
- Additional transition visits
- Pass on records
- Where a Year 6 pupil has High Needs Top-up Funding, a funding review meeting must be arranged with parents, the SENCo of the secondary school and their ICON, prior to submitting a funding application for Year 7. This is subject to change as part of Local Authority reviews.
- Where a Year 6 pupil has an EHCP, an enhanced transition will be arranged with the receiving schools, according to their policies and the needs of the child

### ***Who do I contact if I am unhappy with my child's progress or wellbeing?***

- Talk to your child's class teacher in the first instance
- You can arrange a meeting with the SENCo or email her via: [rjones.wps@schools.sefton.gov.uk](mailto:rjones.wps@schools.sefton.gov.uk) or [admin.waterloo@schools.sefton.gov.uk](mailto:admin.waterloo@schools.sefton.gov.uk)
- The Headteacher can be contacted to discuss any issues you may have regarding your child's progress or wellbeing.

If you have a complaint, please go to the policy section of the school's website. The Complaints Procedure

is explained in this section.

Date: February 2021

Date of review: February 2022

# Waterloo Primary School Provision Map

Area of Need	Quality First Teaching	Enhanced Quality First Teaching	Targeted Interventions	External Agency Support
Cognition and Learning	<i>(Universal for all pupils)</i>	<i>(In addition to QFT)</i>	<i>(In addition to QFT)</i>	<i>(In addition to QFT and following interventions)</i>
<p><i>SEN Code of Practice 6.30</i> Pupils may learn at a different pace from their peers even with the appropriate differentiation but always providing a high level of challenge to move learning forward.</p> <p>They may need support with the skills necessary for effective understanding and learning:</p> <ul style="list-style-type: none"> <li>• language,</li> <li>• memory</li> <li>• reasoning</li> <li>• sequencing</li> <li>• organisation</li> <li>• processing</li> <li>• problem solving</li> <li>• motor skills</li> </ul> <p>They may have additional needs associated with:</p> <ul style="list-style-type: none"> <li>• speech, language and communication</li> <li>• dyslexia</li> <li>• dyscalculia</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcomes based on pupils level of attainment</li> <li>• Dyslexia friendly approach to learning</li> <li>• Multisensory approaches to learning with opportunities for overlearning to meet the learning preferences of all children</li> <li>• Positive marking: next steps shared with children</li> <li>• Assessment used to track and monitor pupil progress for pupils with additional learning needs</li> <li>• Termly Pupil Progress Meeting</li> <li>• Learning Objectives and success criteria clearly communicated</li> <li>• In class targeted teacher/TA support (small group or individual)</li> <li>• Opportunities to work in co-operative learning groups</li> <li>• Use of ICT- IWB, Laptop, tablets and PCs</li> <li>• Reciprocal Reading</li> <li>• Differentiated homework in a variety of formats e.g. Bug Club, My Maths</li> <li>• Coloured overlays, pastel/cream coloured paper, appropriate font style and size</li> <li>• Access to personalised learning aids such as visual timetables, now and next boards, b/d reminders, word banks, phonic prompts, number</li> </ul>	<ul style="list-style-type: none"> <li>• Additional targeted teacher/TA support</li> <li>• Additional multisensory phonics using magnetic letters, phoneme frames, writing to dictation</li> <li>• Additional 1:1 Reading support</li> <li>• Small group or 1:1 spelling support</li> <li>• Support for pre-tutoring concepts and vocabulary</li> <li>• Fix-it support to address misconceptions in learning</li> <li>• Revision sessions to revise and consolidate learning</li> <li>• Phonic reading books eg Phonics Bug</li> <li>• 1:1 or small group support to develop memory skills using appropriate resources</li> <li>• Focus groups in class supported by class teacher or TA</li> <li>• Access to ICT</li> <li>• Precision Teaching</li> <li>• Clicker 7 ICT</li> <li>• Use of specific assessments to build pupil profiling needs e.g. Phab,</li> </ul>	<ul style="list-style-type: none"> <li>• Additional targeted support focused on narrowing the gap</li> <li>• WELLCOM (Early Language Development)</li> <li>• 1-1 Targeted Reading Sessions e.g. Early Reading, Reciprocal reading,</li> <li>• Memory Fix</li> <li>• Numicon resources (maths)</li> <li>• Phonics to spelling</li> <li>• Active Literacy</li> <li>• 5 Minute Box</li> <li>• IDL</li> <li>• Toe by Toe</li> <li>• First Class @ Number</li> <li>• Catch-up Literacy</li> <li>• Catch-up Numeracy</li> <li>• Black Sheep Press- Explain Predict Imagine, Think About, Mr Goodguess, Talk about School, Working memory</li> <li>• Cracking Comprehension</li> <li>• SEN Support Plan and liaison with parents</li> <li>• Termly Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Advice and support from Senco and other agencies as appropriate</li> <li>• Targeted support from school nurse</li> <li>• EP assessment and advice</li> <li>• Inclusion Consultant assessment and advice</li> <li>• 1:1 provision if child is HNF</li> <li>• Next step targets and outcomes agreed following outside agency recommendations</li> <li>• EHCP/HNF applications</li> </ul>



