



Hemingford Grey Primary School

Our Responsibilities		Local Authority and SEND Support and Provision	
Universal	Employ a trained SENCo with QTS, who is a member of SLT		Publish information on the local offer via the LA web-site: https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/
	Ensure SEN Policy, provision and practice is in place		SEND Specialist Services (SSS)
	Have an accessibility plan in line with the Equality Act 2010		Provide strategy, guidance and policy
	Provide information on inclusion and SEND to all parent/carers		Cambridgeshire Parent Partnership Service
	Have a SEND governor		
	Ensure an inclusive ethos and curriculum		
	Incorporate a range of teaching strategies and learning opportunities		
	Provide a range of ICT equipment		
Ensure target setting and tracking of progress			
Our Responsibilities: <i>As above plus:</i>		Local Authority and SEND Specialist Support and Provision: <i>As above plus:</i>	

Hemingford Grey Primary School

Child/Young Person with Special Educational Needs	<p>Assessment of:</p> <ul style="list-style-type: none"> • Learning environment • Grouping of children • Teaching styles • Curriculum materials • Individual and young person's physical, sensory and cognitive barriers • Children and young person's social emotional needs and other relevant circumstances <p>Additional and different provision:</p> <ul style="list-style-type: none"> • Individualised or small group planning • Increased use of ICT resources • Staff collaboration with specialists in school and outside agencies • Detailed planning that includes specialist advice • Increased classroom support and small group support • Environmental adaptations • Detailed planning and tracking • Individualised programmes in several areas including the curriculum and non-curriculum areas e.g. <ul style="list-style-type: none"> ○ Social Emotional Mental Health ○ Communication and Interaction ○ Cognition and Learning ○ Sensory and Physical • Additional small group and individual support including non-curriculum activities • Implement provision from EHC Plan • Conduct annual review of a EHC plan, submitting recommendations to the Local Authority <p><i>All other requirements identified in the SEND Code of Practice, 2015</i></p>	<p>Range of commissioned services, including:</p> <ul style="list-style-type: none"> • School Improvement • Specialist Teachers • Educational Psychologist (EP) • School Support Service <p>Range of services accessible via Children and Young People's Services:</p> <ul style="list-style-type: none"> • Speech and Language Therapy (SaLT) • Occupational Therapy (OT) • Child and Adolescence Mental Health (CAMHS) • Health Visitor • School Nurse • Community Paediatrics Team • Emotional Health and Wellbeing Team <ul style="list-style-type: none"> • Younited
--	---	--

Hemingford Grey Primary School: SEND Provision Map; Communication and Interaction

Uni	Social Communication			
	Pupil Needs	Intervention	Resources	Expected Outcomes

Hemingford Grey Primary School

<ul style="list-style-type: none"> • Difficulty knowing how to talk and listen to others in a conversation • Difficulty making and maintaining relationships • Anxiety in busy unpredictable environments • Difficulty in coping with new and unfamiliar situations • Over/under sensitivity to touch, taste, sound, smell or colour 	<ul style="list-style-type: none"> • Preparation for change of activity or lesson • Visual prompting and cues • Organisation of independent learning and tasks • Overt expectations made explicit • Calm learning environment • Whole school awareness and training • Pastoral support • Personalised plans for transitions to new classes and schools 	<ul style="list-style-type: none"> • Visual timetables • Social stories • Role-play scenarios • Buddy system • Circle-time • Time out • Behaviour policy • Social Communication Groups • Incentives/motivators • Communicate in print or pictorially 	<ul style="list-style-type: none"> • Reduced anxiety levels • Improved capacity for independent learning • Improved social interactions and friendships • Independent access and participation • Enhanced ability to work as a member of a group • Improved attention and focus • Improved behaviour
Language			
Pupil Needs	Intervention	Resources	Expected Outcomes
<ul style="list-style-type: none"> • Difficulty when saying words or sentences • Difficulty understanding words or sentences • Difficulty processing instructions • Short attention span • Comprehension and or decoding affected in literacy • Language delay • No use of verbal communication 	<ul style="list-style-type: none"> • Clear and simple explanations • Chunking instructions • Extra time to process what has been said • Check understanding • Model correct sentences • Model correct elocution • Visual support across the curriculum • Broad range of sentence activities • Talking partner opportunities • Pre-teaching of subject/vocabulary • Guided reading for decoding and inference • Whole school awareness and training 	<ul style="list-style-type: none"> • Key vocabulary cards • Communicate in print • Visual Timetables/Daily diary • Task breakdowns • ELKAN trained member of Staff • Social stories 	<ul style="list-style-type: none"> • More contributions to class and group activities • Expanded oral and written sentences • Increased confidence • Improved listening and attention • Increase in confidence and self esteem • Increased processing of language • Improved understanding of the lesson • Enhanced comprehension • Improved verbal and non-verbal communication
Speech			
<ul style="list-style-type: none"> • Speech that is sometimes difficult to understand • Decoding often poor in literacy 	<ul style="list-style-type: none"> • Use and application of specific speech targets • SALT group 	<ul style="list-style-type: none"> • Good listening prompts • Letters and Sounds phases 1-6 • Making and breaking word activities 	<ul style="list-style-type: none"> • Correct pronunciation • Segmentation of oral words

