

Waterloo Primary School SEN Information Report 2024/2025



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, emotional and mental health (SEMH) difficulties and sensory and/or physical needs. We strive to support all children to achieve success in all areas of development. High quality universal teaching is vital, however for some children there are occasions where additional targeted support 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 High Quality Universal Teaching. This includes:

- Adapting the curriculum, environment and delivery of the curriculum to respond to the strengths and barriers to learning 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: senco@waterlooprimaryschool.co.uk

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 ensuring that advice and recommendations are implemented;
- Facilitating staff training;
- Working with the Senior Leadership Team (SLT) to monitor progress and effectiveness of provision;
- Ensuring that parents are:
 - o involved in their child's learning
 - o aware of the level of support their child receives
 - o aware of progress made
 - o included in reviewing the support provided
 - o 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 pupil 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; ELSA (Emotional Literacy Support Assistant); Well Young Person and EMHP (Education Mental Health Practitioner).
- Monitoring pupil behaviour and pastoral needs and liaising closely with the SENCo regarding High Quality Teaching and targeted support.

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

Waterloo Primary School will provide High Quality 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 adapt their teaching to support the child and will liaise with the SENCo who will advise further adjustments or intervention 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, targeted support 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 where appropriate). 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 SMART targets for the child and the methods that will be used to achieve these targets. Having determined the barriers to learning, 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 the 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 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 longer term needs, termly reviews will be held with the class teacher, SENCO and any external agencies.

High Needs Top-up Funding

This is currently under review by Sefton Local Authority. At the moment, schools are able to seek extra resources from external agencies. The school is obliged to pay up to the first £6000 of any resource that a child with SEN(D) may need. Currently, an application for High Needs Top-up funding can only be made for individual children in exceptional circumstances. This may include where a child has moved into the school part-way through the year, or there has been a sudden and significant change of needs that puts the placement in danger of breaking down. In these circumstances, an application can be made if the cost of support exceeds the £6,000 threshold.

Group Funding

Where a school identifies that there are a group of children whose barriers to learning are similar and they require support that is additional and different and beyond the resources that are usually available to the school, an application for group funding can be made to the Local Authority in order to be able to provide the support required. Waterloo Primary School currently has group funding for 3 part time teachers that provide basic skills teaching in English and Maths each day. The pupils who access these groups are pupils on the SEN register and are working well below their year group in English and/or Maths and have identified needs. This is also under review by the Local Authority and has been paused.

Education Health Care Assessment

If a pupil has significant long term needs and continues to need significant additional and different support in order to make 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
- Adaptive teaching 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 scaffolded in a range of ways to accommodate the needs of each child whilst also maintaining high expectations
- Additional help and support for targeted pupils by means of daily teaching in a small group for English and Maths by an experienced teacher (Group Funding)
- Open ended tasks set to allow pupil response at different levels
- Alternative methods of recording offered where appropriate
- Enabling environments

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 High Quality 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/sensory breaks/movement breaks
- 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. Please note, this is not an exhaustive list and is subject to change based on new research and guidance on reviewed interventions by the Education Endowment Foundation (EEF).

Accessibility

Waterloo Primary School and Nursery is a mainstream school over 2 floors.

The facilities we have at present include:-

- Ramps into the main school entrances
- 2 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 allocated Inclusion Consultants (ICON) who:
 - Support the SENCo in their role, including meeting with SENCo and staff to discuss children and their needs and offering advice and recommendations for support
 - Support with Year 6-7 transition
 - Provide training
 - Provide 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 Adolescent Mental Health Service (CAMHS)
- Mental Health Support Team (MHST)
- Paediatric Services

- School Nurse
- Social Care
- The Early Help team
- Team Around the School (TAS)
- The Autism and Complex Needs Team

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

- Safeguarding
- Attachment- we currently hold the Attachment and Trauma Sensitive Award (Bronze level)
- Wellbeing and resilience
- Team Teach positive behaviour management

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

- Mrs Jones-ASD Specialist-Masters in Autism in Children; Team Teach trainer for Waterloo Primary School and Nursery
- ASD Provision staff and some mainstream staff have had training in:
 - TEACCH
 - Communication Friendly approaches
 - Intensive Interaction
 - Gestalt Language Processors
 - Signalong
 - Blank Levels
 - Attention Autism
 - Sensory Processing and sensory approaches, e.g. sensory circuits
- 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.
- Precision Teaching

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
- SENCo liaison with the SENCo of the previous school

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 where appropriate and offered by the High School
- 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 the High School submitting a transitional 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:
senco@waterlooprimaryschool.co.uk or admin@waterlooprimaryschool.co.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.

