



SEND Policy

At Greasley Beauvale Primary and Nursery School, the Governors recognise the importance of ensuring equal opportunity for all children and adults. The Governors will continue to ensure that this is an essential element of all school policies and actions.

The right to develop, learn and work in an environment free from discrimination is implicit in our school's ethos and embodied in its Vision.

Our Vision:

At Greasley Beauvale Primary and Nursery School, our vision is for everyone to **reach their true potential, nurture their talents** and foster a personal **love of learning** through a **safe, engaging and challenging curriculum. We take notice of each other** and **strive to be healthy and happy in body and mind.** We **champion physical, emotional and mental wellbeing** to **promote the best outcomes for everyone** to **build a healthy future together.**

At Greasley Beauvale Primary and Nursery School, you are "Learning for Life" to "Paint Your Own Rainbow"

This latest update of this policy: November 2025.

Governing Body approval through National College policy management: November 2025.

Date of next review: November 2026

Signed: _____ (Chair) Date: November 2025

Nominated SLT member responsible for policy: Taryn Manson and Emily Clarke

Special Educational Needs and Disability Policy

Contents:

- 1.** Statement of intent
- 2.** Legal framework
- 3.** Definitions
- 4.** Aims and Objectives
- 5.** Roles and responsibilities
- 6.** Identification and support
- 7.** EAL
- 8.** EHC needs assessments and plans
- 9.** Reviewing EHC plans
- 10.** Funding
- 11.** Safeguarding
- 12.** Transition
- 13.** Supporting successful preparation for adulthood
- 14.** Managing complaints
- 15.** Staff training and improving practice
- 16.** Local Offer
- 17.** Monitoring and review

1. Statement of intent

At Greasley Beauvale Primary and Nursery School, we believe that all children are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy explains how the school will support children with special educational needs and disabilities (SEND), ensuring they receive a high-quality education that reflects the school's commitment to equality and inclusion.

The primary aims of a SEND policy are to identify and support pupils with special educational needs and disabilities (SEND), ensuring they have full access to the curriculum and can participate in all aspects of school life.

2. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children Act 1989
- Children and Families Act 2014 (part 3), which sets out schools' responsibilities for children with SEN and disabilities
- Data Protection Act 2018
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Health and Care Act 2022
- Mental Capacity Act 2005
- The Equality Act 2010 (Disability) Regulations 2010
- The Special Educational Needs and Disability Regulations 2024, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2025) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Accessibility plan
- Admissions Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Data Protection Policy
- Equality Information and Objectives
- Exclusions Policy
- Supporting children with medical conditions Policy

3. Definitions

Under the Equality Act (2010), a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Under the SEND Code of Practice (2015) and Equality Act (2010), a child is defined as having SEND if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or;
- a disability or health condition that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream settings;
- special educational provision that is additional to, or different from that made generally for other children or young people of the same age by mainstream settings.

4. Aims and objectives

The school will work with the LA, in ensuring that the following objectives underpin this policy:

- **Identification and Assessment:** To identify any pupils with SEND or additional needs as early as possible.
- **Equitable Access:** To ensure children with SEND have full and equal access to a broad, balanced, and relevant curriculum and all school activities.
- **Appropriate Provision:** To provide targeted and purposeful support and provision to meet the individual needs of each child.
- **Partnership with Parents:** To build a strong, collaborative partnership with parents and carers, involving them in decisions and providing confidence in the school's strategy.
- **Staff Development:** To train and equip all staff, so they understand and can effectively respond to the needs of pupils with SEND.
- **Promoting Independence and Confidence:** To encourage self-worth, independent learning, and the development of confident individuals who can achieve success.

- **Inclusive Culture:** To cultivate a school environment that is inclusive, celebrates differences, and ensures the well-being and safety of all pupils, including those with SEND.
- **Achieving Full Potential:** To help pupils with SEND reach their full potential, develop their aspirations, and enjoy successful life outcomes.
- **Accountability and Review:** To monitor progress, review the effectiveness of provision, and ensure the policy is consistently implemented by all staff.

In order to achieve these objectives, we will:

