



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

**2022-2023**

## **Policy Information**

**Named personnel with designated responsibility for all matters associated with SEND:**

<b>Role</b>	<b>Designated Person</b>	<b>Contact Details</b>
SENCo	Charlotte Stephenson	c.stephenson@arkbrunelprimary.org
Inclusion Lead	Nicola Acton Davis	n.actondavis@arkbrunelprimary.org
SEND Link Governor	Nadia Nail	Cllr.nadia.nail@rbkc.gov.uk
Designated teacher with safeguarding responsibility	Nicola Acton Davis	n.actondavis@arkbrunelprimary.org
Member of staff responsible for pupils with medical needs	Nicola Acton Davis	n.actondavis@arkbrunelprimary.org
Member of staff responsible for managing PPG/LAC funding	Nicola Acton Davis	n.actondavis@arkbrunelprimary.org

**Dates of staff training for this academic year :**

<b>Dates</b>	<b>Course Title</b>	<b>Staff</b>
Autumn Term	Zones of Regulation The Size of the Problem Concrete, Pictorial Abstract in Maths Scaffolding up Training Individual Target Setting Updating SEND Class files DLD Assess, Plan, Review Cycle	All staff Year 5 All staff All staff All staff All staff
Spring Term	BSquared Shape Coding Colourful Semantics Clicker	All staff
Summer Term	To be set based on Spring Term Review	All staff
Ongoing		

This policy complies with all statutory requirements, especially those relating to the legislation contained in the Equality Act 2010 and the Children and Families Act 2014, as set out in the SEND code of Practice 0-25 September 2014. This policy was created by Ark Central and will be reviewed by the Ark Brunel Inclusion lead, taking into the account the views of pupils, parents and relevant stakeholders.

## **Roles and Responsibilities**

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### **The SENCo**

The SENCo has day-to-day responsibility for the operation of the SEN and disabilities policy and co-ordinating provision made for students with SEN and disabilities.

The SENCo provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEN and disabilities, and works closely with students, parents and other professionals to ensure students with SEN and disabilities receive appropriate support.

The SENCo plays an important role with the Headteacher and governing body in determining the strategic development of the SEN and disabilities policy and provision within the school in order to raise the achievements of students with SEN and disabilities.

In compliance with the Special Educational Needs and Disability Regulations 2014, the SENCo is also responsible for the following:

- In relation to each of the registered pupils who the SENCo considers may have special educational needs, informing a parent /carer of the pupil that this may be the case as soon as is reasonably practicable
- In relation to each of the registered pupils who have special educational needs:
  - Identifying the pupil's special educational needs, and co-ordinating the making of special educational provision which meets those needs
  - Monitoring the effectiveness of any special educational provision made
  - Securing relevant services for the pupil where necessary
  - Ensuring the records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date
  - Liaising with and providing information to a parent / carer of the pupil on a regular basis about that pupil's special educational needs and the special educational provision made
  - Ensuring that, where the pupil transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution
  - Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
  - Selecting, supervising and training learning support assistants who work with pupils with special educational needs
  - Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs
  - Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of pupils with special educational needs
  - Preparing and reviewing the information required by law to be published in relation to special educational needs provision

## **The SEND Link Governor**

The SEND Link Governor has specific oversight of the school's arrangements for SEN and disability. Their responsibilities include:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEN
- Assuring the governing body that the school website publishes the school's SEN offer

## **The Principal**

The Principal has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

## **Our vision, values and aims**

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Our vision for all pupils, including those who may have special educational needs and/or disabilities, is that they will be able to 'achieve brilliance' through our HEART values;

Honesty

Enthusiam

Ambition

Resilience

Thought

Our aim is that all pupils have a lifelong love of learning and the necessary skills, knowledge and attributes to be able to lead happy and successful lives.

