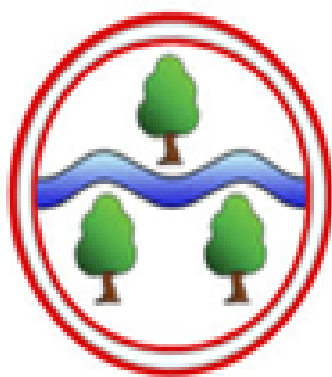


GHYLLGROVE PRIMARY SCHOOL



SEND Information Report

Reviewed by the Governors: Autumn 2026

Date to be reviewed: Autumn 2027



Ghyllgrove Primary School SEND Information Report

Our aim is to provide all our pupils with an inclusive education together with the necessary life and social skills to ensure that when they leave Ghyllgrove Primary they can confidently look forward to enjoying the next chapter in their lives.

To achieve our aim, we want all our pupils to feel happy, comfortable and secure in the school and for them and their parents to have absolute trust and belief in our teaching staff, all of whom are dedicated and committed to helping pupils realise their full potential.

At Ghyllgrove Primary, we have fostered an inclusive ethos and our community of staff work together collaboratively to develop and implement our policies and practices. We operate a pupil-centred approach to teaching, based on the careful assessment of individual pupils' strengths and needs. This is kept under constant review and amended as required. Central to our approach to teaching is our aim to provide a culture in the school and a learning environment in which all pupils achieve their confidence to develop to the maximum of their ability in all areas.

Legislation and guidance

Our SEND Policy and Information Report meet the provisions of the Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND Co-ordinators (SENDCOs) and the SEND Information Report.
- The Equality Act 2010. Further details of how we aim to meet our duties under this Act are contained in the School's Accessibility Plan published on the website. Our policy also complies with the funding agreement and articles of our association.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school's.
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils or young people of the same age by mainstream schools.

What is provided for by Ghyllgrove for SEND and how do we determine the level and types of provision and support?

Our schools currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder (ASD), speech and language difficulties,
- Cognition and learning, for example, persistent literacy difficulties, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties,
- Moderate complex and multiple learning difficulties.

We will assess each pupil's current skills and levels of attainment on entry, taking into account any reports from previous settings and key stages. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better the pupils' previous rate of progress
- Does not close the attainment gap between the pupil and their peers

This may include progress in areas other than academic, for example social and emotional development.

Reduced progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At Ghyllgrove we determine the types and levels of intervention for each pupil identified as having, or possibly having special needs, we will follow a **Four Phase Pathway** approach.

All pupils identified as having special educational needs will be included on a School SEND Register available to all staff. This will be regularly reviewed and if necessary updated.

Phase One of the Pathway

We provide every Ghyllgrove pupil with a universal offer of support. This focuses on core quality-first teaching and inclusive practices. (See appendix 1)

Phase Two of the Pathway

For young people whose needs are not met by the universal offer we have targeted support (SEN Support). This focuses on small group interventions and targeted learning strategies. This is supported by a Ghyllgrove Personal Learning Plan. (See appendix 1)

Phase Three of the Pathway

This pathway is for those young people who require more intensive input. The Targeted Plus (SEN Support) utilises local external professional involvement, such as speech and language therapists or educational psychologists under the new 'Experts at Hand framework'.

Phase Four of the Pathway

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process termed as an Educational Health and Care Needs Assessment (EHCNA), which can be requested by the school, parent or any other professional agency. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Needs Assessment will be taken at a progress review. Information will be gathered relating to the current provision provided, actions that have been taken, and the preliminary outcomes of targets set. The application for an EHCNA will combine information from a variety of sources including:

- Parents
- Class teachers
- SENCo
- Social care and Health professionals.