- **Identification and Assessment:** We will gather information from children, parents, education, health and care services and early years settings prior to the child's entry into the school as well as whilst they are a member of our school;
- **Equitable Access:** we will ensure, where necessary, reasonable adjustments are in place so that children with SEND are able to access all aspects of the school day in line with their peers e.g. school trips, afterschool clubs, learning activities;
- **Appropriate Provision:** Our first approach will always be quality first teaching within the classroom, and the Waves of Intervention will be referred to where further support is required. Provision will be carefully planned, monitored and regularly reviewed by teachers in conjunction with parents and children;
- **Partnership with Parents:** We will support parents in understanding SEND procedures and practices, provide termly reports on their child's progress and provision and seek their views when establishing and reviewing support for their child. Parents are invited to attend SEND Cuppa and Chat one per half term as a forum to discuss a variety of SEND related topics;
- **Staff Development:** Our CPD (Continuing Professional Development) for the academic year, will include a range of whole school training and training that is more bespoke to children and staff in particular year groups. We work with the local family of schools (including liaison with the Family SENDCo) to share resources and training opportunities;
- **Promoting Independence and Confidence:** Provision in place aims to support children's independence rather than reliance. In a classroom you may see things such as, visuals, a mixture of group, independent and supported work and children taking on leading roles in school i.e. Job Squad;
- **Inclusive Culture:** We celebrate what makes each child unique and make sure everyone has the same chance to succeed. We understand that needs can show up in different ways, so we don't wait for a diagnosis before offering support. You'll see this in things like our inclusive assemblies, whole-school celebration days, and scaffolded learning that's accessible to all;
- **Achieving Full Potential:** We help children with SEND reach their full potential by providing tailored support and creating inclusive environments where every child can thrive. This includes things like differentiated lessons, access to specialist staff as part of a multiagency approach, use of visual aids or sensory tools, and personalised learning plans that build on each child's strengths;
- **Accountability and Review:** Close monitoring of all children forms part of the identification process. Through liaison with the SENDCo, termly meetings with parents and the child, class teachers will continually monitor children with SEND to ensure that they are able to reach their full potential.

5. Roles and responsibilities

The Governors will:

- ensure that this policy is implemented fairly and consistently across the school;
- ensure that the school meets its duties in relation to supporting pupils with SEND;
- ensure that there is a qualified teacher designated as SENDCo for the school.

The SEND governor will:

- help to raise awareness of SEND issues at governing body meetings;
- monitor the quality and effectiveness of SEND provision within the school and update the governing body on this;
- ensure that there is a qualified teacher designated as SENDCo for the school;
- work with the Head Teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Head Teacher will:

- ensure the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including children with SEND;
- ensure the school holds ambitious expectations for all children with SEND;
- establish and sustain culture and practices that enable children with SEND to access the curriculum and learn effectively;
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of children, providing support and adaptation where appropriate;
- ensure the school fulfils its statutory duties with regard to the SEND Code of Practice;
- work with the governing body to ensure that there is a qualified teacher designated as SENDCo for the school and ensure the SENDCo has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators;
- ensure the SENDCo has sufficient time and resources to carry out their functions;
- provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities;
- regularly and carefully reviewing the quality of teaching for children at risk of underachievement, as a core part of the school's performance management arrangements;
- ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against children with SEND;
- work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.

The SENDCo

The SENDCo team, Taryn Manson and Emily Clarke, can be contacted on office@greasley.notts.sch.uk

They will:

- work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;

- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans;
- liaise with the relevant designated teacher for LAC with SEND;
- liaise with the parents of pupils with SEND;
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching;
- advise on the graduated approach to providing SEND support;
- advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively;
- be the key point of contact for external agencies, especially the local authority and its support services;
- liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned;
- work with the Head Teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- ensure the school keeps the records of all children with SEND up to date;
- be familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

The class teachers will be responsible for:

- the progress and development of every child in their class;
- planning and reviewing support for children with SEND using a graduated approach (Assess–Plan–Do–Review), in collaboration with parents, the SENDCo and, where appropriate, the children themselves;
- setting high expectations for every child and aiming to teach them the full curriculum, whatever their prior attainment;
- planning lessons to address potential areas of difficulty, ensuring there are no barriers to achievement;
- being aware of the needs, desired outcomes, and support provided to any child with SEND they teach;
- understanding and implementing strategies to identify and support vulnerable children with guidance from the SENDCo;
- ensuring every child with SEND is able to study the full national curriculum;
- following this SEND policy and statutory guidance in line with the SEND Code of Practice.

6. Identification and support

The school manages and reviews SEND provision across the four broad areas of need defined in the SEND Code of Practice:

- **Communication and Interaction:** Children with difficulties in speech, language, and social communication, including those with autism spectrum conditions.

- **Cognition and Learning:** Children who learn at a slower pace than peers, even with appropriate support, including those with dyslexia, dyscalculia, and dyspraxia.
- **Social, Emotional and Mental Health (SEMH):** Children who experience challenges with emotional regulation, mental health, or behaviour, including ADHD, attachment difficulties, and trauma.
- **Sensory and/or Physical Needs:** Children with visual or hearing impairments, physical disabilities, or medical conditions such as epilepsy.

The school recognises that early identification and effective provision improve long-term outcomes. To assess each child's needs, we gather information from previous settings, parents, professionals, the child, and assessments.

Class teachers regularly assess progress for all children and identify those whose progress:

- is significantly slower than peers starting from the same baseline;
- does not match or exceed previous rates of progress;
- does not close the attainment gap with peers;
- widens the attainment gap.