Hemingford Grey Primary School

	<ul style="list-style-type: none"> Dysarthria -difficult or unclear articulation of speech Difficulties with speech sounds, articulation and phonological processing. 	<ul style="list-style-type: none"> Attention and Listening activities Oral blending and segmenting linked to reading and spelling 	<ul style="list-style-type: none"> Visual support Social Communication Groups ELKAN trained member of Staff 	<ul style="list-style-type: none"> Improved articulation and phonological processing
Enhanced Provision	<i>Social Communication</i>			
	Pupil Needs	Intervention	Resources	Expected Outcomes
	<ul style="list-style-type: none"> Inability to cope with unstructured social situations and transitions Inability to use knowledge and skills functionally to cope with situations Difficulty predicting others and understanding their motives Inability to read the facial expressions of others Rigid thinking including strong routines and rituals Difficulty understanding the social rule of engagement Attention focussed on own needs and interests Extreme reactions 	<ul style="list-style-type: none"> Mentoring Access to time out Use of behaviour policy Regular breaks Social skills group Pre Teaching group SALT assessment and delivery plan 	<ul style="list-style-type: none"> Mentoring time Social stories, social scripts and cartoon comic conversations SALT Social communication groups Intervention group support 	<ul style="list-style-type: none"> Pupils can manage effectively movements and transitions during the school day Increased social inclusion Reduction in distressed behaviours Skills in small groups used and applied in whole class/ large group situations Greater independence and supervision and playtime At least satisfactory progress
<i>Language</i>				
Pupil Needs	Intervention	Resources	Expected Outcomes	

Hemingford Grey Primary School

	<ul style="list-style-type: none"> • Considerable difficulties with receptive and or expressive vocabulary • Short inaccurate sentences – oral and written • Considerable difficulty understanding words, sentence and instructions 	<ul style="list-style-type: none"> • SALT • Social and Communication Intervention Groups • Mentoring • Pre-Teaching/ Writing discussion groups • 1-1 and group phase intervention groups 	<ul style="list-style-type: none"> • Letter and Sounds • Resources for word and sentence development • Visual resources 	<ul style="list-style-type: none"> • Improved production of speech sounds • The ability to use and apply what is acquired in individual/group sessions to independent learning activities.
	Speech			
	Pupil Needs	Intervention	Resources	Expected Outcomes
	<ul style="list-style-type: none"> • Speech difficult to understand • Speech difficulties are impeding literacy development 	<ul style="list-style-type: none"> • SALT • Social and Communication Intervention Groups • Mentoring • Pre-Teaching of vocabulary Writing discussion groups • 1-1 and group phase intervention groups 	<ul style="list-style-type: none"> • Letter and Sounds • Numicon • Resources for word and sentence development • 	<ul style="list-style-type: none"> • Improved production of speech sounds • Use and application • Ability to segment vocabulary and identify syllables, rhyme and phonemes
Specialised Provision	Social Communication			
	Pupil Needs	Intervention	Resources	Expected Outcomes
	<ul style="list-style-type: none"> • Unable to cope with close proximity to others • Physical outbursts, if stressed • Echolalia • Lack of response inhibitions • Physically challenging behaviour • Unusual reactions to sensory stimuli • Difficulties with independence skills e.g. dressing, toileting, eating 	<ul style="list-style-type: none"> • Paired or 1-1 tasks with TA support differentiated by the teacher • Individualised work-station • Individual programme including additional advice and support from outside professionals • 1-1 support 	<ul style="list-style-type: none"> • Specialist Teacher • Educational Psychologist • Alternative/PT/ placements • Behaviour Support • Personalised intervention programme 	<ul style="list-style-type: none"> • Ability to access mainstream curriculum • Improved behaviour • Reduced frustration • Improved communication/ self-management strategies
	Language			