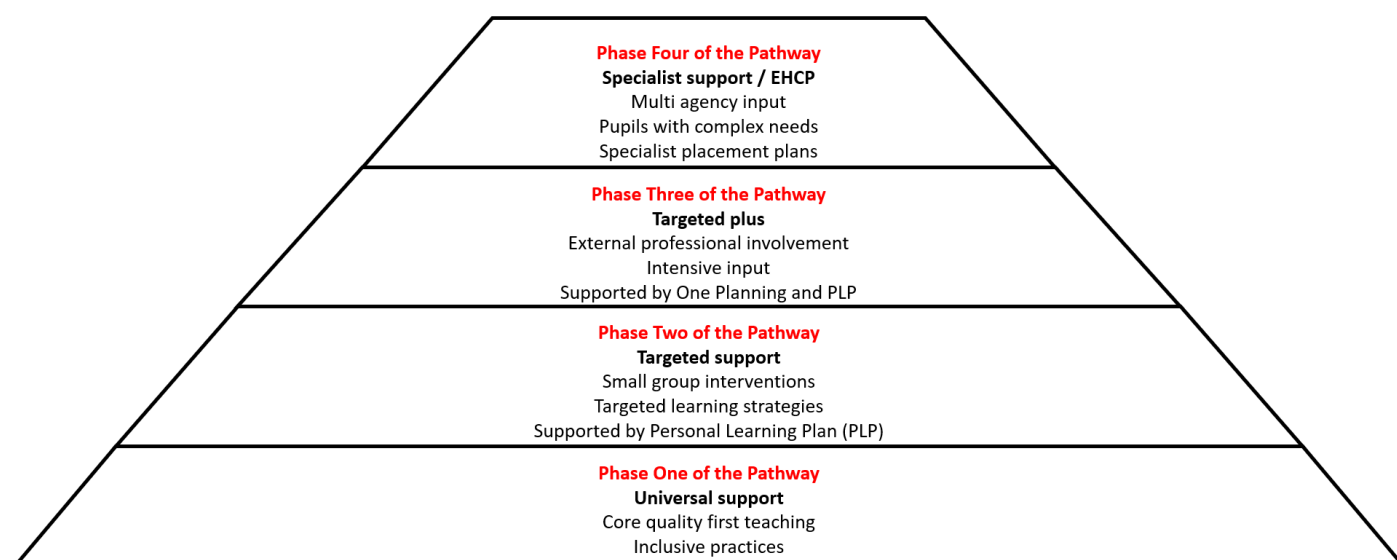
Parents have the right to appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

Following the Statutory Assessment, an EHC Plan will be provided by Essex County Council if it is decided that the pupil's needs are not being met by the support that is ordinarily available. The school and the pupil's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Further information about EHC Plans can be found via the SEND Essex Local Offer: www.essexlocaloffer.org.uk

Ghyllgrove Primary School Pathway of SEN Support



What should you do if you think your child may have special educational needs?

We would encourage any parent who thinks that their child has a special educational need to come in to school to meet with either the class teacher or/and the SENCo. School staff can then signpost parents, offer support, advice and next steps.

How do we work with pupils and parents?

We believe that education is a collaborative process and that it is important for us to work closely with parents as well as pupils.

When identifying whether a pupil needs special educational provision, we will have an early discussion with the young people and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the young person's areas of strength and barriers
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the young person
- Everyone is clear on what the next steps are.

The SENCo will notify parents when it is decided that a pupil will receive SEND support.

So that teaching staff can keep parents up to date with their child's progress, we hold two parent consultation appointments a year and a written report will be provided by the teacher outlining their child's learning behaviour progress and next steps.

For those young people of **Phase three and Phase four** of the pathway, we hold three addition meetings. This meeting gives parents and staff the opportunity to meet together to discuss progress and next steps for individual pupils. Within these meetings the school will also talk about the types of support we can offer your child and which interventions are in place.

If your child has an Educational Health Care Plan the school will hold an annual review meeting that is child centred. In this meeting we will discuss the long-term targets and support for your child's needs. The school will always try to ensure that all other professionals involved with your child's education and health care are invited.

We support families with appropriate provision, secondary school settings and transition.

Our SENCo's warmly welcome parents to book an informal meeting for an update on any concerns or queries they may have about their child's progress or experience in the school.

How do we prepare and support a child when joining one of our school or transferring to a new school?

Before a pupil joins Ghyllgrove Primary School they meet staff, if required the Special Educational Needs likes to contact the family to discuss any worries or concerns, they have. We then try to build connections to the next stage of our pupil's educational career by organising transition visits, creating a transition photo book (where applicable) and by liaising with adults involved with the pupil's care.