Slow progress and low attainment alone do not mean a child has SEND.

In line with the school's SEND referral journey (Appendix 1), when concerns arise, we hold an initial concern meeting with parents (including the child's voice) to discuss observations, desired outcomes, and next steps linked to the Waves of Intervention for each of the 4 area's needs (Appendix 2). These conversations ensure:

- a shared understanding of the child's strengths and difficulties;
- parents' concerns are considered;
- agreed outcomes are clear;
- next steps are understood by all.

This will be reviewed within eight weeks to evaluate the impact of the agreed provision. Following the review, a decision will be made on whether further support from the SENDCo is required or if the initial concern can be closed

Parents are formally notified when SEND support is agreed.

Once a child has been identified with SEND, the school will employ a graduated approach to meeting the child's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** documented on a provision map (Appendix 3)

The process is as follows:

- **Assess:** Establish a clear understanding of the child's needs.
- **Plan:** Agree on adjustments, interventions, and expected impact, with a review date.
- **Do:** Implement the agreed support.
- **Review:** Evaluate effectiveness and impact on progress.

Reviews take place termly or more frequently if needed. All staff working with the child are informed of their needs, outcomes sought, and strategies required. Support is regularly monitored for effectiveness.

Where higher levels of need are identified, we seek specialist assessments from external agencies. Parents are informed and invited to meetings with professionals where appropriate.

7. EAL

The school recognises that some children may have English as an Additional Language (EAL) and understands that EAL is not, in itself, a learning difficulty. However, if a child with EAL is making slower progress than expected, the school will not assume that language acquisition is the sole reason; the child may also have SEND.

In line with the SEND Code of Practice, the school will consider the child within the context of their home, culture, and community, and will review all aspects of their performance across subjects. This careful assessment will help determine whether difficulties arise primarily from limitations in English language proficiency or from underlying SEND

8. EHC needs assessments and plans

The school recognises that, despite relevant and purposeful action being taken to identify, assess and meet a child's SEND, some children may not make expected progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment, in line with the SEND Code of Practice.

The purpose of an EHC plan is to ensure special educational provision meets the child's SEND, secures the best possible outcomes across education, health and social care, and prepares them for adulthood.

As part of the EHC needs assessment, the school will:

- Respond to any request for information within six weeks of the request, unless exemptions apply as outlined in the SEND Code of Practice.
- Provide the local authority with school-specific information and evidence about the child's profile and educational progress.
- Gather advice from relevant professionals regarding education, health and care needs, desired outcomes, and any provision required to meet those needs.

If, following the assessment, the local authority decides not to issue an EHC plan, the school will use the written feedback provided to inform the graduated approach and plan further provision.

Where the local authority decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider the school's comments before naming it. The school will provide its views within 15 days.

When naming a school on the EHC plan, the local authority must comply with the parental preference unless:

- it would be unsuitable for the child's age, ability, aptitude or SEN; or
- attendance would be incompatible with the efficient education of others or the efficient use of resources.

Efficient education means providing suitable education for each child or young person in terms of age, ability, aptitude and any SEND. "Others" refers to children and young people with whom the child will regularly interact.

9. Reviewing EHC plans

The school will ensure that teachers monitor and review each child's progress throughout the year and that a formal review of the Education, Health and Care (EHC) plan takes place at least annually, in line with Section 44 of the Children and Families Act 2014 and the SEND Code of Practice (2015), paragraphs 9.166–9.185.

The school will:

- Cooperate with the Local Authority (LA) and relevant professionals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested (CoP 9.173).
- Ensure that all appropriate parties (e.g., LA SEN representatives, social care, health services) receive at least two weeks' notice of the meeting date (CoP 9.176).
- Seek advice and information about the child from all invited parties prior to the annual review and circulate this information to attendees at least two weeks before the meeting (CoP 9.176).
- Make suitable arrangements to host the annual review meeting at the school.
- Contribute relevant information and recommendations to the LA and keep parents fully informed throughout the process (CoP 9.169).
- Lead the review discussion to build confidence among the child and their parents, ensuring the meeting is person-centred (CoP 9.166–9.168).
- Inform parents and the child of their right to appeal decisions regarding the EHC plan to the SEND Tribunal (Children and Families Act 2014, Section 51).
- Where possible for Looked After Children (LAC), combine the annual review with a care plan review, particularly the Personal Education Plan (PEP) element (CoP 9.178).
- Facilitate advocacy support where necessary to ensure the views of the child and parents are heard and acknowledged (Children and Families Act 2014, Section 19 principles).

If a child's needs significantly change, the school will request a re-assessment of the EHC plan no sooner than six months after the initial assessment, as permitted under SEND Regulations 2014, Regulation 23, and thereafter whenever it is deemed necessary.