In achieving our aims, we will:

- work side-by-side with teaching staff, supporting them with training and development so that they can deliver well differentiated lessons with the needs of those pupils who have SEN and disabilities in mind
- set exceptionally high expectations for all our pupils and do whatever it takes to meet them. Our aspirations are no lower for pupils with SEN and disabilities
- teach, recognise and reinforce good behaviour
- organise our academy so that every child knows, and is known well by, every adult in the academy
- prioritise depth in English and mathematics, giving our pupils with SEN and disabilities the best chance of success
- make sure pupils have enough time both for core subjects and for extra-curricular activities

## **Identifying special educational needs**

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Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age appropriate knowledge and skills, or who fall behind their peers are identified as early as possible. The attainment of all pupils is assessed upon entry to the academy, either as part of the Early Years Foundation Framework through assessment against the national curriculum and standardised maths and reading tests in KS1 and KS2. This is in order to:

- form the baseline for setting individual targets. Progress towards these targets is reviewed at data entry points at least three times per year to ensure that pupils who fall behind are identified as early as possible.

- identify pupils whose development is significantly behind that of their peers. Such pupils are prioritised for targeted and/or specialist assessment and/or intervention as set out in section 5 below. Each intervention is reviewed frequently, based on progress against intervention-specific measures. Refer to [Appendix A for the Ark Brunel SEN School Offer](#)

Pupils in year 1 are also assessed nationally for phonics so that those who fall behind their peers may receive the necessary targeted or specialist input to help them catch up.

Where concerns about a student's learning or development arise as a result of our data analysis, we start the identification process by talking to the pupil and a parent/carer. Where learning needs appear complex, we may also seek input from specialists such as educational psychologists or speech and language therapists.

Our staff have a clear understanding of the four broad categories of need set out in the SEN Code of Practice and our Inclusion Lead/SENCo works closely with the teachers so that the pupil's needs can be identified quickly and support put in place.

- **Communication and interaction** needs refer to those students who experience difficulty with speech, language and communication
- **Cognition and learning** needs refer to those students who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes students with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general
- **Social, emotional and mental health** needs, as manifested in different ways, such as students becoming withdrawn or displaying challenging behaviour such as being disruptive or self-harming. Students who have difficulty paying attention, or forming attachments with adults also fall into this category.
- **Sensory and / or physical** needs refer to those students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available

If a pupil shows signs of difficulty in one or more of the above areas, a meeting is held between teacher, parent/carer and the SENCo /Inclusion lead to agree next steps. This may lead to the teacher using specific strategies in class as part of their quality first teaching and differentiation. It may lead to further assessment and some short term targets, targeted support from within the school's staff and resources. This does not mean that the pupil is placed on the SEN register. However the SENCo/Inclusion Lead and the class teacher will continue to monitor progress against specific targets over an agreed period of time. In many cases this level of support will be sufficient to enable the pupil to make good progress and remove barriers to learning. The school has links with a range of specialists and is committed to working collaboratively to plan and deliver support based on assessments and advice received. At this point, the pupil will be placed on the SEN register and the SENCo and Inclusion Lead will record the specific area of need and provision required. This provision may continue to be delivered through quality first teaching and targeted support but the SENCo/Inclusion Lead will also coordinate input from the specialists involved to inform this process. A termly review meeting with the parents, the teacher and the SENCo/Inclusion Lead will be arranged for children placed on the SEN register.

For a small number of pupils requiring a more individualized or intensive level of specialist help, the school may need to apply to the LA for an Education, Health Care Needs Assessment. In this case the SENCo/Inclusion Lead will coordinate all reports and write a Needs assessment. Parents can also directly request an EHC Needs Assessment.

Once a request is submitted, an EHC Coordinator from SENAS will present the request to the SEND Panel and inform the parent/school of the decision to either proceed with an assessment or continue to meet the pupil's needs from within the school resources. Should an assessment be agreed, the EHC coordinator will seek information and views, in the form of reports from parents, pupil and all professionals working with the pupil. They will produce a Draft Plan, in which parents/carers and the pupil will be able to express their preference for educational provision. This is then presented to the SEND Panel and the EHC coordinator will write to the school and parent/carer with the decision.

