



UNIVERSITY OF  
CAMBRIDGE  
PRIMARY SCHOOL

# Special Educational Needs and Disability (SEND) Policy

Approved by  
Education Committee

Last reviewed on  
September 2023

Next review due  
September 2025

**RELEASING THE  
IMAGINATION:  
CELEBRATING  
THE ART OF  
THE POSSIBLE**



‘Not only do teachers and learners together need to tell and choose; they have to look toward untapped possibility – to light the fuse, to explore what it might mean to transform the possibility.’

Maxine Greene (1995, p. 42)

## INTRODUCTION

The University of Cambridge Primary School is an inclusive mainstream school. We encourage exploration and creativity through an inspiring, broad, balanced and engaging curriculum where learning is at the heart of all that we do. All educators (teachers & learning coaches) have a high regard for the progress and learning of all children, including those with Special Educational Needs and those with disabilities.

The School’s commitment to inclusion and supporting children with SEND is aligned with the school’s ethos and with current legislative requirements (SEND Code of Practice 2014 & Equality Act 2010), including guidelines and inclusion policies of the Local Education Authority and other policies current used in school.

The Special Educational Needs and Disability Policy sits alongside and should be read in conjunction with other School policies. (Please see below)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014, 3.65) and has been written with reference to the following guidance and documents: Equality Act 2010 & advice for Schools DFE, Feb 2013.

- SEND Code of Practice July 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Teacher Standards 2012
- Teaching Assistant Standards 2016 (unpublished)

## AIMS AND OBJECTIVES

### **At UCPS we aim to:**

- Provide every child with access to a broad and balanced curriculum
- Raise the aspirations and expectations of all children with special educational needs.
- Promote independence, equality, consideration and compassion for others.
- Provide children with the skills and attributes necessary for adult life and employment.

### **Our Objectives (in partnership with Parents/Carers):**

- To identify special educational needs at the earliest opportunity.
- To provide appropriate provision to ensure children with SEND have full access to the National Curriculum.
- Continuous monitoring of the progress of all children to aid the identification of SEND and ensure that all children with SEND reach their full potential.

- To have high expectations for all children and give every child the opportunity to experience success in their learning.
- To work in co-operation with the Local Authority and other outside agencies such as Health and Social Care, where appropriate, to support the needs of individual children and their families.
- Involve and inform parents/carers about their child’s progress and support them to work with us in supporting their child.
- Ensure that all educators have access to high quality professional development and advice to support the individual needs of children, and provide quality teaching and learning for all children.

## RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

Everyone in the school community – Governors, the UCPS team, children and parents/carers – have a positive and active part to play in achieving the aims of our SEND policy.

The following people have particular responsibilities:

Role	Responsibility	Practical Application
Governors SEND Governor	<ul style="list-style-type: none"> <li>● It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND in line with guidance from the Code of Practice 2014.</li> <li>● They are responsible for monitoring the use of all resources allocated to the school for SEND, including those for children with an Educational Health and Care Plan.</li> </ul>	<p>SEND Governor meets with Director of Inclusion and Community &amp; SENDCo half-termly.</p> <p>Governors review of documentation and approval of policies.</p> <p>Visits to school with focus on EHCPs and Personal Independence Plans.</p>
Executive Headteacher	<ul style="list-style-type: none"> <li>● Responsible for overseeing the provision for children with SEND and informing the governing body of SEND provision.</li> </ul>	<p>Weekly meeting with Director of Inclusion &amp; Community.</p> <p>Half-Termly Intimate Care Review.</p> <p>Monthly SEND Review Meeting with the SENDCo.</p>
Associate Headteacher	<ul style="list-style-type: none"> <li>● Responsible for assessment and quality assurance (planning &amp; provision).</li> </ul>	<p>Alongside the senior leader for data and assessment, quality assure Teachers’ Responsive Journals, assessment data, Branch Maps baselines and assessments.</p> <p>Plan and provide CPD which meets the needs of the school.</p> <p>Quality assure the transition of all children.</p>
Director of Inclusion and Community	<ul style="list-style-type: none"> <li>● Work alongside SENDCo to maintain the school’s special needs register and SEND maps.</li> </ul>	<p>Alongside the SENDCo review the SEND Maps and register monthly</p>