10. Funding

All schools receive 'Pupil Place' funding within their budget to support all children, including those with SEND. The SEND Code of Practice (2015, para 6.2) and School and Early Years Finance (England) Regulations 2022 require schools to use their best endeavours to meet the needs of pupils with SEND. The national expectation is that schools demonstrate they have spent up to £6,000 per year from their notional SEN budget before requesting additional funding (DfE Operational Guidance on Notional SEN Budget, 2024–25; SEND CoP para 6.95).

One type of additional funding is Additional Funding Needs (AFN), devolved to and moderated by the Family of Schools (a secondary school and its feeder primaries). To qualify for AFN, children must meet specific criteria. Where the school agrees a child meets the criteria, a submission is made to the Family of Schools panel (usually in May). The panel determines whether the complexity of need meets the threshold for funding.

Resource Allocation Process (in line with Nottinghamshire's Graduated Approach and SEND CoP paras 6.44–6.56):

1. Initial Concern: Discussion between the class teacher and SENDCo. The SENDCo directs the teacher to school-based resources and monitors outcomes.
2. Escalation: If additional resources (including staffing) are needed, the SENDCo consults senior leadership. Funding streams such as Pupil Premium are considered and recorded on the child's provision map.
3. External Support: If progress remains limited, the SENDCo seeks input from external agencies and/or the Family SENDCo Group. Provision is monitored and reviewed collaboratively.
4. AFN Bid: If costs exceed £6,000, the SENDCo may submit an AFN bid for moderation by the Family of Schools panel. Funding is allocated based on comparison with similar needs.
5. HLN Funding: Children with more complex needs moderated as Higher Level Needs (HLN) are referred to a multi-agency panel for further funding consideration.

The Headteacher, SENDCo, and Governors agree how resources are allocated, following consultation with parents, staff, and agencies, and considering the effectiveness of previous provision (SEND CoP para 6.91).

Use of funding may include (but is not limited to):

- adult support within the classroom/outside the classroom as part of a small group
- adult support on a one-to-one basis in the classroom/outside the classroom
- assistive technology
- software
- intervention packages
- staff training

11. Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that children with SEND:

- have the potential to be disproportionately impacted by behaviours such as bullying;
- may face additional risks online, e.g. from online bullying, grooming and radicalisation;
- are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of children. These barriers include, but are not limited to:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges.

The Head Teacher and governing body will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Coping with Risky Behaviours Policy.

Care will be taken by all staff, particularly those who work closely with children with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

12. Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life. We will share information with the school, college, or other setting the child is moving to. We will agree with parents and children which information will be shared as part of this.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

13. Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence and employability can be life-transforming for children with SEND. It recognises the importance of starting early, centering on children's aspirations, interests and needs, and will ensure that children are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The general ethos of the school builds children's self-esteem and independence. We strive to encourage children to consider their future and have high expectations for themselves. These values run through our Rainbow Values and are a key part to learning.

The school will:

- seek to understand the interests, strengths and motivations of children and use this as a basis for planning support around them;
- support children so that they are included in social groups and develop friendships;
- ensure that children with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity;
- engage with secondary schools, as necessary, to help plan for any transitions.

14. Managing concerns and complaints

The school will publish the Complaints Procedure on the school website.

A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'.

A complaint may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Greasley Beauvale Primary and Nursery School takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf of a complainant, as long as they have appropriate consent to do so. We may ask you for evidence of this consent.

If a parent or carer has any concerns regarding the care or welfare of their child on the SEND register, these should be raised initially with the class teacher. If the issue remains unresolved, the next step would be to raise it with the SENDCo. If the matter cannot be resolved, it will then be referred to the Head Teacher, Michelle Bates.

If a parent or carer has a complaint regarding the care or welfare of their child on the SEND register, these should be raised initially with the SENDCo. If the matter cannot be resolved, it will then be referred to the Head Teacher, Michelle Bates.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- disagreement resolution
- mediation
- appeals to the SEND tribunal

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

15. Staff training and improving practice

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEND. The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/ signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

All staff have safeguarding training at the beginning of their post and this is refreshed annually.

Recently we have had members of staff attend training regarding:

- anxiety interventions (from CAMHs);
- mental health first aider training;
- phonics interventions;
- epilepsy awareness and administration of Buccal Midazolam;
- ELSA;
- Autism Progression Framework;
- ABI awareness training;
- supporting children showing dyslexic traits;
- zones of Regulation;
- Autism and Masking in girls;
- Makaton;
- Supporting children with Down Syndrome;
- Interception curriculum training;
- Supporting children with visual impairments;
- Using signs and symbols to communicate and
- Supporting children with hearing impairments.