## **A graduated approach to SEN support**

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At Ark Brunel Primary Academy we have a three-tiered, graduated approach to supporting students' learning needs. The graduated approach at each tier involves:

- *Assessing* the pupil's needs by considering all of the information gathered from within the academy about the pupil's progress, alongside national data and expectations of progress and parent and pupil views.
- *Planning* the most effective and appropriate short term intervention, based on evidence of what works
- *Providing* this intervention and training staff to deliver it to a high standard as well as clear information for parents / carers
- *Reviewing* the impact on the pupil's progress towards individual learning outcomes at shorter intervals, depending on the type of intervention

### **Tier 1: Universal Support**

It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with special educational needs and disabilities. At this **universal** level, we train our teachers to deliver high quality teaching, differentiated for individual pupils.

We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach.

In addition, we talk to students and their parents to gain as full an understanding of their learning needs as possible. The information we gather in this way is shared with teachers in a Pupil Passport. The Pupil Passport is a document that outlines pupils' strengths and difficulties, with suggested strategies for teachers to best support their learning. This includes the pupil's voice.

### **Tier 2: Targeted Support**

We provide **targeted** support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers.

Such specific, targeted one to one or small group interventions may be run outside the classroom, limited to a number of weeks to minimise disruption to the regular curriculum.

### **Tier 3: Specialist Support**

We provide **specialist** support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the academy in order to plan for the best possible learning outcomes for those pupils who fail to make progress in spite of high quality teaching and targeted intervention. This may include assessment and / or support from:

- An educational psychologist
- A speech and language therapist
- Specialist sensory advisory teachers for students with, for example, hearing or visual impairments

**Please see Appendix A**

## **Recording SEN and disabilities**

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We are required by law to keep a record of those pupils who have been identified as having special educational needs and disabilities, and the provision we make for such pupils.

For each pupil with special educational needs and/or a disability, the SENCo will record on the academy data management system (Scholarpack) their broad area/s of need as well as a description of any specific area of need and the provision to be made. This will make up the Academy SEN/d database and will be uploaded onto the online Provision Mapping tool.

Records of interventions and support are kept in the Provision Mapping Tool and are reviewed regularly through pupil progress meetings.

The SENCo/inclusion Lead will ensure parents are involved in the assessment and identification of any special educational need and are informed once their child's needs are recorded on or removed from the school database.

## **Support for families**

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We have adopted a parent/carer and pupil centred approach to planning and supporting SEN and /or disabilities. We ensure that parent/carers are kept informed of their child's progress through termly meetings with updates re their targets. Parents /carers can speak to teachers by contacting the office to make an appointment. The SENco and Inclusion Lead are available should they require more detailed discussion of a particular concern/issue.. For children with an EHC Plan the SENco/Inclusion lead also organizes an annual review to ensure the provision in place continues to meet the child's needs.

Specific support is provided at key transition points. At the end of reception parents/carers may talk to the SENCo about transition plans for starting Key Stage 1. Similarly at the end of Key Stage 2 parents/carers may approach the SENCo for support relating to Secondary School options.

Additional support to families is available through the local authority eg. Early help

## **Supporting pupils at school with medical conditions**

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We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have special educational needs and where this is the case the academy will comply with the SEND Code of Practice 0 – 25 (2014).

Please see the academy's policy on supporting pupils with medical conditions for more information.

## **Monitoring and evaluation of send provision**

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The progress of all pupils towards their attainment targets are monitored at data entry points at least three times per year. It is expected that pupils with SEN and/or disabilities will make good progress in response to high quality, well scaffolded teaching. Where this is not the case, we rapidly respond to pupils' needs as set out in section 5.

The senior leadership team, supported by the SENCo, regularly observe lessons to monitor the quality of teaching, and for those pupils with SEN and/or disabilities focus specifically on the extent to which teachers adapt/scaffold their lessons and resources as set out in the Pupil Passports.

The progress of pupils who receive targeted or specialist support is measured against intervention specific baselines and targets. For example, we assess pupils' reading development prior to targeted literacy intervention. After a set period of time we then assess whether the intervention is having the desired impact and allowing pupils to catch up with their peers.

Students with a Statement of special educational needs or an Education, Health and Care Plan have a formal review meeting each year, at which progress and provision are considered and – if needed – changes are made.