When pupils leave the school, we do a thorough hand over to local secondary schools and with the parents' consent will share information with the new school. Staff liaise between schools to help provide the best transfer possible.

Where a pupil has an EHCP, SENCo's will ensure that parents and outside agencies are involved in school selection, visits and transfer.

What is our approach to teaching pupils with SEND and what adaptations do we make to the curriculum and learning environment?

At the heart of our school is the drive to provide excellent teaching at all levels and to deliver learning experiences both inside and outside the classroom that are at all times challenging, motivational and inspiring. Above all we want our pupils to develop a love for learning that they can carry through life.

We cannot always remove the barriers which some of our pupils face in their learning and development, but we can help and support them to overcome these barriers.

We have fostered an inclusive ethos and our community of staff, specialist providers, teachers, parents and pupils, work together collaboratively to develop and implement our policies and practices. We operate a pupil centred approach to teaching whereby teaching strategies, the curriculum and any specialist provisions are tailored to the pupil, based on a careful assessment of his or her individual strengths and needs. These are kept under constant review and amended as required.

Central to our approach to teaching is our aim to provide an inclusive culture at school and a learning environment in which all pupils attain the confidence and motivation to develop their full potential.

We seek to achieve this by:

- Planning and implementing a broad, balanced and differentiated curriculum according to need.
- Providing the necessary specialist resources, facilities and support to enable pupils with disabilities to fully access the curriculum on an equal basis with other pupils in the school community.

This may include:

- Seating arrangements and appropriate groupings to allow minimum change for disabled pupils
 - Space allowed for manoeuvring of wheelchair/ frame/static chair
 - Use of Interactive White Boards (IWB), awareness of font size & colour of text
 - Accommodations allowing for the Direction of sound, signing and lip-reading for Hearing Impairment (HI) and the use of individual radio aids or class sound field systems when / if needed.
 - Minimising distractive noise including the use of headphones
 - Worksheets enlarged to A3 if required for Visually Impaired (VI). Use of specialist visual equipment.
 - Overlays for pupils with dyslexic traits and Widget software for extended writing, writing slopes to aid writing.
- Recognising the difficulties some pupils may encounter and putting in place intervention strategies to help them progress further
 - Attending promptly to all issues of pupils' care, health and wellbeing in the school.

Further details of how we ensure pupils with disabilities are able to access the curriculum are provided in the school's Accessibility Plan which is compliant with the Equality Act 2010 and the Special Educational Needs and Disabilities Regulations 2014.

In accordance with our inclusive ethos, every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. In exceptional circumstances where this is not possible, the SENCOs will consult with the pupil's parents for other flexible arrangements to be made.

How do we assess and review pupils' progress towards outcomes?

In supporting our pupils, we take a graduated approach of assess, plan do, review, (known as One Planning) i.e.

Assess: This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate following discussion and agreement from parents.

For EYES pupils' independent speech and language assessments are used to identify language and communication needs at this early stage.

Plan: Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement is sought, if appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do: The class teacher is responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with SEN/Class Learning Support Assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising on the implementation of effective support will be provided by the SENCo's.

Review: Reviews of a pupil's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and parents.

In conjunction with the SENCo's, staff will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

We strongly believe that the key to success with all learners is inclusive quality first teaching (QFT). If the need for SEND support is confirmed therefore, the first step in responding to a pupil's needs will be to ensure that high-quality teaching, differentiated for the individual pupil, is in place. If after this, the class teacher finds that the pupil fails to make or makes only limited progress, teachers will take a more individualised pupil centred approach, when necessary, drawing on wider teaching resources available to the school.

If the extra provision/intervention is still failing to result in progress, SENCo's address concerns and meetings will be held with the pupil, the parents and external agencies, where necessary.

Following this, if considered necessary, a detailed One Planning document, setting out long term outcomes for the pupil will be produced in liaison with all parties.

If the pupil continues to not make progress with the agreed provision and interventions in place for two or more cycles of the One Planning document, (usually over a period of two terms), the school will seek further professional advice, and consideration will be given to applying for an Education Health and Care Needs Assessment (EHCNA).