	<ul style="list-style-type: none"> <li>• Assist with identifying children with special educational needs.</li> <li>• Meet with parents/carers of children with SEND alongside the SENDCo and class teacher (when necessary), to ensure their involvement in the setting and reviewing of individual targets and provision for their child, including annual reviews for children with an Educational, Health and Care Plan.</li> <li>• Promote a graduated approach to providing SEND support across the school.</li> <li>• Together with the Inclusion Team will liaise and advise other members of the teaching team as necessary.</li> <li>• Ensure relevant and up-to-date information about all children with SEND and their requirements are accessible to the team to enable them to provide for their individual needs.</li> <li>• Meet with the class teacher (when necessary) to discuss the individual needs of the child and monitor and review the progress of the child on a <b>half-termly</b> basis using the Assess, Plan, Do, Review process.</li> <li>• Advising on the deployment of the school's delegated budget and other resources to meet the children's needs effectively (In agreement with the Inclusion Team).</li> </ul>	<p>Alongside the SENDCo assist class teachers to identify additional educational needs. When requested by parents/carers or class teachers attend meetings. Alongside the SENDCo quality assure the UCPS APDR cycle every half term. Plan and provide CPD which meets the needs of the school. Inform the team of any changes to the law regarding SEND. Keep the team or individual members of the team informed about individual children (Responsible for closing the loop). Ensure that the review section of the Personal Independence Plans are completed half-termly. Track the SEND Budget. Keep an up to date record. Which must be available to The Director of Business at all times.</p>
Senior Leaders	<ul style="list-style-type: none"> <li>• Will focus on the most vulnerable children within their phases and ensure that they are included in all areas of the curriculum.</li> <li>• They will ensure that assessment data and information about individual children are correct and shared with the wider team.</li> </ul>	<p>Phase Leaders advocate and ensure equitable environments for our most vulnerable children. Support teachers so that children with SEND make good or accelerated progress.</p>
Class Teacher	<p>Every teacher is a teacher of SEND. Where a child has been identified as having SEND, the class teacher remains responsible and accountable for the progress and development of the child. Class teachers will</p> <ul style="list-style-type: none"> <li>• provide high quality teaching and learning opportunities that are</li> </ul>	<p>High quality teaching for all children. Ensuring an 'Ethic of Everybody' inclusive classroom. To ensure that all children and their needs are planned for.</p>

	<p>scaffolded to meet the needs of the individual child.</p> <ul style="list-style-type: none"> <li>• plan a well-structured program of learning activities to meet the child's development stage and needs when necessary.</li> <li>• adaptation learning resources to meet the needs of individual learners as outlined in the Teaching and Learning Policy 2023-24</li> <li>• where necessary, for children working below the national curriculum, use Branch Maps to plan and assess learning activities in collaboration with the Learning Coaches.</li> <li>• maintain record keeping and observations in their Teachers' Responsive Journal daily</li> <li>• ensure that children are provided with suitable learning activities which are appropriate for their stage of development</li> <li>• meet with parents/carers termly to discuss targets linking to Personal Independent Plans (termly) or Educational Health Care Plan (1/2 termly)</li> <li>• attend to the EHCP annual review process and contribute towards the target setting of this document.</li> <li>• Support in preparation of applications for external support such as paediatric referrals and EHCNA applications</li> </ul>	<p>Direct the additional adults in their classroom. Daily use of their responsive journal to track educational needs. Timely meeting with parents/carers to discuss their child's progress. Prepare for and attend to necessary meetings. Maintain and complete the Assess, Plan, Do, Review cycle every half- term.</p> <p>Enable the space for children to surprise us via equitable opportunities. Complete termly LABS</p>
Learning Coaches	<p>Learning Coaches are provided with a wealth of professional development to ensure exemplary learning opportunities for all children.</p> <p>Learning coaches:</p> <ul style="list-style-type: none"> <li>• Have a responsibility to conduct themselves as educational professionals to ensure that children are provide with equal opportunities to their peers.</li> <li>• Are directed by the class teacher.</li> <li>• Will create space for children to interact with their peers, teacher and the curriculum.</li> <li>• Will enact and implement this knowledge and understanding in the classroom to aid children's</li> </ul>	<p>All children (when appropriate) learning in class with their peers. Promote independence: children independently completing their learning with the LC providing a research informed scaffolding framework Annotation of children's learning following the school's marking policy Use of AfL stickers Tracking and record learning achievements Record learning via Tapestry when appropriate</p>