Hemingford Grey Primary School

Pupil Needs	Intervention	Resources	Expected Outcomes
<ul style="list-style-type: none"> Severe difficulties with receptive and expressive vocabulary May speak and understand at single picture, word or phrase level Difficulty in formulating an oral sentence. Severe difficulty understanding words, sentences and instructions Very early levels of CLL 	<ul style="list-style-type: none"> Individualised SALT programme Use of specialised communication devices/tools PECS, Makaton, AAC Individual Phonics/Vocabulary programme Recommended programmes as result of advice and support 	<ul style="list-style-type: none"> SALT programme Specialist ELCAN trained TA Visual resources Makaton Individualised programmes Speech and language therapist 	<ul style="list-style-type: none"> Personal needs met Improved communication Improved comprehension of basic language instructions Improved curriculum access Reduced frustration/anxiety
Speech			
Pupil Needs	Intervention	Resources	Expected Outcomes
<ul style="list-style-type: none"> Speech is incomprehensible to an unknown adult or peer Significant impact on literacy 	<ul style="list-style-type: none"> Individualised SALT programme Use of approved system to communicate needs based on individualised assessment Consistent support from teacher and TA to apply speech sounds throughout the day, 	<ul style="list-style-type: none"> Advice and programme from SALT Adult support for speech and communication application throughout the day Specialist advice from ICT Training for all staff Part time specialist placement 	<ul style="list-style-type: none"> Improved articulation of speech sounds Improved communication Reduced frustration/anxiety

Hemingford Grey Primary: SEND Provision Map; Cognition and Learning				
Uni	Pupil Needs	Intervention	Resources	Expected Outcomes
	<ul style="list-style-type: none"> Low levels of attainment and progress 	<ul style="list-style-type: none"> Pupils name and eye-contact given before giving instructions 	<ul style="list-style-type: none"> Sound buttons Laptop-Ipad 	<ul style="list-style-type: none"> Increased. Equal access to the curriculum

Hemingford Grey Primary School

	<ul style="list-style-type: none"> • Difficulty acquiring new skills particularly in Literacy/numeracy • Difficulty in dealing with abstract ideas • Some speech and language difficulties e.g. generalising information, understanding abstract language • Some difficulties with fine motor or gross motor skills • Some signs of frustration • Difficulties involving specific skills such as sequencing, ordering, word-finding • Limited skills in verbal exchanges • Avoidance strategies 	<ul style="list-style-type: none"> • Clear and simple instructions breaking down longer instructions and giving one at a time • Clarify, display and refer back to new and or/difficult vocabulary • Pre-teach vocabulary • Check for understanding • Consistent use of positive language • Jot down key points instructions • Give time before response is needed • Visual cues and prompts • Collaborative working opportunities • Key vocabulary displayed/available • Time given for processing • Consistent use of terms • Repetition and reinforcement of skills • Tasks simplified or extended • Whole school awareness and training • Visually supportive learning environments – learning walls word mats, toolkits • Supportive social and emotional development • Positive marking • Access and record information in a variety of ways including IT • Paired reading • Structured phonic programme • Consistent implementation of behaviour policy • Multi-sensory approaches 	<ul style="list-style-type: none"> • AAC • Vocabulary cards • Writing frames • Spellcheckers • Mathletics • Visual prompts • Modified resources • Individual white boards • Toolkits • Writing Frames • Letters and Sounds • Circle time • Buddies • Coloured resources, overlays • Reading rulers • Number lines • Maths equipment • Music to aid concentration • Word Shark Programme 	<ul style="list-style-type: none"> • Increased retention of key instructions and information • Improved access to learning • Able to predict/recount content of a lesson • Improved social inclusion • Ability to work independently • Able to record information in a variety of ways • Increase in confidence and self esteem • Reduction in anxiety • Improved listening and attention
Enhanc	Pupil Needs	Intervention	Resources	Expected Outcomes
	<ul style="list-style-type: none"> • Increasing phonological and short term memory difficulties • Widening gap in attainment and progress 	<ul style="list-style-type: none"> • Targeted guided sessions – Literacy and Numeracy • Reinforcement and practice input 	<ul style="list-style-type: none"> • Specialist Teacher • Educational Psychologist • Alternative/PT/ placements • Behaviour Support 	<ul style="list-style-type: none"> • Increased capacity for independent learning • Improved self esteem • Developing I Can attitude

