

Appendix 3 Need Specific Information

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
Eagley Junior School policy for the identification of needs (Reg 2)	<ul style="list-style-type: none"> Children working 2 sub levels below the expected levels of attainment. 	<ul style="list-style-type: none"> Class teacher referral to the SENco if a child is unable to access the curriculum or is underachieving significantly in phonics or reading. EP assessments are used to identify children with greater needs. 	<ul style="list-style-type: none"> Where an underlying need is identified, children may be allocated an invention programme by the school's learning mentor or peer mentor programme 	<ul style="list-style-type: none"> Any child who is highlighted by teaching staff as possibly having a sensory/physical need are referred to the school nurse or EP for investigations.
How Eagley Junior school assess whether a child/young person has a SEN (Reg 2)	<ul style="list-style-type: none"> Using the graduated approach: plan, assess, do, review. Children are given interventions and if their need continues they are placed on the SEND register. Assessments which may be used are: <ul style="list-style-type: none"> Salford Reading and Spelling tests Dyslexia Screening Test Letters and Sounds assessment checklist Workshark 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Initial and post assessment using the graduated approach. 	<ul style="list-style-type: none"> Links with external agencies such as occupational therapy/CAMHS
Type of SEN provision made throughout Eagley Junior school (Regs 1 & 3e)	Pupils with an Education, Health & Care Plan <ul style="list-style-type: none"> Lesson content includes activities and learning opportunities to achieve the objectives on the child's EHCP. 1:1 in class support. Differentiated activities. Individual programmes where relevant. Annual review and reporting cycle 	Pupils with an Education, Health & Care Plan <ul style="list-style-type: none"> EHC plan objectives Increased visual aids Visual timetables if appropriate Access to Speech and Language support Talking Partners In class support Mind Map 	Pupils with an Education, Health & Care Plan <ul style="list-style-type: none"> Programmes identified by outside agencies. Nurture group with learning mentor/ peer mentors 	Pupils with an Education, Health & Care Plan <ul style="list-style-type: none"> Actions identified on the ECHP Wheel chair access is throughout the school. Staff are made aware of any physical or medical implications through CPD training when relevant.

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<p>Type of SEN provision made throughout Eagley Junior school (cont.) (Regs 1 & 3e)</p>	<p>Pupils who do not have an Education, Health and Care Plan</p> <ul style="list-style-type: none"> • Reading and Spelling age tracking • In class support • Paired (buddy) reading • Interventions programmes: <ul style="list-style-type: none"> ○ Fresh start in reading ○ First class @ number ○ Sounds Write ○ Success in arithmetic ○ PAT <p>Reading Comprehension – ‘Reading and Thinking’</p> <p>Inference Training</p>	<p>Pupils who do not have an Education, Health and Care Plan</p> <ul style="list-style-type: none"> • Increased visual aids • Visual timetables if appropriate • Access to Speech and Language support • Talking Partners • In class support • Mind Maps 	<p>Pupils who do not have an Education, Health and Care Plan</p> <p>Nurture groups</p>	<p>Pupils who do not have an Education, Health and Care Plan</p> <ul style="list-style-type: none"> • In class support (Teacher/Teaching Assistant) • Adapted resources: pencil grips, visual aids <p>Handwriting groups</p>
<p>How Eagley Junior school evaluate the effectiveness of the provision made (Reg 3a)</p>	<ul style="list-style-type: none"> • Three assessment periods throughout the year. Provision targets are reviewed termly. • Baseline assessments for intervention programmes and assessment during and at the end to evaluate their impact. 	<ul style="list-style-type: none"> • Review progress of Provision targets 	<ul style="list-style-type: none"> • Review progress of Provision targets 	<ul style="list-style-type: none"> • Review progress of Provision targets. • Review the impact of resources.
<p>How Eagley Junior school adapt the curriculum and school environment for pupils (Reg 3d)</p>	<p>Curriculum</p> <ul style="list-style-type: none"> • Differentiated activities • Intervention programmes • Kagan groups • Addition resources to support the area of need <p>Environment</p>	<p>Curriculum</p> <p>Environment</p> <ul style="list-style-type: none"> • Low stimulus area if required 	<p>Curriculum</p> <ul style="list-style-type: none"> • Reward system • Code of Conduct • Peer Mentors <p>Environment</p> <ul style="list-style-type: none"> • Low stimulus area if required 	<p>Curriculum</p> <p>Environment</p> <ul style="list-style-type: none"> • Lift to first floor classroom and outdoor area • Disabled toilet and shower room • Ramped entrances