	<p>development, progression and independence.</p> <ul style="list-style-type: none"> <li>• Will record learning in the Teachers' Responsive Journal daily.</li> <li>• Will attend meetings when appropriate.</li> </ul>	<p>Enable the space for children to surprise us via equitable opportunities</p>
<p>Special Educational Needs Coordinator</p>	<p>The SENDCo oversees the day-to-day operation of the school's SEND Policy and coordinates provision for children with SEND</p> <ul style="list-style-type: none"> <li>• Advises on the graduated approach for providing SEN support</li> <li>• Liaising with parents/carers of children with SEND either face to face, virtually or via the UCPS SENDCo email address.</li> <li>• Liaising with Early Years' Providers, other schools, Educational Psychologists, Health and Social care professionals, and independent or voluntary bodies.</li> <li>• Maintains the EHCP Annual Review Calendar.</li> <li>• A key point of contact with external agencies, especially the local authority and its support services</li> <li>• Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned.</li> <li>• Working with the Director of Inclusion and Community and the Executive Head Teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements</li> <li>• Liaises with the Inclusion team to keep them informed and up to date of relevant information regarding the education and provision of individual children</li> <li>• Has a shared responsibility for the maintenance of the records of all children with SEN and those identified as possibly having a SEN need (spotlight list).</li> </ul> <p><i>Special educational needs and disability code of practice 0 to 25 years (2015, p. 108/109)</i></p>	<p>To keep the team or individual members of the team informed about individual children (Responsible for closing the loop).</p> <p>To quality assure and ensure that the review section of the personalised independence plans is completed half termly</p> <p>To respond in a timely manner to parental communication.</p> <p>To build warm, positive relationships with our parent/carer community.</p> <p>To ensure class teams maintain hard copies of all correspondences in child's individual folders.</p> <p>To respond in a timely manner to external agencies, LA and support services.</p> <p>To prepare for a weekly meeting with the inclusion team and half termly with the Executive Head teacher.</p> <p>To proactively initiate next steps for SEND team.</p> <p>To organised and lead professional development for SEND.</p> <p>To publish weekly SEND memo for all colleagues with updates and key dates.</p> <p>To review and update the SEND Information Report.</p>

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## ALLOCATION OF RESOURCES

All schools in Cambridgeshire receive funding for children with SEN in three main ways:

1. The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the Inclusion Team (including Learning Coaches).
2. The notional SEN budget (element 2 funding) covers the additional educational support required.
3. Specific funds may be allocated to pupils with Education, Health and Care Plans.

The University of Cambridge Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of children with SEND. We provide additional support up to the nationally prescribed threshold per child per year. Where the cost of special educational provision required to meet the needs of an individual child exceeds this threshold, the school may apply to the Local Authority for higher needs funding or for an Education Health and Care Plan. The Executive Head teacher and the Director of Business will manage the funds allocated to meet the differing needs of the children within the school and informs the Governing Body of how the funding allocated to support Special Educational Needs has been deployed.

## KNOWING OUR CHILDREN AND THEIR INDIVIDUAL EDUCATIONAL NEEDS (IDENTIFICATION of SEND)

### Definition of Educational Need

*High quality teaching that is adapted and personalised will meet the individual needs of the majority of children however; some children need educational provision that is additional and different to this. (Section 21 of the Children and Families Act 2014).*

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

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

- *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 educational facilities of a kind generally provided for others of the same age in mainstream schools*

*SEN Code of Practice (2014, P15)*

### Categories of Special Educational Need

The SEN Code of Practice (2014) suggests children's needs and requirements fall into the following areas:

- Communication and Interaction

- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

In practice, individual children may well have needs which span two or more areas. For example, a child with educational needs may also have communication difficulties or a sensory impairment. The purpose of identification is not to fit or label a child into a category but to determine what action the school needs to take. The school will inform and consult with parents/carers if it is felt that a child may have a special educational need and seek parental agreement before placing the child on the school's SEND Register.