16. Local Offer

Our local authority's local offer is published here:

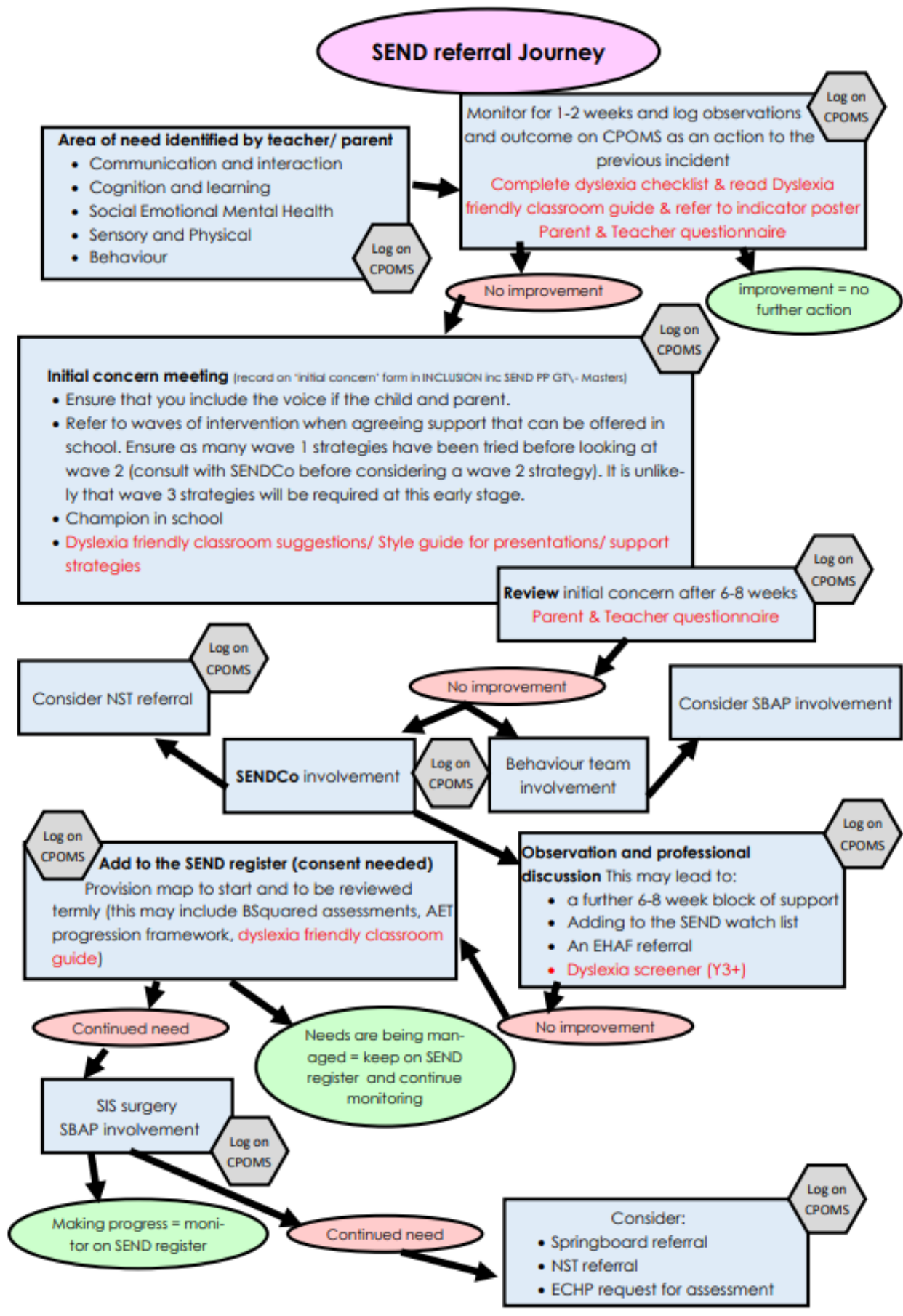
<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

17. Monitoring and review

This policy will be reviewed annually by the SENDCo team, Miss Taryn Manson and Mrs Clarke, and updated in line with any changes to statutory guidance or legislation.