It should be noted that not all students on the SEND Register will require a One Planning document.

Every class teacher is responsible for every pupil in their class. "We are all teachers of special needs". We provide a relevant, interesting and differentiated curriculum to which all pupils are able to gain access; for example, by grouping, teaching style, content of the lesson. For our pupils with disabilities, it could include providing specialist teaching and learning aids. Our teaching is also suitably scaffolded, for example, by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and teaching in small steps.

What additional support for learning do we provide?

Where a pupil has an EHCP, there may be alternative provisions to support their learning. However, we believe that all pupils require independence, and we do not encourage adults to be working with one individual all day, every day. We aim to promote inclusion, independence, and self-help skills. Teaching in small peer groups is one way we combine personalised support during interactive sessions with fellow pupils.

At Ghyllgrove Primary we have an internal provision (Oaks and Acorns) for re-integrating back into the classroom pupils with severe and complex special needs.

Mainstream placement rules do not apply directly to these specialized provisions, for further information contact the School office.

Ghyllgrove Primary host a Resource Base for Deaf Children. To gain access to the Resource Base in Essex, admissions are processed strictly via a formal referral through the Education, Health and Care Plan (EHCP) review process managed by Essex County Council

Ghyllgrove Primary school hosts a SEMH Partnership Provision (The Arc) for enhanced SEMH support tailored to their individual specific needs. The focus of this provision is developing social and emotional skills so that pupils, in time, can be successfully included within the mainstream setting. Admissions to the partnership provision need to be submitted, via the pupil's home school, to the SEMH partnership provision panel, led by Essex County Council.

In helping us to meet the needs of pupils in our schools with Special Educational Needs and Disabilities we will also draw on the Essex Provision Guidance Toolkit. This provides an evidence-based reference for schools and other practitioners who need to check that they are doing all that could be expected to meet the needs of pupils with special and additional needs. It also provides clarity and consistency when deciding the level and type of support that pupils need. The purpose of the guidance is to build on current good practice and help schools to develop systems, skills and structures for responding to pupils' needs.

What expertise and training do our staff have to support pupils with SEND?

Our teaching staff have a wide range of knowledge and expertise in the field of SEND.

This includes:

- Speech and Language therapy support 14
- BSL
- Positive Behaviour Management
- Zone of Regulation
- TPP
- Supporting pupils with Social, Emotional and Mental Health difficulties
- Precision Teaching
- Drawing for talking
- Autism
- Makaton

Some of our staff have also had training in specific medical needs such as diabetes and Epi-Pen administration.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO's attend relevant SEND courses and 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 and we support this through professional development.

How does the school secure equipment and facilities?

From time to time, if required, we provide specialist equipment for individual pupils. This is usually recommended by the SENCO's or outside specialists. Equipment might include such items as laptops, coloured overlays, communicate in print, visual timetables, larger font, writing slopes, grips, and easy hold scissors and sensory equipment.

How is the effectiveness of SEND provision evaluated?

To track the progress of our SEND pupils and evaluate effectiveness of the provision, Ghyllgrove implements a rigorous system of frequent and regular assessment.

Class Teachers, with the support of the SENCO's , prepare Personal Learning Plans at the beginning of the academic year. These contain a personal profile of the pupil and set out:

- The type of Interventions and provision required
- Individual learning targets for English/Literacy, Maths/Numeracy, Behaviours/Social and Speech and Language.
- Success Criteria for meeting these targets
- Progress achieved

These plans are reviewed termly and adjusted as necessary by the class teacher/ SENCO.

The effectiveness of any interventions is monitored and evaluated termly by the SENCO's and information is fed back to the staff. This helps to identify whether provision is effective.

All EHCPs are subject to a review process at least annually, parents, pupils, the Local Authority and other agencies are able to assess and discuss progress made and consider the need for any changes to the provision.

Before an Annual Review, all parties involved will be invited to supply a written report as well as being invited to attend the review meeting. The Annual Review sets out the level and type of provision that each pupil needs together with expected outcomes. It identifies the progress that the pupil has made during the previous 12 months and if outcomes have not been achieved, recommends additional provisions or interventions that may be necessary. These are reviewed at termly intervals and if adequate progress is not being made, strategies are put in place to secure an improvement.

