

Smithy Street Primary School

SEN Policy



Approved by staff and governors

November 2017

Special Educational Needs Policy

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) 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 0-25 July 2014
- Schools SEN Information Report Regulations 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Statutory guidance on Supporting Pupils at School with Medical Conditions 2014

Introduction

Smithy Street is a successful, happy school with a strong sense of purpose. We believe that education has the power to transform children's lives and our school is incredibly important in the life of the local community. We are a diverse, inclusive school that strives to make a difference for every child. We are proud of our school and the work that we do here.

At Smithy Street School we believe every child is special, that each child has strengths and needs. Every child receives equal access to the entire curriculum. Through careful planning and continuous assessment of their progress, we ensure each child is given work at the appropriate level in order that they achieve their full potential. This promotion of successful and effective learning contributes to inclusion of all pupils.

At Smithy Street we believe that every teacher is a teacher of every child including those with special educational needs (SEN). The school aims to identify and break down possible barriers to learning and believes that diversity is an opportunity for learning not an obstacle.

We have an Assistant Head teacher for Inclusion and SENCO. She is a qualified teacher and a member of the school's Senior Leadership Team.

We also have a Deputy SENCO. She is a qualified teacher and a member of the school's Senior Management Team

Our Aims at Smithy Street for Children with SEN

At Smithy we value all children in the school equally.

- Our aim is to ensure that all children have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities. The aims of education for children with difficulties and disabilities are the same as those for all children.
- We have high expectations for all children. All children are entitled to experience success. We aim to raise the aspirations of and expectations for all pupils with SEN.
- We focus on outcomes for children and not just on hours of support and provision.
- Our aim is for children to be autonomous individuals and as independent as possible in their learning and wider experiences.

Our Objectives in making Provision for Children with SEN

- Our school community will acknowledge and draw on parental knowledge and expertise in relation to each child. The school recognises that educational provision is more effective if children and parents are fully involved with the school.
- At Smithy Street we believe in the importance in making time to listen to children, seeking the views of the child and putting them at the centre of SEN processes.
- It is the responsibility of all teachers to identify and meet the SEN of pupils so that all children become successful learners.
- Class teachers are responsible for providing first quality teaching to ensure that all needs are met. Good special needs practice is good practice for all children.
- Consideration of the needs of pupils with SEN crosses all curriculum areas and all aspects of teaching and learning, including: academic, social, emotional, behavioural, physical and medical.
- Opportunities for students with SEN are maximised to enable them to join in with all the activities of the school.
- To provide Special Educational Needs Co-ordinators (SENCOs) who will work within the SEN Policy.
- To provide support, advice and training for all staff working with children who have SEN.
- To work within the guidance provided in the SEND Code of Practice 2014.

Identification and Assessment of SEN

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age..

The SEND Code of Practice 2014 describes four categories of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical need

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category

These four broad areas give an overview of the range of needs. At Smithy Street we identify the needs of children by considering the needs of the whole child which will include not just the SEN of the child.

The school will use as its guide the criteria in the SEND Code 2014. Is the child making progress (learning and / or wider development or social needs) which:

- Is significantly slower than that of their peers starting from the same baseline?
- Fails to match or better the child's previous rate of progress?
- Fails to close the attainment gap between the child and their peers?
- Widens the gap between the child and their peers?

The school acknowledges that the following may impact on progress and attainment but are not considered SEN:

- disability (the Code of Practice outlines the "reasonable adjustments" under current Disability Equality legislation, but disability alone does not constitute SEN)
- attendance and punctuality
- health and welfare
- EAL
- being in receipt of pupil premium
- being a Looked After Child

Identifying behaviour is not an acceptable way of describing SEN. Any concerns relating to child's behaviour should be seen as an underlying response to a need which we will need to identify and support accordingly.

Quality First Teaching

Teachers are responsible and accountable for the progress and development of all the children in their class, including where pupils access support from teaching assistants or specialised staff. All children are entitled to receive quality first teaching and an inclusive, balanced and broadly based curriculum. High quality teaching that is differentiated is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good teaching.

Early Identification

Early identification is essential in ensuring that children receive the right support that they need early on. Early Years staff carry out home visits before children start school, meet with the child and parent(s) and work in partnership with parents if concerns are raised. The Early Years team carry out observations and assessments as part of their everyday practice. The Early Years Co-ordinator and Special Educational Needs Co-ordinator (SENCo) meet regularly to ensure that each is aware of any concerns so that early intervention can take place.

