

**SEND (Special Educational Needs and Disability) Information Report
for Parents and Carers.**



School Name: Grimsdyke School.

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Website: www.grimsdyke.harrow.sch.uk

Head teacher: Mr Iain Sutherland.

Deputy Head Teacher (Pastoral) and SENDCO: Mrs Kerry White.

A special thanks to the children, parents and governors that supported with reviewing and developing our SEND Information report.

Our commitment and aspirations

Grimsdyke is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ, in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEND when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement, because of the nature of their additional needs. Once this occurs, we generate (alongside parents and pupils) SEN school support plans (SSPs), which help support their development and accelerate progress.

We aim to ensure that children with SEND at Grimsdyke make excellent progress ensuring they reach their full potential and achieve in line with or better than other schools nationally. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our children. Termly SEND support plan (SSP) meetings allow parents and teachers to meet in order to discuss their child's targets and next-steps in depth. Children's views are also critical in ensuring the right provision is implemented in order to meet their needs. Their views are regularly ascertained and their individual targets are shared so they feel part of the whole process. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have excellent relationships with outside agencies (including Educational Psychology Service), who assess children and advise parents and schools.

Other useful documents such as our SEND Policy and Disability Accessibility Audit and Plan are available on the school website. If you would like further information about what we offer here at Grimsdyke, then please do not hesitate to contact us directly.

Question	Response
<p>Who are the best people at school to talk to about my child's SEND?</p>	<ul style="list-style-type: none"> • The Class teacher is responsible for planning a differentiated curriculum, assessing your child's progress and liaising with other members of staff who work with your child. The class teacher is your first point of reference on a day-to-day basis. You can contact the class teacher by using the year group email address or by phoning the school office. • Teacher in charge of SEND is the SENDCO (the Special Educational Needs Coordinator) is Mrs Kerry White who is responsible for co-ordinating all the support and intervention in the school, working with staff to ensure delivery of the curriculum, keeping parents informed, holding the SEN reviews and liaising with all agencies involved in your child's care. You can contact Mrs White by emailing SENDCO@grimsdyke.harrow.sch.uk or by phoning the school office.

	<ul style="list-style-type: none"> • <i>Head teacher, Mr Sutherland, is responsible for day-to-day aspects of the school and all the arrangements for children with SEN. The Head teacher has to report to the Governing Body on all aspects of SEN in school. You can contact Mr Sutherland via the email details on the school website or by phoning the school office.</i> • <i>The SEND Governor is responsible for ensuring that the necessary support is provided for every child with SEN, who attends school. You can contact them by letter via the school office.</i>
<p><i>How does the school make provision in line with the SEN and Disability Code of Practice (2015)?</i></p>	<p><i>The SEND Governor and head teacher ensure that appropriate provision is discharged for pupils with SEND. They monitor the progress of pupils with SEND ensuring that the provision specified in Statements and EHC plans are made and monitor the expenditure on SEND.</i></p> <p><i>Our SENDCO co-ordinates support and interventions across the school, and from outside agencies. The SENDCO will ensure that provision is made in accordance with the SEN and Disability Code of Practice (2015).</i></p> <p><i>The Code sets out the following expectations:</i></p> <ul style="list-style-type: none"> • <i>High quality teaching, differentiated for individual pupils should be available to the whole class</i> • <i>Class teachers being responsible for planning the curriculum and assessing your child's progress, even if they have additional needs</i> • <i>High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress</i> • <i>Where progress continues to be less than expected the class or subject teacher, working with SENDCO, will assess whether the child has SEND</i> • <i>Where a Special Educational Need is established, the school, in partnership with parents/carers and pupil, will work through a four-step graduated</i>

response: assess, plan, do, review, which is cyclical – termly or timely reviews, as discussed with all stakeholders are carried out, leading to revisions in plans and interventions

- *Where a pupil with SEND is reaching a point of transition (from primary to secondary school) the school will work with the parents and pupil to ensure a smooth and successful transition.*

- *Most pupils with SEND have their needs met as part of the high-quality teaching at our school. Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP)*

- *Education Health and Care Plans (EHCP) are integrated support plans for children with Special Educational Need and Disability (SEND), from 0-25. This is issued by the Local Authority where necessary and is used by the school to plan SEN provision for children with severe and complex needs. The EHCP Plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living*
The EHCP includes:

- *a detailed profile of the child, their strengths and aspirations for the future*

- *any education, health and care needs they have*

- *the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education*

- *any education, health and social care provision in place to meet their needs*

- *The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them*

- *The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEN*

How does the school know if children need extra help, and what should I do if I think my child may have special educational needs?