<https://www.waterlooprimaryschool.co.uk/school-complaints-procedure/>

Please see a pupil friendly version of this report here:

Please see a summary of this report here:

Waterloo Primary School Provision Map

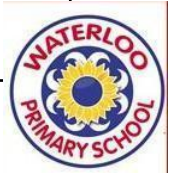
Area of Need	High Quality Provision	Enhanced High Quality Provision	Targeted Interventions and SEN Support	External Agency Support
Communication and Interaction	(HQT-Universal for all pupils)	(In addition to HQT)	(In addition to HQT)	
<p><i>SEN Code of Practice 6.28</i></p> <p>Pupils may need support:</p> <ul style="list-style-type: none"> communicating with others making themselves understood understanding what has been said to them understanding the social rules of communication <p>They may have additional needs associated with:</p> <ul style="list-style-type: none"> Autistic Spectrum Disorders (ASD) 	<ul style="list-style-type: none"> Differentiated delivery, e.g. simplified language; longer thinking time; small manageable tasks; repetition and overlearning; clear, unambiguous instructions Use of multisensory approaches to support spoken language, e.g. signs, symbols, pictures, concrete apparatus, artefacts and roleplay Seating position considered Use of drama and roleplay Visual timetable Visual support for tasks Word walls Minimise use of abstract language Outcomes modelled and demonstrated Clear classroom organisation and structures Checklists and task planners with visual clues Modelling clear expectations Scaffolding for planning written tasks 	<ul style="list-style-type: none"> Additional targeted teacher support Additional multi-sensory support Focus groups in class supported by class teacher or TA Additional TA support in class Pre teaching vocabulary and concepts Opportunities for repetition and over learning Additional access to ICT e.g. laptop to record written work Additional visual resources e.g. symbols and pictures, use of now/next boards Opportunities to work 1:1 with a scribe Support for pupils during transition times around school Support at times of particular stress, e.g. coming into school, home time, PE Use of social stories and comic strip conversations 	<ul style="list-style-type: none"> Additional targeted support focused on narrowing the gap Time to Talk Programme School Start Programme Socially Speaking Programme Learning to Become Socially Talented Children Programme Mr Goodguess Programme Story sequences WELLCOM SEN Support Plan Termly reviews Individualised Speech and Language programmes devised and monitored by Speech and Language Therapists (SALT) 	<ul style="list-style-type: none"> Advice and support from SENCo Advice and support from SALTs Advice and support from the Social Communication team e.g. parental support, staff training, modelling of social communication groups EHCP/HNF applications

	<ul style="list-style-type: none"> • Consideration of the learning environment, class teacher working to remove distractions • Individual workstations • Opportunities to work independently without interruption • Time provided for pupils to process language • Talking partners • Circle time • EAL support for pupils new to English • Advanced warning of changes to activities • Adaptations made to learning materials, use of visual prompts • Rules of good listening displayed, taught, modelled and regularly reinforced • Pupils name given to gain attention before giving instructions • Promoting independence at all times • Development of pupil voice through questionnaires 	for particular area of difficulty		
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Area of Need	High Quality Provision (HQT-Universal for all pupils)	Enhanced High Quality Provision (In addition to HQT)	Targeted Interventions and SEN Support (In addition to HQT)	External Agency Support
Cognition and Learning				
<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"> • language, • memory • reasoning • sequencing • organisation • processing • problem solving • motor skills <p>They may have additional needs associated with:</p> <ul style="list-style-type: none"> • speech, language and communication • dyslexia • dyscalculia • dyspraxia. • ADHD 	<ul style="list-style-type: none"> • Differentiated delivery e.g. simplified language, longer thinking time, small manageable tasks, repetition and overlearning, clear, unambiguous instructions • Use of multisensory approaches to support spoken language e.g. signs, symbols, pictures, concrete apparatus, artefacts and role play • Seating position considered • Use of Drama and role play • Visual Timetable • Visual support for tasks • Word walls • Minimise use of abstract language • Outcomes modelled and demonstrated 	<ul style="list-style-type: none"> • Additional targeted teacher support • Additional multi-sensory support • Focus groups in class supported by class teacher or TA • Additional TA support in class • Pre teaching vocabulary and concepts • Opportunities for repetition and overlearning • Additional access to ICT e.g. laptop to record written work • Additional visual resources e.g. symbols and pictures, use of Now/Next boards • Opportunities to work 1:1 with scribe • Support for pupils during transition times around the school • Support at times of particular stress e.g. 	<ul style="list-style-type: none"> • Additional targeted support focused on narrowing the gap • SEN Support Plan • Termly reviews • Additional 1:1 reading • Reading club • Interventions such as: <ul style="list-style-type: none"> o IDL-Literacy and Numeracy o Lexplore o Number Sense o Targeted Teacher led Basic skills groups for English and Maths o Toe by Toe o Precision Teaching o Memory Fix 	<ul style="list-style-type: none"> • Advice and support from SENCo • Advice and support from outside agencies, e.g. Educational Psychologist (EP), Inclusion Consultant (SENIS) • EHCP / HNF applications