High Level Needs

Where a pupil is considered to have higher level needs we will draw on more specialised assessments from external agencies and professionals to support us in meeting the needs of the pupil. This could be speech and language therapist, educational psychologist or a specialist teacher or practitioner.

Pupil Voice

Smithy Street School has a person-centred culture. Children with SEN often have a unique knowledge of their own needs and circumstances and their own views about what they have difficulties with and what sort of help they would like to make the most of their education. They are encouraged and expected to participate in all the decision-making processes including the setting of learning targets and contributing to Support Plans.

The school holds pupil-centred annual reviews. Children contribute to and attend all or part of their annual reviews as appropriate to their age and level of maturity. Children contribute to their annual reviews through sharing their successes and reflecting on what they need to help them learn. Progress is shared, previous targets are reviewed and new targets and actions are set with parents.

Parents Voice

Partnership with parents plays a key role in enabling pupils with SEN to achieve their potential. The school recognises that parents hold key information and have the knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with SEN will be treated as partners and supported to play an active and valued role in their child's education. The SENCos ensure that parents are fully informed and involved in decisions being made about provision for children with SEN.

Managing Pupils Needs on the SEN Register

The process of assess-plan-do-review

At Smithy Street we hold termly learning review meetings for all pupils identified as having SEN. These meetings are held between the SENCo and Class Teacher, the child and parents are consulted in this process through Termly Parents meetings. For children with an EHCP, the child, parents and relevant TAs will be invited to attend. The purpose of these meetings is to review whether agreed outcomes have been met and to evaluate the effectiveness of provision. New or adapted outcomes are agreed and a new support plan is written during the meeting and provision for the coming term is decided.

Where there is input from other professionals we include their advice in the new support plan and where possible arrange to hold the meeting at a time that they are able to attend.

The class teacher holds ultimate responsibility for ensuring that the support plans are carried out and for evidencing progress according to the outcomes described in the plan.

The SENCOs are responsible for coordinating the provision and supporting the class teacher and other adults in carrying out the support plans.

Our Provision

The school runs a range of evidence-based interventions. These are planned and evaluated jointly by the person delivering the intervention in collaboration with the class teacher and SENCO and / or other professionals. Communication is key as the class teacher maintains overall responsibility for the learning of all children in the class.

Full details of the range of provision available to support pupils with SEN can be found in the SEN Information Report on the school's website.

All provision for pupils with SEN is costed and recorded on an individual provision map for each child so that school knows exactly how much the provision for each pupil costs. This document is used to help the school identify if a pupil with higher level needs is likely to need additional funding from the local authority in the form of an Education, Health and Care Plan.

When the school identifies that a pupil needs additional funding and support from the local authority, a meeting will be held with the class teacher, parents and child (where appropriate). The process of statutory assessment is explained to parents and their views and aspirations are recorded. Parents are advised to seek support from the Parents' Advice Centre. The views of the pupil are sought and recorded. The educational psychologist will carry out a full assessment of the child as part of this process and other professionals involved will be asked to contribute up to date assessments and reports.

The school receives additional funding for pupils with EHC Plans which can provide additional support in class as required and appropriate for that child's needs. The allocation of resources within the school is based on providing the best possible provision to meet pupils' needs and to ensure that they make good progress and learn well. The details of how individual pupils receive support are recorded on their Support Plans and Annual Review documents.

Review and Criteria for Exiting the SEN Register

In consultation with parents and the teacher, a child may exit the SEN Register if they have made progress in line with their peers (at the same starting point) and are no-longer a cause for concern.

When a pupil has exited the SEN register, they are carefully monitored for the following term to ensure that progress continues. Their SEN records are kept in an 'Exit File' so that they can be re-referred to in the future if needed.

In light of the current reforms, the school will continue to review its graduated approach in accordance with the SEND Code 2014.

Supporting Children and Families

Parent Training and Learning Events

The school employs a parental engagement worker and two part-time educational psychologists. They provide support to families and children with emotional and social needs and may refer families to external agencies for further support. In addition to this the school also employs a Learning Mentor who predominately works with children who are struggling to achieve their full potential as a result of something affecting their home or family situation or their group of friends or their own self confidence.

The school is part of the Stepney Schools Partnership through which holiday events and outings are organised to engage and widen parents' knowledge of places of interest to visit with their children.

On a regular basis the school runs a number of learning events for parents. This includes Strengthening Families and Strengthening Communities, coffee mornings, parent phonic and maths sessions and other healthy living workshops. In Early Years there are a number of family workshop projects. Half-termly family homework takes place for the whole school which is linked to topics across the Stepney Partnership schools.