When children are entering Grimsdyke School from a nursery or another school setting, communication is very important.

We are in regular contact with our feeder nurseries. If a child has already been identified with special educational needs, then information is transferred and visits or meetings held to ensure that the child can make a successful transition into Grimsdyke School. This ensures that their area of need is clear, and enables some forward thinking in terms of the support they may require.

In the case of children transferring from other areas, we endeavour to get in touch with a child's previous school to ascertain any special needs they may require support within school.

Pupil progress is monitored termly by our Class Teachers, our Head teacher and Senior Leadership team which includes our Inclusion Manager. Class Teachers are confident in flagging up concerns at the early stages so that additional support may be offered when required. Teacher concerns are taken directly to our Inclusion Manager and discussed. There may then be a need to discuss next steps in provision with parents/carers with a view to further assessment to pinpoint a child's area of need or offer extra support within school. At this stage, parents/carers would be invited into school for a meeting.

If parents/carers have any concerns regarding the learning of their children, we operate a very open-door policy. Class Teachers are available to discuss concerns, as is our SENDCO. Appointments can be arranged via the school office at mutually convenient times across the week.

How will the school staff support my child?

This is dependent upon the level of support required by individual children.

All children at Grimsdyke School receive high quality teaching in their class groups which includes work

being differentiated to meet the learning stage or needs of groups or individuals within the class.

Intervention and support groups are set up at the start of every school year to match the needs of the children on roll. These groups are regularly reviewed throughout the school year.

Literacy and numeracy interventions include daily reading, Little Wandle Catch Up Phonics, precision teaching, pre-teaching sessions, Accelerad/Accelwrite, Daily Dash and Times Tables. Other targeted interventions are used as required.

We also run small intervention groups in social skills; handwriting; language and memory; and spelling.

The school also makes provision for exceptionally able pupils through our graduated response. Students who are working at greater depth may also get support through targeted intervention to ensure they master the skills that they need.

The school budget includes money for supporting children with SEND. The head teacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school. The head teacher and the SENDCO discuss all the information they have about SEND in the school, including:

- the children getting extra support already*
 - the children needing extra support*
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.*
- All resources/training and support are reviewed regularly and changes made as needed.*

Funding is used for:

- Highly trained Teaching Assistants*

	<ul style="list-style-type: none"> • Resources, interventions, specified adaptations and equipment that will help to support pupils with SEND. <p>The following outside agencies work with the school and offer support programs, advice, strategies and recommendations which are delivered in school:</p> <ul style="list-style-type: none"> • Mental Health Support Team (MHST) • Educational Psychology Service (EPS) • Harrow Autism Advisory Teacher Team • Teacher of the Deaf and Hearing Impaired Service • Speech and Language Therapy (authority based) • Occupational therapy • CAMHs • Harrow Horizons • Physiotherapy • School Nurse • Paediatric Services NPH
<p>How will the curriculum be matched to my child's needs?</p>	<p>The National Curriculum is delivered to all pupils with appropriate scaffolding or personalised provision being made for children within class, to provide appropriate curriculum access for all children. Where a student needs to work on an individual or group activity to support their class work, this is carefully timed to ensure that students maintain continuity with their class work and motivation to learn. Access to the curriculum may be supported in a variety of ways, using a range of different strategies; pre-teaching, additional resources/apparatus; extra time to complete; support from an adult; group work; talking partners and so on.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>In our school we have:</p> <ul style="list-style-type: none"> • An 'open door policy' – parents/carers are welcome to make an appointment at any time. There will always be an appropriate member of staff available to discuss more urgent issues • Partnership between parents/carers/ pupils and teachers - we will communicate on a regular basis • Home school link book (where needed) to ensure that comments can be responded to

- *Termly meetings or contact with SENDCO for students on school support plans (or within an agreed timescale)*
- *If your child has an EHC plan there will also be formal meetings (Annual reviews) where progress is reported on, and a report written and available annually.*

We also run regularly scheduled parent consultation meetings to keep parents/carers informed about their child's progress within school. In addition, Annual Reports are sent home in the Summer Term to provide feedback regarding effort and achievement in key curriculum areas.

Should it be necessary between these, additional meetings can be arranged with Class Teachers and our SENDCO at mutually convenient times.