Hemingford Grey Primary School

	<ul style="list-style-type: none"> Increasingly low self esteem Episodes of frustration and or aggressive behaviours Episodes of disengagement Difficulty in forming concepts Requires first hand experiences 	<ul style="list-style-type: none"> Use of a range of reinforcement programmes Structured phonics programme and intervention Pre-teaching concepts Additional group literacy support Alternative methods of recording e.g. mind mapping role play and video Additional time and focus on key curriculum areas Develop a range of working memory skills Dyslexia screen/PHAB2 Assessment?YARK assessment 	<ul style="list-style-type: none"> Personalised intervention programme Mentoring time Increasing range of specialist equipment IT Use of specialist programmes to make Letters and Sounds Range of specialised programmes 	<ul style="list-style-type: none"> Decrease in number of frustrated /aggressive behaviours Desire to learn Developing bank of secure concepts Clear strategies for what to do when unsure or unclear about learning Narrowing gap in attainment between peers Improved short term memory
--	--	--	--	--

	Pupil Needs	Intervention	Resources	Expected Outcomes
Specialist Provision	<ul style="list-style-type: none"> Significant difficulty in retaining learning or applying learning Regular episodes of frustration and evidence of damage to self esteem caused by these difficulties Disengagement from learning, non-attendance and or behavioural difficulties 	<ul style="list-style-type: none"> Planned 1-1 support Structured 1-1 teaching of specific skills Personalised learning programme Precision teaching for Literacy and Numeracy A range of targeted interventions Additional planning and arrangements for transition Modified curriculum Additional time for tests Individual mentoring/counselling 	<ul style="list-style-type: none"> Specialist Teacher Educational Psychologist Specialist support and advice Specialist interventions Advisory teacher OT Individualised reading and maths programmes 	<ul style="list-style-type: none"> Able to access mainstream curriculum with clear differentiation More able to retain information that has been regularly over learnt Able to apply learning in familiar context with some support Less frequent episodes of frustration Improved feelings of self worth Increased engagement, and motivation Improved attendance at school

Hemingford Grey Primary School

Hemingford Grey Primary: SEND Provision Map; SEMH				
	Pupil Needs	Intervention	Resources	Expected Outcomes
Universal Provision	<ul style="list-style-type: none"> • Experiencing difficulty in remaining on task • Seeking frequent adult support • Low level disruptions or attention seeking behaviours • Failure to make the progress anticipated • Showing signs of frustration and early indications of disaffection and disillusion • Difficulty in making and maintaining healthy relationships with peers • Presenting as withdrawn or tearful 	<ul style="list-style-type: none"> • Clear and consistently applied behaviour policy • Consistent use of rewards and sanctions • A range of opportunities for social and emotional development • Reinforcement of rules and visual prompts • Social seating and proximity to teacher • Flexible approaches to a range of behaviours • Use of choice and motivation • Supportive Peer systems • Structured routines and clear guidelines • Clear communication with parent/carer 	<ul style="list-style-type: none"> • Visual prompts for positive behaviours • Whole school development of positive intervention strategies • Leuven Scale 	<ul style="list-style-type: none"> • Increased levels of independence • Improved concentration • Improved social interaction • Greater interest in learning • Improved engagement • Able to work collaboratively • Accelerated progress and good levels of attainment

Hemingford Grey Primary School

Pupil Needs	Intervention	Resources	Expected Outcomes	
Enhanced provision	<ul style="list-style-type: none"> • Increasing disturbances during lessons • Significant fluctuations in mood and increasing unpredictability over attitudes to learning • Uncooperative or defiant • Increasing inability to follow instructions and routines • Presenting as significantly unhappy or stressed 	<ul style="list-style-type: none"> • Small group settings • 1-1 work • Referral to Early Intervention Family Support Worker • Careful monitoring and targeting • Individual targets on Pupil Profile • SMART targets • Enhanced personal social and health education programmes • Programmes to support managing and controlling behaviour • Anger management programmes • Pastoral Support worker input • Referral to and support from emotional health and wellbeing team • Referral to Younited • Clear and supportive behaviour plan 	<ul style="list-style-type: none"> • All about me • SEAL • Individual behaviour plan • Behaviour care plan/risk assessment • Pupil profile for children who are at risk of disaffection or exclusion • Pupil coaching/mentoring • Early Help Assessment • Personalised curriculum and structured activities 	<ul style="list-style-type: none"> • Feeling safe in school • Drop in anxiety levels • Staff stress levels decrease • Clear emergency and care plans shared with staff and parents • Improved friendships and relationships • Able to identify emotions that are both comfortable and uncomfortable • Better able to manage feelings such as anger • Able to resolve conflict peacefully
Pupil Needs	Intervention	Resources	Expected Outcomes	