Admission Arrangements and Transition

The school complies with the Equality Act 2010. Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body follows the LEA admissions criteria. The school liaises closely with the LA SEN/Inclusion panel/section and Pupil Services to support admissions practice.

Transition can be an anxious time for both children and parents especially for some children who have SEN. As a school we recognise this and put a number of measures in place to offer support at this time. Advance planning for pupils in Year 6 is essential to allow appropriate options to be considered. Similarly, arrangements are made for children who will be joining our nursery and reception classes.

Children Transferring Within School

Transition is planned carefully for all children on the SEN register and tailored to the needs of each child, involving them in the process or preparing for a new class.

Strategies may include

- Spending time with their new teacher in a familiar setting

- Spending time with their new TA in a familiar setting
- Preparing information about themselves to share with their new adults
- Creating a transition book to take home over the holidays
- Introducing new routines in the summer term ready for September

The current and receiving teacher meet to discuss the child and transition process. SEN TAs who support children with Education and Health Care Plans have an opportunity to observe the child in their current class and to meet with their current TA to exchange vital knowledge and understanding of the child's day to day needs.

Children Transferring To or From Other Settings and Schools

The SENCo endeavours to visit the child's previous setting to learn more about the child, meet with key-workers and parents.

Transition planning meetings are held as early as possible prior to transfer. Parents, school staff and professionals involved with the child's educational well-being are invited to attend. The child is invited to some of this meeting as appropriate. Information is shared and actions needed.

The SENCo will liaise with the SENCos of the receiving secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer. Any additional training needs for staff at Smithy Street are put in place. The child and parents are invited to attend Open Days and visits.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

In compliance with the statutory requirement to publish the School SEN Information Report, parents are able to access this on the school website.

Supporting Children at School with Medical Conditions

Pupils at Smithy Street with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. The school follows the statutory guidance Supporting Pupils at school with Medical Conditions 2014. Some children may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The SEND Code of Practice 2014 is followed as some children may have an Education, Health and Care Plan which brings together health and social needs, as well as their special educational provision.

The school works in partnership with healthcare professionals to provide the appropriate support for children who have medical conditions. Smithy Street has an allocated school nurse who visits regularly to write and review care plans for children who are aged 5 and above.

Specific training is provided by healthcare professionals for a team of school staff who support children with complex medical conditions. As part of the transition process, medical training for staff takes place prior to the child starting and continues until staff are competent and confident. The school values the knowledge that parents bring about their child's needs and ensures that they are fully involved in the process.

The school's policy on supporting pupils with medical needs can be found on our website.

Monitoring and Evaluation of SEND

The quality of SEND is monitored through whole school evaluation procedures which include observations, Local Authority visits, learning walks, evaluation of interventions, SEN Governor visits, School Self Evaluation, parent forums and pupil views. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

Monies from the Government to the Local Authority provide the school with funding in its budget towards meeting the needs of pupils with SEN. The designated budget for 17-18 is projected as £189,000. The school plans and provides for pupils with SEN from its delegated budget. This includes Pupil Premium funding. The school spends this money on:

- Training for all teachers and teaching assistants so they can meet pupil's needs more effectively.
- There is a team of support teachers and teaching assistants.
- A team of specialists that support pupils with SEN both directly and indirectly.
- Cover time for class teachers to meet with their TAs, SENCO and specialist staff to plan effective provision for children.
- Special books, equipment and adaptations to the school grounds and environment.
- Interventions for all children who need additional support.

The details of how individual pupils receive support are recorded on their Support Plans, Provision Maps and Annual Review documents.

The school receives additional funding for pupils with EHC Plans which can provide additional support in class as required and appropriate for that child's needs.

The allocation of resources within the school is based on providing the best possible provision to meet pupils' needs and to ensure that they make good progress and learn well. The impact is measured by key school staff at staff meetings and during review of Support Plans and at Annual Reviews

All teachers and support staff undertake induction on taking up a post. This includes a meeting with either the head teacher or SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school also makes full use of the outreach programmes at Stephen Hawking School and Phoenix School.

The SENCO is part of a SENCO cluster group within the Stepney Schools Partnership.

Roles and Responsibilities

Governing Body

The school governors have the following legal responsibilities to:

- Do their best to ensure that the necessary provision is made for any pupil who has SEN.
- Ensure that children's needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEN.