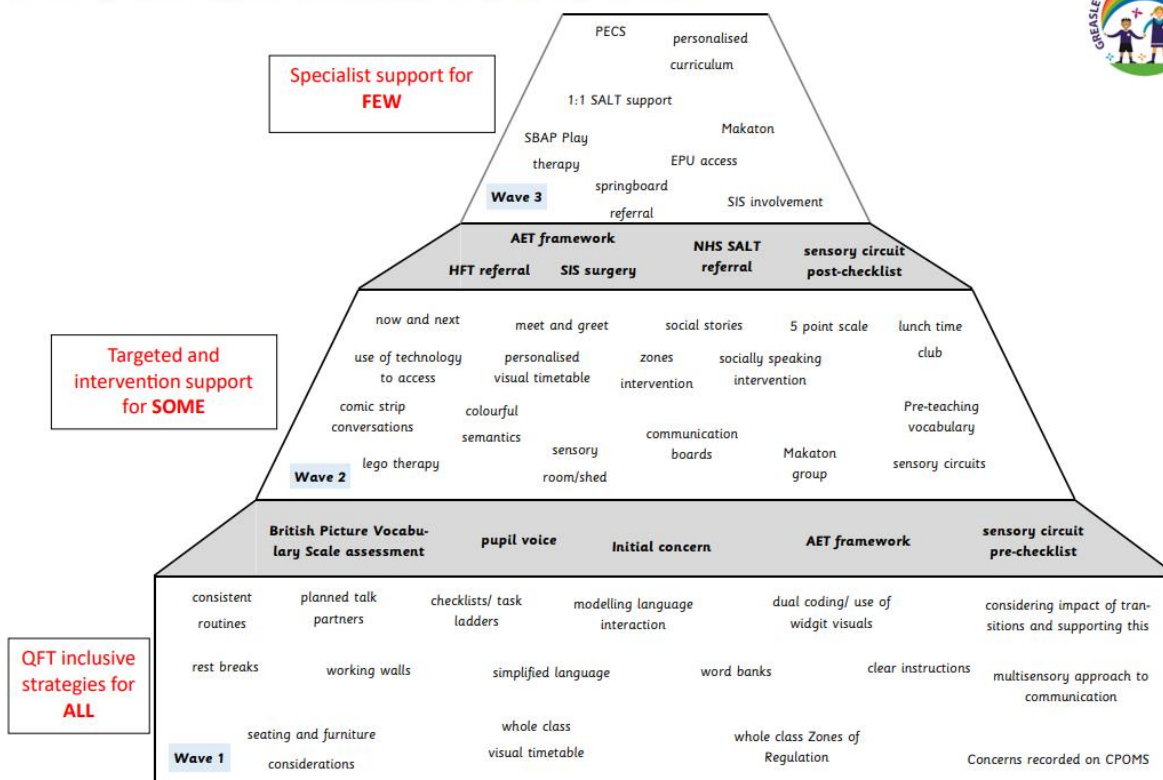
It will be approved by the governing body through the National College policy management system.