Evidence of the level of progress is gained from a range of routine tests, assessments, and teachers' observations and marking of pupil's work.

How do we ensure that pupils with SEND engage in activities available to those in the school who do not have SEND?

All pupils are encouraged to go on our school trips and all pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their special educational needs or disability.

At Ghyllgrove Primary we provide access to all our school buildings by flat entrances, stairs and wheelchair ramps. We also provide disabled toilet facilities. One of our buildings is two storeys however, when planning classes for academic year beginnings we take into consideration specific physical needs and make amendments if required.

What support will there be for your pupil's overall well-being?

Some of our pupil's experience significant social and emotional difficulties. This can affect their ability to interact socially and form and maintain relationships. It can also hamper their learning and development. A lack of self-confidence, low self-esteem, poor self-awareness and constant anxiety are serious additional issues that pupils with learning difficulties often have to overcome.

We realise how important it is to give a high priority to meeting our pupil's social and emotional needs. Ghyllgrove Primary provides a wide variety of pastoral support and as a team we are able to guide parents and signpost them to external agencies where appropriate.

In addition:

- Members of staff are readily available to work with pupils who need additional well-being support and mentoring.
- Some of our Upper Key Stage Two pupils also act as play leaders and buddies for younger pupils: supporting the well-being of their peers.
- Individual staff members receive relevant training for conditions such as diabetes, epilepsy and EpiPen use.
- Specialist outside agencies and therapists work with some pupils and they will also recommend things that parents can do at home to support their child
- A zero-tolerance approach to bullying is implemented at Ghyllgrove Primary School.

Some of our pupils with SEND can display unexpected behaviour at times that can be harmful to themselves and others and cause disruption to lessons. We strongly believe that excluding pupils is counter-productive and therefore it is only employed as a last resort in order to keep all students' safe and secure.

Our approach therefore is to:

- Identify early any behaviours that might require intervention.
- Recognise that unexpected behaviour of pupils with SEND may be a sign of an unmet need
- Understand the factors that might lead to such behaviour
- The behaviour is a form of communication
- Recognise the warning signs and triggers for the behaviour
- Deploy strategies for managing the behaviour before it escalates and in a way that gives the pupil time and space to regulate, restore and reflect on the circumstances that may have led to them making unexpected choices.

If necessary, this information will be collated by the senior leadership team, to create formalised bespoke plans for the pupil which is shared with parents.

What specialist services and agencies do our schools have access to?

Ghyllgrove continues to build strong working relationships and connections with external services in order to fully support SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The SENCo's and Senior staff are the designated people responsible for liaising with a wide range of organisations including:

- Essex County Council Inclusion Team (VI, HI, ASD, PMI, BESD, and SLCN)
- Childrens and Families Hub
- NHS Speech and Language Therapy Team
- Occupational Therapy Team
- Community Paediatrician
- Educational Psychologists (on a time limited basis)
- EWMHS (Emotional Well-being and Mental Health Service)
- School Nursing Team
- Local Hospitals and clinics, with regards to paediatric care
- Parent groups and forums for specialised support e.g., MAZE
- Social Services Child and Adult Mental Health Service (CAMHS)
- Essex Education Psychology Service

In cases where a pupil is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

What links do we have with other schools?

Ghyllgrove Primary works in partnership with the other schools across south Essex. This enables us to build a bank of joint resources and to share facilities, advice, training and development activities, best practice and expertise.

What support services are available for parents of pupils with SEND?

SEND Information, Advice and Support Service (SENDIASS) Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND). It is free, easy to access and confidential. It offers information, advice and support to:

- Pupils and young people (up to 25 years) with SEND
- Parents and carers of pupils with SEND
- Practitioners (who might support pupils, young people or parents to access our service)

Referrals can be made by a parent/career/pupil/young person themselves or anyone who has their permission.