- Consult the Local Authority (LA) and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a child with SEN joins in the activities of the school together with children who do not have SEN. This should be both reasonably practical and compatible with the needs of the child and the efficient education of the pupils with whom they are educated.
- Ensure that parents are consulted about decisions by the school that SEN provision is being made for their child.

In doing so Governors will have regard to SEND Code 2014. One member of the Governing Body has a designated responsibility for SEN and inclusion and takes responsibility for monitoring that aspect of the school's work and policy and reporting to the full Governing Body.

It is important that there is good liaison between the SENCo and the Governing Body in order that the members are fully aware of SEN issues and provision within the school.

The Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The head teacher keeps the governing body fully informed and meets weekly with the school's SENCo. The head teacher is also the lead designated teacher with specific responsibility for safeguarding.

The Assistant Head teacher for Inclusion

The Assistant Head teacher for Inclusion is the advocate for SEN in the senior leadership team. She is SENCO for EYFS, KS1 and KS2. The Assistant Head teacher for inclusion seeks out and shares best practice with the Local Authority and other schools. She works alongside the Deputy SENCO.

Accessibility

The school caters for all areas of SEN within a mainstream context. The school **does not** have an additionally resourced provision. The school welcomes applications for admission from the parents of children with mobility difficulties most of our building is suitable for wheelchair access. There is one toilet for disabled pupils which is equipped with a hoist and changing bench.

The school has close links with a neighbouring school and via a loan scheme accesses assisted technology for children who will benefit.

Children attend trips with their peers as part of the curriculum offer. Class teachers will consider and make accessibility arrangements and complete risk assessments when planning school trips.

Children with SEN will have the same opportunity to attend activities outside of the school day in the same way as all children. The After School Clubs Co-ordinator will consider accessibility for children with special educational needs when planning clubs. Children will be actively encouraged to attend clubs and these will be monitored by Co-ordinator for equal opportunities.

The governors will make every effort to accommodate a pupil's particular needs and work with the Local Authority to improve facilities.

Bullying

The school has an Anti-Bullying Policy. All staff have a responsibility to foster an inclusive learning environment, be aware of the signs of bullying, mitigate risk of bullying of vulnerable learners and ensure that action is taken and correct procedure is followed.

Dealing with Complaints

If a parent wishes to make a complaint they are able to make an appointment to speak with the Head Teacher or put their complaint in writing. The head teacher will do all that she can to resolve the matter. If a parent remains dissatisfied in the way in which their complaint has been handled, they are able to write to the Chair of Governors. All complaints will be dealt with under the terms of the Complaints Policy. A copy of this can be requested from the school office.

Under The Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014 parents may seek advice on resolving a disagreement about an Educational Health Care Plan with the Local Authority (LA) through the Disagreement Resolution Service or Mediation Service. The school will make further information about this process available on request.

Reviewing the Policy

Our offer to children with special educational needs and disabilities was reviewed in November 2017 by the Assistant Head teacher for Inclusion. It was first created in November 2014 in consultation with members of the school community in the spirit of current reform.

This policy will be reviewed every 5 years or sooner if needed

Appendices

1. Smithy Street's core offer of support
2. Class provision map
3. SEN toolkit for the identification of SEN
4. 'EHCP' Support plan
5. 'SEN support' Support plan
6. Costed provision map

SMITHY STREET SCHOOL'S CORE OFFER OF SUPPORT FOR PUPILS.