APPENDIX 1

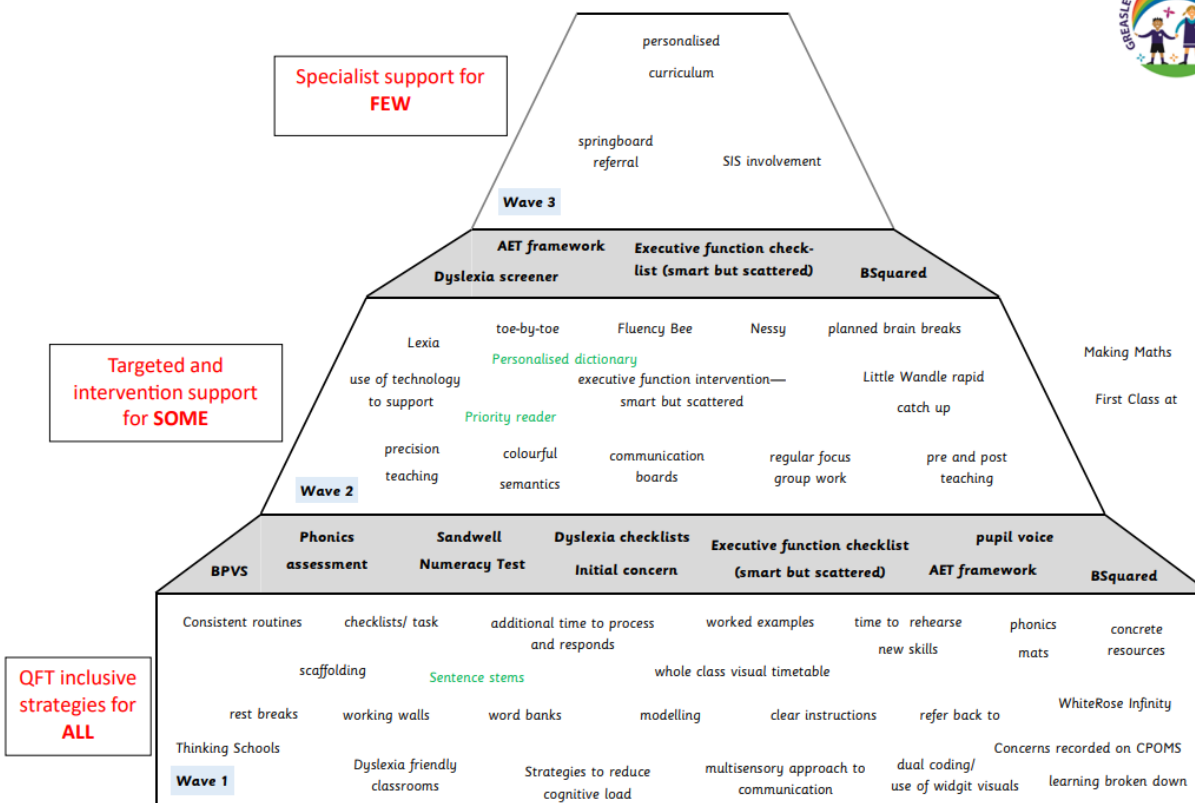


APPENDIX 2

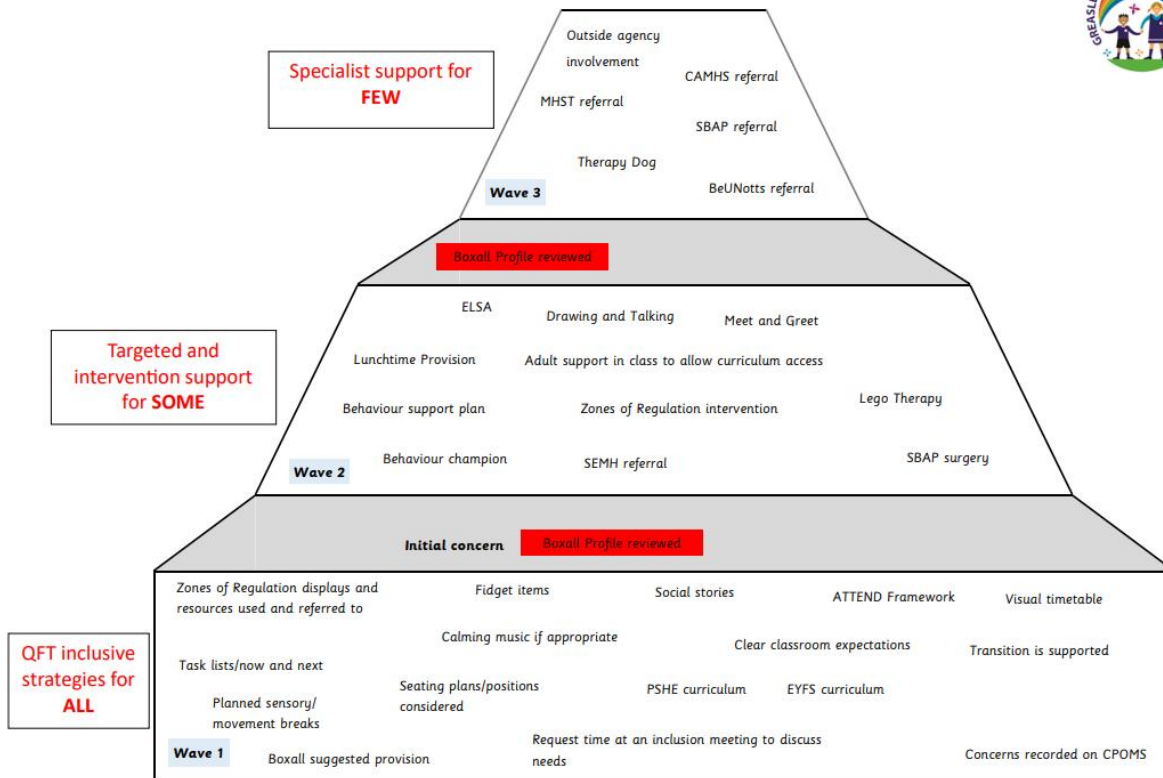
Waves of intervention - Communication and Interaction