If a child is receiving school support for special educational needs, then a termly plan will be shared with parents. These plans include ideas for parents about ways in which they can support their child at home. Pupils and parents have the opportunity to contribute to the process of creating these plans through termly review meetings.

The school publishes termly curriculum maps for each year group along with tips for parents on the school website. At the start of the school year there is a meeting for parents with teaching staff in each year group. The school also runs a curriculum learning event for parents annually where information and ideas about how to support children at home is shared in presentations and workshops.

What support will there be for my child's overall well-being?

We offer a full PSHCE programme using the Jigsaw scheme, which gives children a weekly session to discuss and learn about social, health, safety and emotional issues. At Grimsdyke School this is a core part of our curriculum.

Positive relationships are forged between our children and staff, so that children feel confident in knowing they can talk to someone if they need to. There is good liaison between school staff and outside agencies (if required) to build up a team around the child and share important information.

Grimsdyke's School Council have created their own 'SCORE' values. The agenda informs work across all aspects of school life including assemblies, lessons and playtimes and lunchtimes. The children have a say in how the school is run and meets their need through our school council.

We also benefit from having two learning mentors/ELSA's, who are able to give more comprehensive support at times when children need it. They have also received training in supporting children with mental health concerns. This, of course, would follow discussion with parents/carers.

Since the Summer of 2024, Grimsdyke School has worked with our local Mental Health Support Team (MHST). This is a dedicated children's mental health and well-being service. As part of this provision parents have previously accessed parenting support, guided self-help session, transitional support and support with behaviour that challenges.

What specialist services and expertise are available at or accessed by the school?

We liaise with a range of services provided within the borough of Harrow which offer a full range of support and advisors. If there were concerns over a child's learning that we needed support in addressing within school, we would submit a referral to one of these agencies, who would then visit to assess the needs of the child or advise us. Included are: Occupational Therapists; Educational Psychologists; Physiotherapists; Speech and Language Therapists; Sensory Support; Specialist teachers for pupils with ASD. Please full list at the end of this report.

	<p><i>For further information about these and other services parents should consult the School Local Offer and Harrow Local Offer which can be accessed via a link on the Inclusion page on the school website.</i></p>
<p><i>What happens if my child with SEN makes very little progress at school?</i></p>	<ul style="list-style-type: none"> • <i>Your child's progress is continually monitored by all involved in their education.</i> • <i>His/her progress is reviewed formally half-termly. From this data, the SENDCO, Deputy Head teacher and class teacher meet about the data and discuss the progression made by the children in pupil progress meetings.</i> • <i>Children at SEND Support will have a SEN support plan which will be reviewed with your involvement, every term (or sooner if needed) and the plan for the next term made.</i> • <i>The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review with all adults involved with the child's education invited to attend.</i> • <i>The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in though regular tracking. All LSAs and teachers, who carry out targeted work, track the child's progress closely each session.</i> • <i>Parents are encouraged to have ongoing contact with class teacher, SENDCO and any other professionals, if they have concerns about attainment, achievement, progress or happiness in school. This is part of a graduated approach to assessing progress against very specific targets.</i> • <i>If there are concerns about your child's progress, early intervention is crucial therefore additional support and intervention will be implemented at the earliest possible opportunity. Your child's progress will be monitored closely.</i> • <i>Where a child with SEN does not make progress over time, despite planned support, including support and advice from outside agencies and there is evidence that the child has severe and complex needs that cannot be met through the school resources, further assessment may be required. We will ask the</i>

Local Authority to undertake a statutory assessment of the child's SEN either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan (EHCP)

- *At our school, we are proud to have a dedicated team of governors who champion the needs of every child. Each school has a designated Special Educational Needs (SEN) Governor, and we are fortunate to have Juliet Lewin in this important role. Juliet works closely with our SENDCO and Pastoral Governor team — Asha Nanha, Pritti Varsani, and Caroline Murphy — to ensure that the right support is in place for every pupil who needs it. Together, they are committed to promoting inclusion, well-being, and high-quality provision for all children with SEND across the school.*

What training are the staff supporting children with SEND had or are having?

Our SENDCO is a qualified and experienced teacher who holds the NASENDCO award which is required for any member of staff coordinating special needs in a maintained school.

Our teaching staff take part in regular school-based training addressing special educational needs. In recent years this has included work on English as an additional language, effective work with of teaching assistants to support learning and interventions. Teaching staff are also encouraged to attend courses held within the borough of Harrow to update and extend their skills.