Communication and Interaction		
<p>Speech, Language and Communication Needs (SLCN)</p> <ul style="list-style-type: none"> ▪ High quality teaching matched to needs. ▪ Visual timetables. (Whole class and individual) ▪ Task planning sheets to break down tasks into smaller steps. ▪ Class TA to support pupil during carpet sessions – simplifying language/ writing checklists. ▪ Class TA to do pre teaching of vocabulary needed for lessons. ▪ Use of iPad: Mind mapping APPS. ▪ Talk Boost Intervention (EYFS – Y2) ▪ Language Group (KS2) ▪ Language for Thinking programme (KS2) 	<p>Autistic Spectrum Disorders (ASD)</p> <ul style="list-style-type: none"> ▪ High quality teaching matched to needs. ▪ Visual timetables (Whole class and individual) ▪ Task planning sheets to break down tasks into smaller steps. ▪ Class TA to support pupil during carpet sessions – simplifying language/ writing checklists. ▪ Class TA to do pre teaching of vocabulary needed for lessons. ▪ Use of iPad: Mind mapping APPS. 	
Cognition and Learning		
<p>Basic literacy Needs</p> <ul style="list-style-type: none"> • High quality teaching matched to needs. • Additional support from Class TA in providing extra phonics / handwriting/ reading sessions. • Use of Clicker 6 on iPad. • Wordshark. • ELS (Y1) • CODE intervention Y2 • Small group support from intervention teacher. • Catch up Literacy Intervention 1:1. 	<p>Basic Numeracy Needs</p> <ul style="list-style-type: none"> • High quality teaching matched to needs. • Additional support from Class TA in providing extra number skills sessions. • Mathematics support • Number Shark. • Small group support from intervention teacher. • Max's Marvelous Maths (EYFS/Y1) • Numbers and Patterns (EYFS/ Y1) 	<p>Specific learning Difficulties (SpLd) (Dyslexia, Dyspraxia, Dyscalculia)</p> <ul style="list-style-type: none"> • High quality teaching matched to needs. • Word Shark. • Use of multisensory strategies and resources. • Task planning support from class TA. • Use of iPad: Mind mapping APPS.
Social, Emotional and Mental Health Difficulties		
<p>Emotional Needs</p> <ul style="list-style-type: none"> ▪ High quality teaching matched to needs. ▪ Learning Mentor support. ▪ Drawing and Talking. ▪ Parental support worker support ▪ EP parenting support. ▪ EP advice to class teachers. 	<p>Social Skills Needs</p> <ul style="list-style-type: none"> ▪ High quality teaching matched to needs. ▪ Learning Mentor support. ▪ Social Skills programme. ▪ Circle of Friends Intervention ▪ Playground Buddy Support 	
Sensory / Physical Needs		
<p>Visual impairment/difficulties</p> <ul style="list-style-type: none"> ▪ High quality teaching matched to needs. 	<p>Hearing Impairment/difficulties</p> <ul style="list-style-type: none"> ▪ High quality teaching matched to needs. 	<p>Physical/Motor Skills</p> <ul style="list-style-type: none"> • High quality teaching matched to needs. • Fizzy Skills Programme. • Accessible furniture. • Mini Laptop/iPad for recording.

Class Provision Map 2017-18

Class:	Class profile - general points							
Inclusive quality first teaching strategies for all (should address the needs of class profile) Wave 1								
Targeted Support Wave 2 and 3								
Intervention	Group size	Frequency/ staff	Pupil	Entry data	Target/outcome (SMART)	Exit data	Impact	Proportion target met
AUTUMN INTERVENTIONS								
SPRING INTERVENTIONS								
SUMMER INTERVENTIONS								
Other Action needed:								
Name of Pupil			Action needed:				By who?	

Smithy Street Toolkit for the identification of SEN

Main area of need (as identified on SEN referral sheet)	Further assessments to be carried out by class teacher:	Further assessments to be carried out by SENCO / Inclusion lead
Speech, language and communication needs.	Smithy Street speaking and listening assessment document.	Language link assessment RAPT - expressive language TALC – receptive language BPVS – receptive language
Autistic Spectrum Disorder	ASDAS School observation schedule.	Children's Communication Checklist (CCC 2) SCQ/CAST/ MCHAT with parent.
Literacy Needs (including dyslexia)	Literacy screen Working memory checklist and screen	LUCID Rapid dyslexia screener Auditory word discrimination test
Numeracy Needs (including dyscalculia)	Maths anxiety interview Working memory checklist and screen	Sandwell Test or Chin assessment
Social, emotional and mental health needs.	Strengths and difficulties Questionnaire. (SDQ) ABC Behaviour log	Strengths and difficulties questionnaire with parent.(SDQ) Rob Long's Dimensions screening tool. or Boxall profile
Motor skills difficulties (including dyspraxia)	Motor skills checklist	
Visual /hearing difficulties	Speak to parents about opticians appointment. Proforma letter for parents to take with them to appointment. or GP for hearing concerns	

Electronic copy in identification folder
Hard copy in school



All about Tom (3F)



I am good at...

- Climbing
- Eating all my dinner
- Sharing with my friends

I would like help with...

- Asking questions
- Being independent

When I...	This helps me...
feel angry	Use my feelings card
don't understand	Use pictures to help me Say it again slowly with only a few words
am working with a partner	Having jobs so that we don't argue

My Annual review will be in _____

My current AR targets are

In Autumn I will be working on

What?	How?	Reflect
Understanding and using the question word 'where' in response to	Focus in reading sessions Visuals to support	

a book	(colourful semantics)	
Asking people to play	Adult supported activity to practice Visual cards	

To help me, at home I will...
Answer a 'where' question when we do our reading

In Spring I will be working on

What?	How?	Reflect

To help me, at home I will...