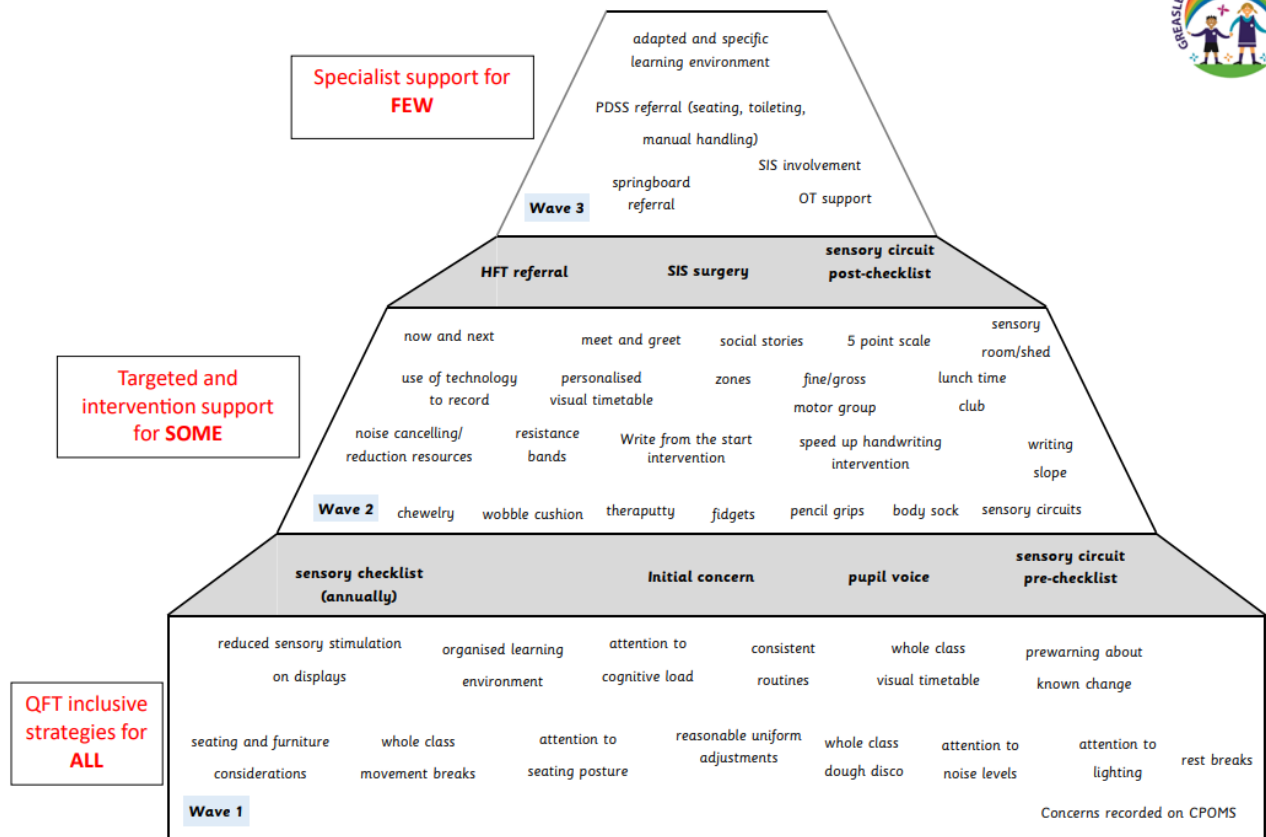
Waves of intervention - Cognition and Learning



Waves of intervention - Social, Emotional and Mental Health



Waves of intervention - Physical and Sensory



APPENDIX 3



SEND Provision Map XXX – XXX



Name: Xxx xxx	Year / Class: Yx/ xx	Funding: ***	Date added/removed from register: ***																																				
Diagnosis / Screening: ***		Area of Need: ***																																					
Successful strategies used in the last 12 months: <ul style="list-style-type: none"> Xxx Strategies that have not worked in the last 12 months <ul style="list-style-type: none"> Xxx 		Graduated response (including other agencies involved) ***																																					
<table border="1"> <thead> <tr> <th>Area</th> <th>Benchmark</th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>R</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>W</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>M</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Area	Benchmark	Autumn	Spring	Summer	R					W					M					Areas where provision is needed (please tick any areas that require additional provision) <table border="1"> <tr> <td>Curriculum access and participation</td> <td>Self-help/ independence</td> <td>Physical motor</td> <td></td> </tr> <tr> <td>Communication</td> <td>Sensory needs</td> <td>Health and/or safety</td> <td></td> </tr> <tr> <td>Emotional health and wellbeing</td> <td>Sensory – hearing</td> <td>Other</td> <td></td> </tr> <tr> <td>Social skills</td> <td>Sensory - sight</td> <td></td> <td></td> </tr> </table>		Curriculum access and participation	Self-help/ independence	Physical motor		Communication	Sensory needs	Health and/or safety		Emotional health and wellbeing	Sensory – hearing	Other		Social skills	Sensory - sight		
Area	Benchmark	Autumn	Spring	Summer																																			
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Emotional health and wellbeing	Sensory – hearing	Other																																					
Social skills	Sensory - sight																																						



SEND Provision Map XXX – XXX



Summer 2 – Autumn 1 July 2025 – October 2025				
Barrier to learning (must include frequency, intensity and duration)	Target	Provision	Quantity	Outcome/impact/progress to complete at review meeting at the end of the term and used to support provision needed for <u>Summer</u> term
<i>What are you seeing? Refer to areas ticked in 'where provision is needed' and provide evidence which clearly demonstrates that the criteria are met.</i>	<i>Think SMART</i>	<i>What are you doing to lessen or remove the barrier? What are you doing to meet the need? Taught by who? Planned by who? Tracked how and by who?</i>	<i>Hours per week? Number of terms? Group size?</i>	<i>What are you already seeing? How well is the provision working? How are you measuring this?</i>
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Comments and next steps: C - *** P - *** T - ***				
Any additional comments: ***				
Signed: <u>Child:</u>		Signed: <u>Parent:</u>		Signed: <u>Teacher:</u>