SENDIAS can help by:

- listening to your concerns and explaining what options are available
- explaining how education settings can support pupils and young people with special educational needs/a disability
- giving you information about what the law is and what your choices are, to help you make your own decisions
- supporting you when required at meetings and helping you to get your views across
- finding voluntary groups and other agencies that can also support you, with the help of the Essex Local Offer guiding you through the Education, Health and Care Needs assessment process
- supporting you in discussions with education settings and the local authority where a pupil or young person is at risk of exclusion or has been excluded
- advise you on processes for resolving disagreements, the SEND Tribunal processes and means of redress
- consulting parents, pupils and young people and ensuring your views influence the development of local policy and practice for pupils and young people with special educational needs and disability.

Who should you contact for further information about Phase One pathway?

The Class Teacher should always be the first point of contact for parents. The Class teacher will liaise with the SENCo's or the Assistant Headteacher, Mrs Patmore, in providing information about further support available within the school and if necessary extra support from external agencies including the local authority.

What is the Local Offer?

The Local Offer is a Local Authority's publication of all the provision "they expect to be available across education, health and social care for pupils and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans." (Section 4.1 SEND Code of Practice, January 2015).

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up to date information about the available provision and how it can be accessed.
- To make provision more responsive to local needs and aspirations by directly involving disabled pupils and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

If you would like further information about Essex County Council's Local Offer please follow the link below, or Google 'Essex Local Offer' and click on the Education or One Plan/EHCP tab.

Who do you complain to about SEND provision?

As part of our 'open door' policy, parents or pupils are requested to initially direct their concerns to the class teacher who will liaise with other staff including Mrs Greenwood and Mr Rider. If required, liaise with the Assistant Head, Mrs Patmore or Headteacher Mrs Tidiman.

Our 'Complaints Policy' is available upon request or can be downloaded from our website.

Parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their pupils. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour
- Complaints
- Attendance
- Admissions
- Child Protection
- Data protection GDPR
- Intimate Care
- Medical
- Pupil premium
- E-safety

Appendix 1- Ghyllgrove Primary School Pathway One and Two Criteria

Universal offer for all pupils (Phase One)	SEN Support/ Targeted (Phase Two)
Cognition and Learning Cognitive abilities within broad average or close to average ARE levels Some pupils may present with some learning delay, show difficulties with conceptual understanding in some elements of the core curriculum. Attainment levels may be more than 1 year below average (or 6mths in EYFS). Progress data may be below the year group they are working in, but they respond to High Quality Teaching (HQT) + short, targeted intervention. Pupil may have weak phonological skills/difficulty applying phonological skills to decoding or spelling Pupil may have some difficulty organising written work, expressing and/or recording ideas.	Moderate Learning Difficulties in the low range on standardised assessments of cognitive ability. Pupil may present with uneven profile. Difficulties across all areas of the curriculum; much greater difficulty than peers in acquiring basic literacy and numeracy skills and in understanding concepts. Significant delay in reasoning, problem solving, attention and concentration skills. Concerns about rate of progress, generalising and retention of skills and information Difficulties with organisational and presentational skills. Pupil with specific learning difficulties may experience discrepancy between oral and literacy skills. Some pupils may grasp mechanical skills but lack comprehension e.g., reading, maths. Sensory processing difficulties including planning and praxis, auditory and visual processing necessitate alteration of the curriculum and support.
Communication and Interaction Language communication skills within average or close to average levels. May have difficulties with comprehension and ability to follow instructions may have difficulties in giving accounts of events, conveying more abstract and complex thoughts. May have speech immaturities or difficulties impacting on intelligibility in certain situations. EYFS children with developing speech sound systems whose speech is unclear but improving A stammer which may impair communication in certain situations May be reluctant to comment in class/group situations	Mild delay in expressive and/or receptive language and/or mild speech sound disorder (where there has been a formal assessment scores -1 to -1.5 SD / between 7 and 15 percentile) Mild difficulties in processing and responding to verbal information. May have difficulties in understanding and following complex instructions. May have difficulties in using a range of grammatically correct sentence structures. May have some word finding difficulties and/or muddle word order. May show literal use and interpretation of language. May respond inappropriately in social and/or learning environment. May show unusual aspects of speech such as unusual intonation, volume, rate echolalia and idiosyncratic phrases
Communication and Interaction Pupil may have features of autism/ a diagnosis of ASD but has competencies to support his/her ability to cope with the expectations of school. Pupil may experience low level/low frequency difficulties with following: <i>classroom routines responding to social situations such as turn taking, reciprocal attention, sharing of resources, social isolation or low-level anxiety in social situations.</i> Mostly confident with occasional difficulty integrating or fulfilling social activity	Delayed social communication skills which can lead to anxiety frustration or distress and impact on the ability to engage in learning and other activities. Difficulty with initiating social interactions and/or decreased interest in social interaction. Difficulty in forming and maintaining friendships. Unusual/ unsuccessful social approaches. Show inflexibility of behaviour which may cause some interference with function in one or more context. Difficulties switching between activities. Pupil may experience anxiety, present with under (hypo) responsiveness and /or over (hyper) responsiveness to sensory input with unusual interest in sensory aspects of the environment.