In Summer I will be working on

What?	How?	Reflect

To help me, at home I will...

SEN Support Termly review and strategy setting record Class _____

Name	Needs Q What are the child's SEN needs Eg SLCN/ASD/DLD/SpLD			
	Outcomes	Strategies	Interventions	Actions
	Q. What would really help this child to progress? These would represent 2 or 3 key barriers to learning Focused on the key areas of communication Independence learning	Q. What will help in class? What are the key quality first teaching techniques which will impact this child? Ref Beating Bureaucracy in SEN book	Q. What will take place out of class to support this child?	Q. What actions need to be followed up? eg referral/ parent meeting/ EP discussion/ Implementation of advice from external report

Key teaching strategies which will be impactful for multiple children should be added to the class provision map under whole class teaching strategies

Name	Needs			
	Outcomes	Strategies	Interventions	Actions
Autumn				
Reflection				
Spring				
Reflection				
Summer				
Reflection				

SMITHY STREET SCHOOL'S ADDITIONAL AND DIFFERENT' PROVISION (STEP 4)

Name of pupil

Class/Yeargroup

2017-18

Area of need	Intervention	Details	Cost in Time	Approx termly cost per/pu	Notes
COMMUNICATION AND INTERACTION (INCLUDING ASD)	Discovery Group	Daily teaching group for pupils working below level 2 with SLCN. Specialist teacher 1 morning a week. Weekly direct teaching from SALT + termly reviews. Weekly Yoga session One class teacher (KS2 SENCO) and TAs.	Daily 9.15 – 12.30 + weekly planning + assessment session for staff 1.5 hours.	£4611	
	Speech and Language Therapy	Initial assessment from therapist. Input and training for TA, class teacher consultation. Individual programme set up.	Assessment – 2 hours, consultations 4 x 30 mins	Assessment £120 Consultation-£120	
		Individual therapy sessions working 1:1 with SALT.	45 mins per session	£60 per session	
		Follow up sessions with TA (10 week block)	2 x week 45 mins (30mins direct + write up time)	£30 per week £300 per block.	
	EYFS Spiral	TA led language group (4 children) Training and input from specialist teacher.	3 x week 30 mins + assessments	£200	
	EYFS Talkboost	TA led language group (4 children) Training and input from specialist teacher.	3 x week 30 mins + assessments	£200	
	Talk Boost	TA led language group (4 children) Training and input from specialist teacher.	3 x week 30 mins + assessments	£200	
	Attention Building	TA led language and attention group (4 children) Training and input from specialist teacher/SaLT	3 x week 30 mins + assessments	£200	
	SpLd specialist teacher	1:1 weekly session 2 x week + advice for TA + follow up work 3 x week from TA.	Assessment – 1 hour, consultations 4 x 30 mins Direct work 2 x 45 min a week	£345	

			TA for 3 x week for 20 mins 12 week programme		
SOCIAL, EMOTIONAL AND MENTAL HEALTH	Play therapy	Therapeutic session with qualified play therapist.	1 x week 1 hour	£450	
	School Social Worker support	Advice / direct work with families / individuals	various	£55 per hour	
	EP Direct Work	Cognitive Behavior Therapy / Solution focused work	1 x week 1 hour	£1425	
	Learning mentor Support	1:1 support focused on improving learning behaviours.	Various – depending on needs	£18 per hour	
	Anger Management Programme	Structured programme run by learning mentor	1 x week 45 mins	£200	
	Social Skills Group	Structured programme run by learning mentor	2 x week 30 mins	£210	
	Drawing and Talking	Therapeutic Programme run by Learning Mentor / trained TA	1 x week 30 mins	£100	
SENSORY/PHYSICAL	Occupational Therapy input re sensory profiling	Observation and assessment/ consultation for TA/ class teacher/SENCO	1 hours obs + 2 hours consultation	£340	
	Yoga	Small group or 1:1 sessions with yoga teacher.	30 mins 1 x week 1:1 Or 45min 1 x week group of 4	£225 Or £115	
	Sensory circuit	Trained TA sets up a circuit of physical activities each day in the hall.	1 hour TA daily (30 mins direct + 30 mins set up/ pack away	£100 per week Approx. £1500 per term	
GENERAL	1:1 TA support in class	Access to curriculum / making personalized resources/ teaching independent learning strategies.	Various	£20 per hour	