<ul style="list-style-type: none"> • ASC 	<ul style="list-style-type: none"> • Clear classroom organisation and structures • Checklists and task planners with visual clues • Modelling clear expectations • Scaffolding for planning written tasks • Consideration of learning environment, class teacher working to remove distractions • Individual workstations • Opportunities to work independently without interruption • Time provided for pupils to process language • Talking partners • Circle Time • EAL support for pupils new to English • Advanced warning of changes in activities • Adaptations made to learning materials, use of visual prompts • Rules of good listening displayed, taught, modelled and regularly reinforced 	<p>coming into school, home time, PE</p> <ul style="list-style-type: none"> • Use of social stories and comic strip stories for particular area of difficulty 		
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	<ul style="list-style-type: none"> • Pupils name given to gain attention before giving instructions • Promoting independence at all times <p>Development of pupil voice through questionnaires</p>			
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Waterloo Primary School Provision Map

Area of Need	High Quality Provision (HQT-Universal for all pupils)	Enhanced High Quality Provision (In addition to HQT)	Targeted Interventions and SEN Support (In addition to HQT)	External Agency Support
Social, Emotional and Mental Health				
<p><i>SEN Code of Practice 6.32</i> Pupils may appear:</p> <ul style="list-style-type: none"> Withdrawn Isolated challenging Disruptive <p>They may have underlying mental health needs such as:</p> <ul style="list-style-type: none"> Anxiety Depression Self-harming Eating disorders Unexplained physical symptoms Continence difficulties Attention and concentration difficulties <p>They may have additional needs associated with</p> <ul style="list-style-type: none"> ADD ADHD Attachment disorder ASC 	<ul style="list-style-type: none"> Consistent, positive behaviour policy and Code of Conduct followed by all staff Circle time Variety of positive methods to motivate learners Advanced warning of consequences Positive regular communication with parents Consistent use of positive language Consistent use of language and expectations by adults Movement breaks Praise Assembly Maths, Reading, writing spelling awards Star of the week certificate Tactile sensory objects used to calm Use of weighted lappads to support focus and attention 	<ul style="list-style-type: none"> Time out from class for extended periods of time with 1:1 support Recognition of sensory needs and adjustments to be made Home/School diaries to create a supportive dialogue with parents One Page Plan in place Small group work to develop listening, turn taking and attention skills Opportunities to talk to a trusted adult in school Social stories and comic strip conversations Boxall Profile to highlight needs and progress and identify targets and intervention 	<ul style="list-style-type: none"> ELSA- Emotional Literacy Support Assistant Programme Programmes such as: <ul style="list-style-type: none"> Time to Talk Programme Friendship Formula Moving on up SEN support plan/Boxall Profile and Learning Plan Behaviour Support Plan/Positive Handling Plan Half termly/Termly Reviews Well YP EMHP Behaviour Contract 1:1 support as and when necessary 	<ul style="list-style-type: none"> Advice and support from SENCo Advice and support from outside agencies, e.g. Educational Psychologist (EP), CAMHS, Social Communication Team Venus School nurse Paediatrician ASC Link nurses Early Help Family Wellbeing Centre Barnardos EHCP/HNF applications