## **Training and resources**

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We make every effort to ensure that staff at Ark Brunel Primary Academy are suitably trained and that we have adequate resources available to meet the needs of all pupils, including those with SEN and/or disabilities.

Our training programme is coordinated by the Inclusion Lead and reviewed each year to take into the account the needs of the pupils in the school and specific requirements for individual members of staff. We have links with a range of specialists which enables us to access training across the 4 broad areas of needs as set out in the Code of Practice 2014.

Staffing and resources are funded through the Academy's notional SEN budget - a sum of money the academy receives to spend at our discretion for meeting the needs of pupils with SEND. We provide support and resources from this budget as required up to the value of £6000 per pupil with SEND.

Some students with a statement of SEN or Education, Health and Care plan may receive additional funding (top up funding) to have their needs met. This top up funding is used specifically for resources needed by that particular pupil and is reported on during the annual review meeting.

The SENCo regularly attends SENCo network meetings at both Local Authority and Ark Network level in order to keep up to date with local, Ark Network-wide and national updates in SEND.

### **Storing and managing information**

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All documents and information are stored in compliance with guidance presented in the Data Protection Policy, available on the website.

### **Accessibility**

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We welcome our duty under The Equality Act 2010 to ensure that the academy is fully accessible to all pupils. Our building is wheelchair accessible and we work with the local authority's sensory impaired team, OT, physiotherapy service and S&L therapy team to ensure that reasonable adjustments are made for individual pupils where needed. As per section 5, our teachers are trained to scaffold and make reasonable adjustments in class to accommodate the needs of their pupils. The SENCo/Inclusion Lead also works with class teachers and external providers to undertake necessary risk assessments and ensure that the school trips and afterschool clubs are accessible to all.

### **Dealing with complaints**

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Our named persons for all matters relating to special educational needs and disabilities are our SENCo and Inclusion Lead. They should be contacted if parents/ carers have a concern. If a parent wishes to make a formal complaint, guidance as to how this can be done is available on the academy website in the Complaints Policy.

### **Reviewing the policy**

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Governors, the Headteacher and SENCo/ Inclusion Lead, who have paid regard to views expressed by students, parents and all agency staff (and who have been consulted or have contributed to SEND provision during the year,) will review the policy, publishing an updated version on the school website.

This policy will be reviewed annually.

### **EQUALITY IMPACT STATEMENT**

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We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

Appendix A



Communication & Interaction	Cognition & Learning
<ul style="list-style-type: none"> <li>- Autism</li> <li>- Receptive language difficulties</li> <li>- Expressive language difficulties</li> <li>- Listening &amp; attention difficulties</li> <li>- Speech difficulties</li> <li>- Stammering</li> </ul>	<ul style="list-style-type: none"> <li>- Specific literacy or numeracy difficulties (dyslexia &amp; dyscalculia)</li> <li>- Moderate Learning Difficulties</li> <li>- Severe Learning Difficulties</li> <li>- Profound &amp; Multiple Learning Difficulties</li> </ul>