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				<ul style="list-style-type: none"> • Wheel chair accessible classrooms
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<p>How does the school ensure the inclusion of pupils with SEN in activities outside of the classroom (including school trips and after school clubs) (Reg 3f)</p>	<ul style="list-style-type: none"> • Risk Assessments to ensure inclusive for all children. • Differentiated activities where required • Additional adult support 		<ul style="list-style-type: none"> • Pre –visits where required 	
<p>What specialist skills/ expertise do school staff have? (Reg 5)</p>	<ul style="list-style-type: none"> • QTS • Dyslexia diploma • Specialist teacher of maths • National SENCO Award 	<ul style="list-style-type: none"> • Expertise in working with hard to reach children and families • Expertise in supporting speech and language development programmes 	<ul style="list-style-type: none"> • Expertise in working with hard to reach children and families • Expertise in developing tailored programmes to support children dealing with emotional/mental health issues 	<ul style="list-style-type: none"> • Specialist sports coach • Expertise in supporting children with dyspraxia
<p>What training are the staff teaching and supporting pupils with SEN having/recently had? (Reg 5)</p>	<ul style="list-style-type: none"> • Dealing with Dyscalculia • First class@ number training • Success at arithmetic training 	<ul style="list-style-type: none"> • Signalong Training • Sounds Write training • Inference training 	<ul style="list-style-type: none"> • Drawing & Talking Therapy • Peer Mediation training • Learning Mentor training • Autism awareness • Bereavement Awareness training • Mental Health training 	<ul style="list-style-type: none"> • Basic First Aid training for all support staff • Epi-pen training •
<p>What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and</p>	<ul style="list-style-type: none"> • Educational Psychology Service • BBSS (Bolton Behavioural Support Service) • SALT (Speech and Language) • Occupational Therapy • Physiotherapy • CAMHS (child and Adult Mental Health Service) • Bolton Information and Advisory Service • Educational/Social Service Support Team (for LAC) • School Nurse 			

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community/voluntary sector services) (Reg 10)				
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How is equipment and facilities to support pupils secured?(Reg 6)	<ul style="list-style-type: none"> • SEND funds managed by SENco. • PPG funds managed by Headteacher. • Buildings and furniture requirements managed through Site Development Plan. 			
How does Eagley Junior school support pupils with SEN during transition? (Reg 12)	<ul style="list-style-type: none"> • Staff complete data to send to the secondary schools to inform them of attainment and any other information which will support the transition. • SENco's may liase and share information if a child's needs are specific, for example, pre-visits to school. • Children attend 'moving up' days to support the transition process. This also applies in transitions from one class to another. • Children are given booklets from their secondary school so that they are reminded of procedures and can help children to prepare over the summer holiday. 	<ul style="list-style-type: none"> • Staff complete data to send to the secondary schools to inform them of attainment and any other information which will support the transition. • SENco's may liase and share information if a child's needs are specific, for example, pre-visits to school. • Children attend 'moving up' days to support the transition process. This also applies in transitions from one class to another. • Children are given booklets from their secondary school so that they are reminded of procedures and can help children to prepare over the summer holiday. 	<ul style="list-style-type: none"> • Staff complete data to send to the secondary schools to inform them of attainment and any other information which will support the transition. • SENco's may liase and share information if a child's needs are specific, for example, pre-visits to school. • Children attend 'moving up' days to support the transition process. This also applies in transitions from one class to another. • Children are given booklets from their secondary school so that they are reminded of procedures and can help children to prepare over the summer holiday. 	<ul style="list-style-type: none"> • Staff complete data to send to the secondary schools to inform them of attainment and any other information which will support the transition. • SENco's may liase and share information if a child's needs are specific, for example, pre-visits to school. • Children attend 'moving up' days to support the transition process. This also applies in transitions from one class to another. • Children are given booklets from their secondary school so that they are reminded of procedures and can help children to prepare over the summer holiday.

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<p>How does Eagley Junior school support young people with SEN in preparing for adulthood, independent living and the next phase of their education, training or employment?</p> <p>(Reg 12)</p>	<ul style="list-style-type: none">• Early transitions for class to class and high school to promote independence.• Life Skills curriculum adapted to need• EHCP Reviews
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