	<ul style="list-style-type: none"> • Praise pupils strengths • Catch pupils being good to reinforce positive behaviours • Classroom responsibilities to raise self esteem • Play calming music • Access to school sensory room • Brain breaks-access to Go Noodle • Opportunities for kinaesthetic learning by breaking up listening time with kinaesthetic activities • Interactive learning in the classroom • Explicit use of the school code of conduct • Quiet working area or quiet time zone • Alternative seating to help with focus and attention • Audit of learning environment to reduce or minimise distractions • Enhanced transition between classes • Use of visual timetables • Use rewards and sanctions linked to 			
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	<p>school behaviour policy</p> <ul style="list-style-type: none"> • Link of motivators for individual pupils as required • Structuring of break time and use of anti-bullying ambassadors • Bucket filling-linked to termly rewards • Understanding emotions and feelings • Use of portable symbols as reminders for pupils of expectations <p>Promoting Independence at all times</p> <p>Development of pupil voice through questionnaires</p>			
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Waterloo Primary School Provision Map

Area of Need	High Quality Provision (HQT-Universal for all pupils)	Enhanced High Quality Provision (In addition to HQT)	Targeted Interventions and SEN Support (In addition to QFT)	External Agency Support
Sensory, Medical and Physical				
<p><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.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A visual impairment (VI) • A hearing impairment (HI) • A multi-sensory impairment (MSI) • A physical difficulty (PD) • A medical need 	<ul style="list-style-type: none"> • Opportunities to access multisensory learning • First aid training for named members of staff • Clear procedures for the administration of medicine and whole school training for emergency medical needs, e.g. epipen • Clear school policies on administration of medication • Adaptations to environment and resources to suit individual pupils through access assessment • Use of weighted lappads • Access to additional medical equipment as needed e.g. wheelchairs, walkers, blood sugar monitoring 	<ul style="list-style-type: none"> • School handwriting programme 1:1 or small group • Access to additional ICT • Additional specialist training for staff as required for specific medical needs • Healthcare plan • Personal Evacuation Plan • 1:1 Support for pupils with complex medical needs when required/recommender • Use of the sensory room • Equipment and resources as recommended by outside agencies • Facilitation of sensory breaks 	<p>Programmes are individualised to children's individual needs and are bespoke.</p> <ul style="list-style-type: none"> • Specific programmes designed by a Physiotherapist, Occupational Therapist • Recommendations from HI team and VI team • BBC dance mat typing and other typing programmes • Fine and gross motor skills programme • Clever Fingers assessment and activities • SEN Support Plan • Termly Reviews 	<ul style="list-style-type: none"> • Advice and support from SENCo and other agencies and professionals, e.g. OT, Community Paediatrician, School Nurse, GP, Alder Hey, Complex Team, Social Communication Team • Advice and support from relevant Inclusion Consultants • Individual programmes devised by physio or OT • EHCP/HNF applications

	<p>equipment, splints, radio aids</p> <ul style="list-style-type: none"> • Seating positions take into account sensory difficulties • Access to developmentally appropriate materials and resources • Adaptations to presentation of learning Effective use of res And technology • Ramps to ensure ease of access to ground floor areas of school • Lift to ensure access to first floor areas of the school • Ensuring access to all outdoor learning sessions, e.g. PE • Adapt colours used on Interactive Whiteboard background and use of font style and size • Range of writing materials available so pupil can choose most appropriate to maximise vision • Any member of staff to avoid standing in front of windows as 			
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	<p>can make a face difficult to see</p> <ul style="list-style-type: none"> • Eliminate too much copying from board • Keep background noise to a minimum • Slow down speech rate, keep to natural fluency and repeat ideas offered by other children if voices are quiet or rushed • Allow more thinking and talking time • Check input and understanding • Provide clear space to work • Sloping boards for children to write on • Seat children away from distractions, e.g. windows and doors • Spacing on paper to accommodate handwriting needs • Provide a range of pencil grips • Use of different coloured paper/overlays • Additional time to complete tasks if required • Access to ICT including keyboard skills 			
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	<ul style="list-style-type: none">• Promoting independence at all times• Development of pupil voice through questionnaires			
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