Universal (In-Class Support)	Targeted (Timetabled Interventions and Screening Assessment)	Specialist (External Support and Specialist Assessment)
<ul style="list-style-type: none"> <li>• Supporting vocabulary visually with Widgeit - pre-teaching of vocabulary and use of widgeit word banks</li> <li>• Supporting questions and sentences visually with colourful semantics and shape-coding</li> <li>• Differentiated teacher talk (chunking instructions, differentiated questioning using Blank's levels, makaton signs to support key words)</li> <li>• Visual timetable for class in each classroom</li> <li>• Use of individual task planners and now and next boards for individual pupils</li> <li>• Active Listening Behaviours displayed in classrooms</li> <li>• Social Stories</li> <li>• Use of Concrete, Pictorial and Abstract approach (conceptual thinking) in Maths to support learners of all kinds within the subject</li> <li>• Clear learning objectives/<b>scaffolding</b> and differentiated outcomes, clear instructions with modelling</li> <li>• Clear feedback and next steps in their learning – children involved in the process and given time to respond</li> <li>• Behaviour for Learning at the heart of lessons/school ethos</li> <li>• Maths and English Working walls to support key learning points</li> <li>• Access to ICT to help reduce barriers to learning</li> <li>• Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals</li> <li>• Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, drama, actions, graphics etc</li> <li>• Use of TA support</li> <li>• Structured school and class routines                             <ul style="list-style-type: none"> <li>• Circle Time</li> </ul> </li> <li>• Opportunities to attend after school clubs and out of school activities</li> </ul>	<ul style="list-style-type: none"> <li>• Early Talk Boost Tracker and Early Talk Boost Intervention (nursery)</li> <li>• Nuffield Early Language Intervention and Language Screener (reception)</li> <li>• Talk Boost Tracker and Talk Boost Intervention (year 1)</li> <li>• Colourful Semantics 1:1 or small group</li> <li>• Lego Therapy</li> <li>• <b>Sensory Room (to be installed October/November )</b></li> <li>• Word building and high frequency Read Write Inc delivered by TA</li> <li>• Additional individual reading with an adult or in a group including Coram Volunteers</li> <li>• Brunel S&amp;L- group work</li> <li>• Referral to School Nurse and other outside agencies including EH , OT</li> <li>• Involvement of SENco – including individual personalised targets for each child on the school's SEND register</li> <li>• <b>Individual timetables including movement breaks</b></li> </ul>	<ul style="list-style-type: none"> <li>• School-based Speech and Language Therapist – all new referrals, children without an EHCP and children with an EHCP out of borough. Programmes directly delivered include:                             <ul style="list-style-type: none"> <li>○ Black Sheep Press Story Starters</li> <li>○ Black Sheep Press Narrative Intervention</li> <li>○ Language for Thinking &amp; Language for Behaviour and Emotions programmes</li> <li>○ 1:1 speech and language programmes</li> </ul> </li> <li>• NHS Speech and Language Therapy Service – for children in nursery via the clinic and children not in the resource base with an EHCP in Westminster, K&amp;C, H&amp;F.</li> <li>• Queensmill School Autism Outreach Teachers – <b>Outreach support on request for children with a diagnosis of ASD</b></li> <li>• Autism and Early Years Intervention Team</li> <li>• National Autism Society EarlyBird Courses – referral via Autism and Early Years Intervention Team.</li> <li>• Child Development Service</li> <li>• Brunel Speech and Lang Team</li> <li>• EP</li> <li>• <b>Sensory Room Visits – on site by October/November</b></li> <li>• <b>Resource Base for children with DLD and/or S&amp;L difficulties</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Scaffolded</b> teaching using small steps and the relevant assessment framework (e.g. Pre Key Stage Standards/KPI's and TAF'S)</li> <li>• Catch-up / repeated phonics and maths in small groups</li> <li>• Reading and scribing support from adults in class</li> <li>• Talking <b>tins</b> to support working memory when writing</li> <li>• Visual supports for reading and writing (word banks, working wall, phonics sound chart, alphabet strips)</li> <li>• Concrete manipulatives to support maths (Numicon pieces, cubes and counters, number lines, number beads, multiplication squares and part-whole models with blocks/dienes)</li> <li>• Use of maths working wall to support learning</li> <li>• <b>Stem sentences to support reasoning in maths</b></li> <li>• Clear learning objectives and differentiated outcomes, clear instructions with modelling</li> <li>• <b>Daily pre-teaching of vocabulary</b></li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 phonics tuition</li> <li>• 1:1 reading (using PM Benchmark)</li> <li>• Precision Teaching</li> <li>• Plus 1 (The introductory coaching system for maths success.)</li> <li>• Power of 2 (1:1 coaching system for maths success)</li> <li>• Additional maths assessment to identify specific barriers (gap analysis)</li> <li>• Additional individual reading with an adult or in a group including Beanstalk Volunteers</li> <li>• Maths, Reading and writing interventions and in class support from TA</li> <li>• Brunel S&amp;L- group work</li> <li>• West London Zone</li> <li>• Referral to School Nurse and other outside agencies including EH, OT</li> <li>• Involvement of SENco – including individual personalised targets for each child on the school's SEND register</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Child Development Team – paediatric assessment (check GP address for different teams)</li> <li>• Dyslexia Centre</li> <li>• Specialised Teacher – MCB</li> <li>• West London Zone</li> </ul>