When identifying SEND the following criteria may be considered:

- A child's early history and/or parental concern
- A low entry profile
- A low Foundation Stage profile (Child does not reach the required good level of development (GLD) indicators)
- A child's lack of progress despite receiving a adapted curriculum (monitored APDR)
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring specialist material/equipment or support for sensory/physical problems
- See also **Step by Step SEND support document**

*High quality teaching is teaching with the mind, the body and the heart and positioning oneself as a learner every day, embracing the opportunities that arise when sharing moments with children and other educators. Through meaningful interactions and differentiated approaches, we can be guides in children's learning journeys, helping children to be themselves and notice the possibilities that the world offers. High quality teaching is arousing a love for learning in all young people and helping children to see the world through different lenses. It is about finding 'the Golden Moments' in the most difficult days and through constant reflection asking ourselves "How can we help every child to embrace their individuality and discover the possibilities around them?"*  
(Natale, UCPS 2020)

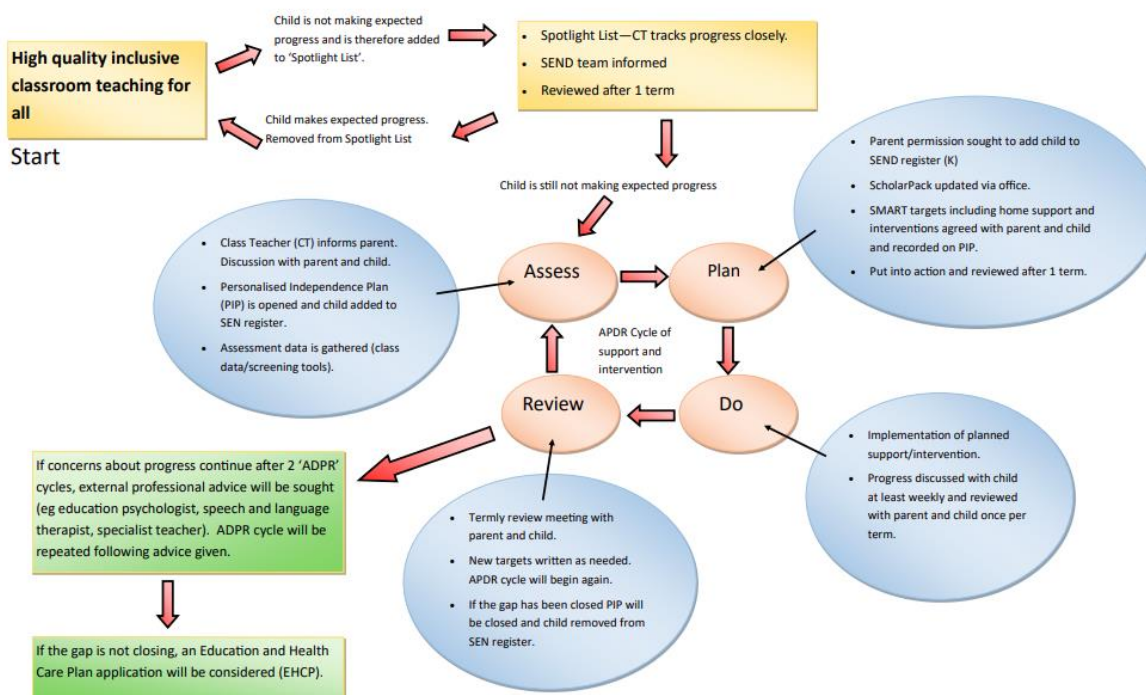
See also **High Quality Teaching and SEND provision 2023-2024** document.



## The Graduated Approach at UCPS



### UCPS Graduated Approach to identifying and supporting special education needs (SEN)



The school follows a graduated approach to identifying SEN

## PROVISION

At UCPS we have the highest expectations of all children and work within an 'ethic of everybody' (Hart 2006). By this we mean that we expect all children to be challenged to make individual progress along their educational journey and that every child can surprise us by exceeding expectations. Research suggests that children learn best alongside their peers (Vygotsky, Dewey, Black-Hawkins)

- Children are supported throughout the school day by the Class Teacher and either/or one or two members of the Learning Coach Team
- Children with special educational needs may require an adapted curriculum
- For children working at pre-National Curriculum Levels Branch Maps will be used to plan for development, progress and assessment
- Ordinarily Available Provision (see SEND Information Report)
- Provision will meet the requirements of individual Educational Health Care Plans (on occasions additional training may be necessary)
- Children will be encouraged to learn independently whenever possible

UCPS has a research informed Learning Coach deployment strategy, which fosters a sense of independence. Therefore, we have strategically moved away from the historic support of a nominated one to one teaching assistants support. We strive to find ways of disassembling barriers to learning and peer friendships.

## SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school (supported by the LA and Community nursing team) will comply with its duties under the Equality Act 2010. (see our Supporting Children with Medical Needs Policy).

## CURRICULUM ACCESS and INCLUSION

The curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all children with a lens on historical and hidden discrimination. This includes learning outside the classroom and off site provision. All of our children have equal access to before school, lunchtime and after school clubs, which promote engagement with the wider curriculum. Where necessary, we make adaptation to meet the physical and learning needs of our children. Class educational visits are part of our curriculum and we aim for all children to benefit from them.

## Continuous Professional Development

Continuous professional development is undertaken in aspects of SEND according to the needs of the children to ensure that the provision made, and support given to, children is appropriate and effective. The Associate Head Teacher, Director of Inclusion and Community and SENDCo review the training needs of the team annually, including Learning Coaches as part of the CPD process in school. Arrangements for the induction of ECTs and new members of the team are made to ensure their practice is aligned with the school's SEND Policy.

## ADMISSION ARRANGEMENTS

As a fully inclusive school all children are welcome, including those with special educational needs, in accordance with the Equality Act 2010 and the LA Admissions Policy. This includes children with SEND and in line with the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps, which can be taken to prevent the incompatibility.

SEND paperwork should be passed to the Inclusion Team by the previous school or setting or parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between key staff from both settings, parents and external agencies where necessary to aid the smooth transition of the child, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made by telephone or Microsoft Teams to ensure that there is a good understanding of what type of provision is required. The School will ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

## TRANSITION ARRANGEMENTS

The SENDCo and class teachers will liaise over the internal transfer of children with SEND. Placements are considered carefully in order to meet a child's particular needs. Children will visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day (TBC annually). Representatives from the Secondary Schools visit to talk with the children. The Inclusion Team and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school. For children with an

Education, Health and Care Plans, the child's plan should be amended in the light of recommendations of the annual review by **15th February** in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENDCo of the receiving school will be invited to the final annual review in primary schools of the child with an Education, Health and Care Plans where a particular school has been named.

## LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school is able to call upon the expertise of a wide range of support services in Cambridgeshire, such as Speech and Language Therapists, Educational Psychologists and Hearing Impaired Services. These support services can offer advice, support and training for SEND.

**Other Schools and Preschools:** we work closely with preschool settings and other schools to ensure that transitions between schools are successful. UCPS also has good links with other schools across Cambridgeshire and nationally.

**The Health Service and Social Care Service:** Some Children with SEND have support from Health and/or Children's Social Care. The team at UCPS liaise with professionals from the Health Service such as GP's, Paediatricians, Health Visitors and community nursing team to seek advice and support for these children. The school recognises that a collaborative approach is the most effective way of supporting children and so the advice of health professionals is implemented across the school, including the drawing up of Health Care plans and staff ensure information on child's needs are shared amongst professionals. Health and Social Care professionals are involved in the reporting on children's needs and progress and in attending review meetings where appropriate.

## PARTNERSHIP WITH PARENTS/CARERS

The University of Cambridge Primary School believes that good communication between parents/carers and the team is essential so parents/carers can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential.

- Parents/carers are welcome to discuss any concerns about their child with the class teacher, at a mutually agreed time.
- Opportunities are made for parents to discuss their child's needs, progress and strengths during learning conversations and planned Personal Independence Plan meetings.
- Where possible, parents/carers are involved in strategies instigated usually during Personal Independence Plan reviews or scheduled meetings.
- Parents/Carers are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour.
- Information about Family Support Services are available to parents/carers, as well as contact details for the LA Parent Partnership Services.
- Parents' views are sought when reviewing SEN provision and support in school through one to one meetings, small working groups or by parent surveys.

## THE VOICE OF THE CHILD

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At UCPS, we encourage children to participate in their learning by being present for at least part of Annual Review meetings, to share their wishes and feelings with families and the class teacher/learning coach. This is difficult for some

children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Children are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

Children's views are sought when reviewing SEN provision and support in school through one to one meetings, small working groups or by questionnaires.