<ul style="list-style-type: none"><li>• dyspraxia.</li><li>• ADHD</li><li>• ASC</li></ul>	<p>lines, memory prompts, have a go sheet for spelling etc.</p> <ul style="list-style-type: none"><li>• Pupils can present knowledge/views in a variety of ways</li><li>• Adaptations made to learning materials</li><li>• Promoting independence at all times</li><li>• Development of pupil voice through questionnaires</li><li>• Triangular pens and pencils and various pencil grips and writing slopes</li></ul>	<p>Dyslexia Portfolio, Lexplore</p>		
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# Waterloo Primary School Provision Map

Area of Need	Quality First Teaching (Universal for all pupils)	Enhanced Quality First Teaching (In addition to QFT)	Targeted Interventions (In addition to QFT)	External Agency Support (In addition to QFT and following interventions)
Communication and Interaction				
<p>SEN Code of Practice 6.28 Pupils may need support:</p> <ul style="list-style-type: none"> <li>communicating with others</li> <li>making themselves understood</li> <li>understanding what has been said to them</li> <li>understanding the social rules of communication</li> </ul> <p>They may have additional needs associated with:</p> <ul style="list-style-type: none"> <li>Autistic Spectrum Disorders (ASD)</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated delivery e.g. simplified language, longer thinking time, small manageable tasks, repetition and overlearning, clear, unambiguous instructions</li> <li>Use of multisensory approaches to support spoken language e.g. signs, symbols, pictures, concrete apparatus, artefacts and role play</li> <li>Seating position considered</li> <li>Use of Drama and role play</li> <li>Visual Timetable</li> <li>Visual support for tasks</li> <li>Word walls</li> <li>Minimise use of abstract language</li> <li>Outcomes modelled and demonstrated</li> <li>Clear classroom organisation and structures</li> <li>Checklists and task planners with visual clues</li> <li>Modelling clear expectations</li> <li>Scaffolding for planning written tasks</li> <li>Consideration of learning environment, class teacher working to remove distractions</li> <li>Individual workstations</li> <li>Opportunities to work independently without interruption</li> <li>Time provided for pupils to process language</li> <li>Talking partners</li> <li>Circle Time</li> </ul>	<ul style="list-style-type: none"> <li>Additional targeted teacher support</li> <li>Additional multi-sensory support</li> <li>Focus groups in class supported by class teacher or TA</li> <li>Additional TA support in class</li> <li>Pre teaching vocabulary and concepts</li> <li>Opportunities for repetition and overlearning</li> <li>Additional access to ICT e.g. laptop to record written work</li> <li>Additional visual resources e.g. symbols and pictures, use of Now/Next boards</li> <li>Opportunities to work 1:1 with scribe</li> <li>Support for pupils during transition times around the school</li> <li>Support at times of particular stress e.g. coming into school, home time, PE</li> <li>Use of social stories and comic strip stories for particular area of difficulty</li> </ul>	<ul style="list-style-type: none"> <li>Additional targeted support focused on narrowing the gap</li> <li>Time to Talk Programme</li> <li>Socially Speaking Programme</li> <li>Mr Goodguess Programme</li> <li>Story Sequences</li> <li>Use of Social Stories and Comic Strip Conversations</li> <li>WELLCOM</li> <li>Variety of Black Sheep Press programmes e.g. Explain Predict Imagine, Talk about School</li> <li>SEN Support Plan</li> <li>Termly reviews</li> <li>Individualised Speech and Language programmes devised by Speech and Language Therapists</li> </ul>	<ul style="list-style-type: none"> <li>Advice and support from Senco</li> <li>Advice and support from Speech and Language Therapists</li> <li>Advice and support from the social communication team e.g. parental support, staff training, modelling of social communications groups</li> <li>EHCP / HNF applications</li> </ul>