<ul style="list-style-type: none"> <li>• Clear feedback and next steps in their learning – children involved in the process and given time to respond</li> <li>• Behaviour for Learning at the heart of lessons/school ethos</li> <li>• Maths and English Working walls to support key learning points</li> <li>• Access to ICT to help reduce barriers to learning eg: Clicker, Word</li> <li>• Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals</li> <li>• Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, drama, actions, graphics etc</li> <li>• Use of TA support</li> <li>• Structured school and class routines</li> <li>• Circle Time</li> <li>• Opportunities to attend after school clubs and out of school activities</li> </ul>		
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Social, Emotional & Mental Health	Physical & Sensory
<ul style="list-style-type: none"> <li>- Attachment difficulties</li> <li>- ADHD</li> <li>- Depression</li> <li>- Anxiety</li> <li>- Bereavement</li> </ul>	<ul style="list-style-type: none"> <li>- Fine and gross motor difficulties (including dyspraxia)</li> <li>- Visual impairment</li> <li>- Hearing Impairment</li> <li>- Physical Disabilities</li> </ul>

	Universal (In-Class Support)	Targeted (Timetabled Interventions and Screening Assessment)	Specialist (External Support and Specialist Assessment)
	<ul style="list-style-type: none"> <li>• Brain breaks x 3 per day</li> <li>• Movement breaks as needed</li> <li>• Zones of regulation – feelings charts and strategies in class visually</li> <li>• Reward systems for individual pupils</li> <li>• Access to ICT to help reduce barriers to learning</li> <li>• Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals</li> <li>• Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, drama, actions, graphics etc</li> <li>• Use of TA support</li> <li>• Use of SENDCo support</li> <li>• Structured school and class routines</li> <li>• Circle Time</li> <li>• Opportunities to attend after school clubs and out of school activities</li> </ul>	<ul style="list-style-type: none"> <li>• Daily check-ins with key adult</li> <li>• Draw how you are feeling</li> <li>• In class support from TA</li> <li>• West London Zone</li> <li>• Referral to School Nurse and other outside agencies including EH , OT</li> <li>• Involvement of SENCo – including individual personalised targets for each child on the school's SEND register</li> <li>• Zones of Regulation</li> <li>• Year 6 Transition support</li> <li>• Toe by Toe</li> <li>• Individual music therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• OAT – Behaviour Service</li> <li>• Place2Be</li> <li>• Time to Talk</li> <li>• Early Help</li> <li>• West London Zone</li> <li>• CAMHS – includes assessment for ADHD (different services for different GP addresses)</li> <li>• NHS Speech and Language</li> <li>• Sensory Room Visits – onsite</li> <li>• BOAT – Autism outreach</li> </ul>
	<ul style="list-style-type: none"> <li>• Writing aids – pencil grips, writing slopes</li> <li>• Supported seating – wobble cushions, stand up desk</li> <li>• Movement breaks</li> <li>• Fidget object</li> <li>• Sensory breaks</li> <li>• Seating arrangements and low stimulus areas</li> <li>• Adapted resources based on sensory impairment team advice</li> <li>• Sensory equipment in Inclusion Office</li> </ul>	<ul style="list-style-type: none"> <li>• Proprioceptive activities</li> <li>• 1:1 occupational therapy programmes</li> <li>• 1:1 physiotherapy programmes</li> <li>• Referral to School Nurse and other outside agencies including EH , OT</li> <li>• Involvement of SENCo – including individual personalised targets for each child on the school's SEND register</li> </ul>	<ul style="list-style-type: none"> <li>• NHS Occupational and Physiotherapy support via referral</li> <li>• Sensory Impairment Team</li> <li>• EP</li> <li>• Teacher of the deaf</li> </ul>