Universal offer for all pupils (Phase One)	SEN Support/ Targeted (Phase Two)
Social, emotional and Mental Health Pupil may experience low level/low frequency difficulties with: - <i>self-worth and/or confidence</i> - <i>making and/or sustaining friendships.</i> - <i>following adult directions</i> - <i>working independently</i> - <i>motivation requiring frequent encouragement to stay on task</i> Pupil may withdraw or become stressed when faced with new/unfamiliar tasks	Involved in regular incidents in and outside of lessons. Disruption to learning. Have difficulty with maintaining and directing attention, concentration, engagement, and participation in learning; this maybe as a result of fear of failure, or low self-worth. Some connection seeking or avoiding behaviours, likely to be reliant on relationships with key adults or specific pupils. May display anxiety or stress. May be at risk of isolation or becoming socially vulnerable. Low self-worth, seeks approval and reassurance repeatedly but yet still appears to remain insecure.
Physical / medical Needs Vision within normal range, likely to have visual acuities of 6/6 of 6/6 6/12 Snellen 0.0- 0.3 Logmar CYPs whose vision can be corrected by glasses for refraction, CYP with unilateral amblyopia, monocular vision. If undergoing a vision occlusion programme (patching) CYP may need environmental changes such as sitting closer to the focal point of the lesson to allow for their temporary worsening of vision.	Mild to Moderate vision impairments: 6/12-6/18 Snellen (LogMAR0.3-0.6) Bilateral vision impairment Likely to need clear print and/or enlarged print to point size N14-18 CYP Is independently mobile in familiar areas Curriculum access possible with vision aids, use of accessibility options when using laptops, tablets and phones, specialist accessibility IT equipment, adaptation of materials. May have difficulties with spatial awareness, using standard text and pictorial materials e.g., maps and graphs.
Physical / medical Needs Hearing within normal range CYP may have listening difficulties, particularly in noisy conditions and may mis-hear and mis-understand spoken information which may require monitoring and support.	The deafness is likely to be permanent and at least 'Mild-Moderate' in level (hearing loss greater than 41dB with late diagnosis or onset) Deafness that affects access to the curriculum, possible with specialist equipment, adaptation and support; for example, hearing aids, radio aid, good acoustic conditions.
Physical / medical Needs Development in line with the typically developing child or young person. CYP attempts all physical activities. CYPs may have lower than age appropriate fine or gross motor skills; this may be due to limited experiences. Medical needs are managed without a need for intervention. CYP can manage own medical, and self-care needs with minimal support.	CYP has poor fine and/or gross motor skills, despite a period of good quality teaching. CYP can move and position independently but has some stability or motor coordination difficulties. CYP has difficulties relating to tasks involving fine and gross motor skills, which require reasonable adjustments and additional planning. Has a use of mobility aid when needed (occasionally or at specific times of the day) with competence e.g., walking frame or wheelchair. CYP can manage own intimate, and self-care need with minimal adult support. May have needs relating to undertaking practical tasks, reducing the level of independence. May have physical/medical condition which impact on access to the academic and social curriculum and require medication to manage condition. CYP may tire more quickly. Condition may require monitoring e.g. arthritis and diabetes. May have physical abnormalities, which may make CYP self-conscious, isolate, defensive or behave erratically.