## SEND INFORMATION REPORT

Parents/carers can find more information on SEND on the School website including more detailed information about the School's arrangements for identifying, assessing and making provision for children with SEND.

## COMPLAINTS PROCEDURE

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting children's' needs.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to any member of the Senior Leadership Team or the Director of Business who will be able to offer advice on formal procedures for complaint if necessary.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

## LOCAL OFFER

As part of the Code of Practice Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled. Parents/carers can find information about admissions, the graduated approach to assessing and supporting students with SEN as well as other agencies and specialists that can be contacted for support and advice through the Cambridgeshire Local Offer and Ordinarily Available Provision. Parents/carers can request this information as a hard copy from the Local Authority.

## MONITORING AND REVIEW

The implementation of this policy will be monitored by the SEND Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in two years (September 2025).

### References:

- Hart, S., Drummond, M.J. and McIntyre, D., 2013. Learning without limits: Constructing a pedagogy free from determinist beliefs about ability. *The SAGE handbook of special education*.
- Bosanquet, P., Radford, J. and Webster, R., 2021. *The teaching assistant's guide to effective interaction: how to maximise your practice*. Routledge.
- Greene, M., 2000. *Releasing the imagination: Essays on education, the arts, and social change*. John Wiley & Sons.

## Curriculum adaptations for children at the University of Cambridge Primary School

### High Quality Teaching All children

#### Cognition & Learning

- Various Levels of Challenge
- Key Vocabulary Learning
- Exit passes
- Mathematics Manipulatives
- Word Mats
- Writing Frames
- Peer tutoring
- Vocabulary Walls
- Knowledge Maps
- Personalised Dictionaries

#### Communication & Interaction

- Clear, simplified Language
- Visual Timetables
- Structured Class & School Routines
- Talk Agreements
- Triad learning groups
- Playful Enquiry
- Key Vocabulary Learning

#### Social, Emotional & Mental Health

- Golden Agreements
- Behaviour Policy
- Home School Agreement
- PSHE/Philosophy for Children
- Worry Boxes
- Safe & Wellness Checks
- Support from Behaviour & Pastoral Lead.

#### Sensory & Physical

- Flexible Teaching Arrangements
- Forest School
- Outside Classroom
- Writing Implements provided

### High Quality Teaching & SEND tier 1 (Personalised Independence Plans)

#### Cognition & Learning

- Teacher Focus Group in class
- Key vocabulary learning
- Exit passes
- Phonics Intervention-with teacher
- Phonics Intervention with trained Learning Coach
- Cath Up Literacy with Learning Coach
- Maths Intervention—with teacher
- First Class Maths with Learning Coach
- Nessy
- Knowledge Maps
- Providing meaningful role-play opportunities
- EAL Specialist

#### Communication & Interaction

- Clicker 8
- 1:1 speech & Language sessions with ELKLAN trained Learning Coach
- NELI Sessions
- Small group Play sessions
- Key Vocabulary

#### Social, Emotional & Mental Health

- Nature to Nurture
- ELSA small group sessions
- Small Play Sessions

#### Sensory & Physical

- Sensory Circuits
- Write from the Start
- Sensory/Brain Breaks
- Time-In Club
- Creating opportunities for physical development
- Providing meaningful role-play opportunities
- Break out sensory spaces / soft materials / cushions / tent /

### High Quality Teaching & SEND tier 2(EHCP)

#### Cognition & Learning

- Adaptive Curriculum when necessary
- Support from the LA Specialist teachers
- Educational Psychologist recommendations
- Branch Maps
- Providing meaningful role-play opportunities
- Project Learning linked to key texts (collated outcomes)
- Knowledge Maps
- Branch Maps Provision Map-Learning Outcome per week. Knowledge gathering document

#### Communication & Interaction

- Social Stories
- Life Skills
- Speech & Language Therapist
- Colourful Semantics
- Key Vocabulary
- Branch Maps

#### Social, Emotional & Mental Health

- Social Stories
- Individualised Strategies to Support Mental Health (CAMH)
- 1:1 ELSA Sessions

#### Sensory & Physical

- Physiotherapy Programme (EHCP)
- Individualised support during PE
- Individualised support for Toileting (following recommendations from professionals)
- Providing meaningful role-play opportunities