	<ul style="list-style-type: none"><li>• EAL support for pupils new to English</li><li>• Advanced warning of changes in activities</li><li>• Adaptations made to learning materials, use of visual prompts</li><li>• Rules of good listening displayed, taught, modelled and regularly reinforced</li><li>• Pupils name given to gain attention before giving instructions</li><li>• Promoting independence at all times</li><li>• Development of pupil voice through questionnaires</li></ul>			
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<b>Social, Emotional and Mental Health</b> <i>SEN Code of Practice 6.32</i> Pupils may appear: <ul style="list-style-type: none"> <li>withdrawn</li> <li>isolated</li> <li>challenging</li> <li>disruptive</li> </ul> They may have underlying mental health needs such as: <ul style="list-style-type: none"> <li>anxiety</li> <li>depression</li> <li>self-harming</li> <li>eating disorders</li> <li>unexplained physical symptoms</li> <li>continence difficulties</li> <li>attention and concentration difficulties</li> </ul> They may have additional needs associated with: <ul style="list-style-type: none"> <li>ADD</li> <li>ADHD</li> <li>Attachment disorder</li> <li>ASC</li> </ul>	<ul style="list-style-type: none"> <li>Consistent, positive behaviour policy followed by all staff</li> <li>Circle Time</li> <li>Variety of positive methods to motivate learners</li> <li>Advanced warning of consequences</li> <li>Positive regular communication with parents</li> <li>Consistent use of positive language</li> <li>Consistent use of language and expectations by adults</li> <li>Movement breaks</li> <li>Praise Assembly</li> <li>Star of the Day/Week, Maths Awards/English Awards</li> <li>Mindfulness activities</li> <li>Tactile sensory objects used to calm</li> <li>Use of weighted lappads to support focus and attention</li> <li>Praise pupils strengths</li> <li>Catch pupils being good to reinforce positive behaviours</li> <li>Classroom responsibilities to raise self esteem</li> <li>Play calming music</li> <li>Access to school sensory room</li> <li>Go Noodle for brain breaks</li> <li>Opportunities for kinaesthetic learning by breaking up listening time with kinaesthetic activities</li> <li>Interactive learning in the classroom</li> <li>Explicit use of the school code of conduct</li> <li>Quiet working area</li> </ul>	<ul style="list-style-type: none"> <li>Time Out from class for extended periods of time with 1:1 support</li> <li>Recognition of sensory needs and adjustments to be made</li> <li>Home/School Diaries to create a supportive dialogue with parents</li> <li>One page plan in place</li> <li>Small group work to develop listening, turn taking and attention skills</li> <li>Opportunities to talk to a trusted adult in school</li> <li>Social stories and comic strip stories</li> <li>Boxall Profile to highlight needs and progress</li> <li>Steps to Success Chart</li> </ul>	<ul style="list-style-type: none"> <li>Socially Speaking Programme</li> <li>Time to Talk</li> <li>Friendship Formula</li> <li>Moving on up</li> <li>SEN Support Plan</li> <li>Termly Reviews</li> <li>Relax Kids</li> <li>ELSA</li> </ul>	<ul style="list-style-type: none"> <li>Advice and support from Senco</li> <li>Advice and support from outside agencies eg EP, CAMHS</li> <li>Social Communication Team</li> <li>Brighter Horizons</li> <li>Venus</li> <li>STAR</li> <li>School Nurse</li> <li>Paediatrician</li> <li>Clinical Psychologists</li> <li>ASC Link Nurses</li> <li>Social Services</li> <li>Barnardos</li> <li>EHCP / HNF applications</li> </ul>