Hemingford Grey Primary School

	<ul style="list-style-type: none"> • Non- attendance • Frequent episodes of aggression towards adults and peers 	<ul style="list-style-type: none"> • Personalised curriculum and or timetable • Care plan regularly reviewed with pupil and parent • Identified Key adults • Common approach by all staff • Regularly reviewed behaviour targets • Emphasis on social and emotional learning • Regular involvement of external agencies • Pastoral support worker • Talk about developing self esteem • Interventions such as art/play/drama therapeutic approaches 	<ul style="list-style-type: none"> • Specialist Teacher • Educational Psychologist • Specialist support and advice • Access to 1-1 support time • Small group intervention • Training provided for staff 	<ul style="list-style-type: none"> • Decrease in incidents from records • Beginning to feel safe • Beginning to feel special and have needs met • Beginning to trust adults • Beginning to participate and contribute to small group • Better understanding of needs
--	---	---	--	--

Hemingford Grey Primary School

Hemingford Grey Primary: SEN Provision Map; Physical and Sensory				
	Pupil Needs	Intervention	Resources	Expected Outcomes
Universal Provision	<ul style="list-style-type: none"> • Difficulty listening • Missing spoken information • Difficulty retaining information • Poor phonological awareness • Processing of unknown language takes longer • Fluctuating hearing loss • Difficulty with new social situations • Reduced visual impairment • Difficulty with handwriting/fine motor control 	<ul style="list-style-type: none"> • Reduce background noise to improve acoustic environment • Preferential seating plan • Uncluttered and well organised learning environment • Good Lighting • Access to lip reading/subtitles audio visual materials • Choice making opportunities • Clearly organised learning environment • Specialist vocabulary available • Spelling support • Allow thinking time • Summarise key points at beginning and end of lesson • High colour contrast materials • Pre-writing activities • Letter formation and fine motor skills activities • Grip development • Additional scaffolding of work • Use of sensory room and sensory support boxes in classrooms 	<ul style="list-style-type: none"> • Visual aids and prompts • Subject vocabulary dictionary • Development of visual learning environment • Use of furnishings to support acoustics • Vocabulary cards and cues • Disability awareness training • Clean whiteboards and good quality pens • Sloping boards • Environmental audit • Range of pencils and grips • AAC • Sensory room and sensory support boxes 	<ul style="list-style-type: none"> • Increased equal access to the curriculum • Improved speech discrimination • Increased subject vocabulary • Increase in understanding spoken language • Increased retention of key instructions and information • Improved access to learning • Improved social inclusion • Improved acoustics • Reduced visual fatigue • Ability to work independently • Able to record information
E	Pupil Needs	Intervention	Resources	Expected Outcomes

Hemingford Grey Primary School

	<ul style="list-style-type: none"> • Difficulty listening at a distance of more than 2 meters away from the speaker • Moderate visual impairment 	<ul style="list-style-type: none"> • Mentor support • TA to support revision of key concepts • Use of Radio aid • Scribe • Training and technical support • Modified resources such as large print • Training and intervention from staff • Laptop • Sensory Circuits 	<ul style="list-style-type: none"> • TA support • Differentiated curriculum • Radio Aid • Teacher of the deaf support • Signing and Makaton training • Large print books • Electronic books • Low vision aids • Personal laptop • VI team support • School Nurse • Sensory and environment audit 	<ul style="list-style-type: none"> • Uses Radio aid to better speech discrimination • Improved levels of achievement • Able to access learning and school environment • Improved self esteem and social emotional development
Specialist Provision	Pupil Needs <ul style="list-style-type: none"> • Severe profound hearing loss • Unable to listen process skills and write at the same time • Poor semantic knowledge • Weak phonology • Profound visual impairment 	Intervention <ul style="list-style-type: none"> • Small group work • Variable TA support • Review of semantics and syntax of curriculum texts • Live speaker/translator • Mentor supporting social inclusion • Specialist training • Specialist teaching sessions • Adaptation of materials • Personal/revised timetable 	Resources <ul style="list-style-type: none"> • Timetabled support • Teacher of the Deaf support/time • Specialist advice and support • Disability awareness • TA support to review language and notes • Individual and small group sessions • VI/HI team time • School Nurse 	Expected Outcomes <ul style="list-style-type: none"> • Improving language and literacy skills • Increased confidence in approaching new situations • Able to access the curriculum • Improved results and progress and attainment • Improved phonological awareness