

## Appendix 3 Need Specific Information

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

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

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

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<b>community/voluntary sector services)</b> (Reg 10)	<ul style="list-style-type: none"> <li>Educational/Social Service Support Team (for LAC)</li> <li>School Nurse</li> </ul>			
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<b>How is equipment and facilities to support pupils secured?(Reg 6)</b>	<ul style="list-style-type: none"> <li>SEND funds managed by SENco.</li> <li>PPG funds managed by Headteacher.</li> <li>Buildings and furniture requirements managed through Site Development Plan.</li> </ul>			
<b>How does Eagley Junior school support pupils with SEN during transition?</b> (Reg 12)	<ul style="list-style-type: none"> <li>Staff complete data to send to the secondary schools to inform them of attainment and any other information which will support the transition.</li> <li>SENco's may liase and share information if a child's needs are specific, for example, pre-visits to school.</li> <li>Children attend 'moving up' days to support the transition process. This also applies in transitions from one class to another.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Staff complete data to send to the secondary schools to inform them of attainment and any other information which will support the transition.</li> <li>SENco's may liase and share information if a child's needs are specific, for example, pre-visits to school.</li> <li>Children attend 'moving up' days to support the transition process. This also applies in transitions from one class to another.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Staff complete data to send to the secondary schools to inform them of attainment and any other information which will support the transition.</li> <li>SENco's may liase and share information if a child's needs are specific, for example, pre-visits to school.</li> <li>Children attend 'moving up' days to support the transition process. This also applies in transitions from one class to another.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Staff complete data to send to the secondary schools to inform them of attainment and any other information which will support the transition.</li> <li>SENco's may liase and share information if a child's needs are specific, for example, pre-visits to school.</li> <li>Children attend 'moving up' days to support the transition process. This also applies in transitions from one class to another.</li> <li>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.</li> </ul>

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<p><b>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?</b></p> <p>(Reg 12)</p>	<ul style="list-style-type: none"><li>• Early transitions for class to class and high school to promote independence.</li><li>• Life Skills curriculum adapted to need</li><li>• EHCP reviews</li></ul>
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