	<ul style="list-style-type: none"><li>• Alternative seating to help with focus and attention</li><li>• Audit of learning environment to reduce or minimise distractions</li><li>• Enhanced transition between classes</li><li>• Use of visual timetables</li><li>• Use rewards and sanctions linked to school behaviour policy</li><li>• Link of motivators for individual pupils as required</li><li>• Structuring of break time</li><li>• Bucket Filling- linked to weekly award-individualised as necessary and appropriate</li><li>• Understanding emotions and feelings</li><li>• Use of ROAR resources</li><li>• Use of portable symbols as reminders for pupils of expectations</li><li>• Promoting independence at all times</li><li>• Development of pupil voice through questionnaires</li></ul>			
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Area of Need	Quality First Teaching (Universal for all pupils)	Enhanced Quality First Teaching (In addition to QFT)	Targeted Interventions (In addition to QFT)	External Agency Support (In addition to QFT and following interventions)
<b>Sensory and Physical</b>  <i>SEN Code of Practice 6.34</i> Pupils may have a medical or genetic condition which prevents or hinders them from making use of the educational facilities generally provided.  Pupils may have: <ul style="list-style-type: none"> <li>a visual impairment (VI)</li> <li>a hearing impairment (HI)</li> <li>a multi-sensory impairment (MSI)</li> <li>a physical difficulty (PD)</li> <li>a medical need</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to access multisensory learning</li> <li>First Aid training for named members of staff</li> <li>Clear procedures for the administration of medicine and whole school training for emergency medical needs e.g. epipen</li> <li>Clear school policies on the administration of medication</li> <li>Adaptations to environment and resources to suit individual pupils through access assessment</li> <li>Use of weighted lap pads</li> <li>Access to additional medical equipment as needed e.g. wheelchairs, walkers, blood sugar monitoring equipment, splints, radio aids</li> <li>Seating positions to take into account sensory difficulties</li> <li>Access to developmentally appropriate materials and resources</li> <li>Adaptations to presentation of learning</li> <li>Effective use of resources and technology</li> <li>Ramps to ensure ease of access to ground floor areas of school</li> <li>Ensure access to the school Lift as appropriate</li> <li>Ensuring access to all outdoor learning sessions e.g. PE</li> </ul>	<ul style="list-style-type: none"> <li>School handwriting Programme 1:1 or small group</li> <li>Access to additional ICT</li> <li>Additional Specialist Training for Staff as required for specific medical needs</li> <li>Healthcare Plan</li> <li>Personal Care Plan</li> <li>Personal Evacuation Plan</li> <li>1-1 Support for pupils with complex medical needs when required/recommended</li> <li>Use of the sensory room</li> <li>Equipment and resources as recommended by outside agencies</li> </ul>	Programmes are individualised to children's individual needs and are bespoke. <ul style="list-style-type: none"> <li>Specific programmes designed by physiotherapist, occupational therapist</li> <li>Recommendations from HI team and VI team</li> <li>BBC dance mat typing</li> <li>Fine and gross motor skill programmes</li> <li>SEN Support Plan</li> <li>Termly reviews</li> </ul>	<ul style="list-style-type: none"> <li>Advice and support from Senco and other agencies and professionals e.g. OT, Community Paediatrician, school nurse, Specialist Nurses, GP, Alder Hey, Complex Team</li> <li>Advice and support from relevant Inclusion Consultants</li> <li>Individual programmes devised by physio or OT</li> <li>EHCP / HNF applications</li> </ul>

	<ul style="list-style-type: none"> <li>• Adapt colours used on SMART board background and use of font style and size</li> <li>• Range of writing materials available so pupil can choose most appropriate to maximise vision</li> <li>• Any member of staff to avoid standing in front of windows as can make face difficult to see</li> <li>• Eliminate too much copying from the board</li> <li>• Keep background noise to a minimum</li> <li>• Slow down speech rate, keep to natural fluency and repeat ideas offered by other children if voices are quiet or rushed</li> <li>• Allow more thinking and talking time</li> <li>• Check input and understanding</li> <li>• Provide clear space to work</li> <li>• Sloping boards for children to write on</li> <li>• Seat children away from distractions e.g. windows and doors</li> <li>• Spacing on paper to accommodate handwriting needs</li> <li>• Provide a range of pencil grips</li> <li>• Use of different coloured paper / overlays</li> <li>• Additional time to complete tasks if required</li> <li>• Access to ICT including keyboard skills</li> <li>• Promoting independence at all times</li> <li>• Development of pupil voice through questionnaires</li> </ul>			
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