Learning Support Assistants are offered specific training regarding the specific needs of the children they work alongside which is provided by the school. Recent training has included: phonics, supporting students with English as an additional language, social skills

	<i>development and fine motor skills for handwriting.</i>
<i>How will my child be included in activities outside the classroom including school trips?</i>	<p><i>Advice from specialists is taken on board so that the school can make reasonable curricular changes/adaptations for children with specific needs.</i></p> <p><i>Before trips are carried out, risk assessments and accessibility arrangements are carefully considered. For mobility impaired children, arrangements are made in advance, so that they can have as much access to the full experience as possible.</i></p>
<i>How accessible is the school environment?</i>	<i>Our school offers ramps to main entrances and exits. We have lift access to the first floor and most of the building is accessible to wheelchair users, except for a small section of the first floor in the older section of the building which has short flights of steps. The school site is flat and level. The school has a disabled toilet facility with hoist and changing table suitable for primary aged children. We also have a mobile hoist that can be used in different locations in the school or on visits out of school where appropriate.</i>
<i>How will the school prepare and support my child to join the school; transfer to a new setting / school / college or the next stage of education and life?</i>	<p><i>Links with other local schools are very good. The Inclusion Managers/ SENDCOs in the local area meet at least once per term so that approaches to special needs in the locality are consistent. This helps ensure that the transition of special needs students and extra provision is smooth and well-informed.</i></p> <p><i>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</i></p> <p><i>If your child is moving to another school:</i></p> <ul style="list-style-type: none"> <i>• We will contact the school SENDCO and ensure he/she knows about any special</i>

arrangements or support that needs to be made for your child.

- We will make sure that all records about your child are passed on as soon as possible.*

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All SEND support plans will be shared with the new teacher.*

- The children, who we think may have additional worries and concerns, will take part in transition work during the summer term. This will enable the children to receive additional support to help to prepare them for transition.*

In Year 6:

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.*
- Where possible, your child will visit their new school on several occasions*
- We prepare transition booklets with children if transition is potentially going to be difficult.*
- When children are preparing to leave us for a new school, we arrange additional visits.*
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.*
- If your child has an EHC Plan an annual review will be planned as a transition.*
- When leaving us at the end of Key Stage 2, our pupils transfer to a wide range of secondary schools. We have transfer meetings with Year 7 staff and records about pupil's special educational needs are passed on. Certain children may feel a little more uneasy than others during this time, so benefit from the 'Moving On'*

	<p><i>programme led by our learning mentor to aid this transition.</i></p>
<p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p>	<p><i>All children at Grimsdyke School receive high quality teaching in their classes and this is supported by access to a range of resources both in their classroom and in shared resource areas for specialist subjects for example design technology.</i></p> <p><i>Many children with Special Educational Needs prefer to learn through visual and practical ways. Additional practical resources are stored in classrooms or SEN teaching spaces, so are available during every support session. Some resources are specific to certain children and are accessed frequently, so are therefore available wherever that child is working. For children with EHCP's, their teaching assistant will have a bank of resources and activities to support that child's area(s) of need.</i></p> <p><i>We also make provision for the use of ICT to support children with additional needs, for example through the use of laptops to develop basic skills and reading or through the use of laptops or tablets to support recording of work. The school also has voice recording and video recording devices which can be used in lessons or for the specific support of children with special educational needs.</i></p>
<p><i>How is the decision made about what type and how much support my child will receive?</i></p>	<p><i>Every child is different; therefore, support groups and interventions are offered to target their particular needs.</i></p> <p><i>Upon entering our school, assessment data is received from nurseries or previous schools, along with notes regarding individual children who find certain aspects of learning difficult. Our own assessments are carried out regularly and used to inform children's strengths and next steps for learning.</i></p>

Candidates for support groups are identified by Class Teachers and discussed with the Inclusion Manager who may carry out further assessments. Parents are kept informed at all stages.

If the school has continued concerns about a child's progress, then further specialist assessment may be required and referral to one or more of the agencies detailed above in Question 10. At this stage, we keep parents/carers informed and will always seek permission before assessing or referring. Advice from specialists is then used in drawing up a support plan for the child.

If the school and parents feel that a child's educational needs require resources beyond those provided by the school, then an application for an Educational, Health and Care Needs Assessment (EHCNA) can be made to the borough of Harrow. At this stage the school, parents and professionals working with a child present reports explain why additional support is required and an independent panel decides whether to make additional provision for that pupil by putting in place an EHC plan.

Where can I find information about the Harrow Local Offer and services available for my child?

The Harrow Local Offer sets out the services and support available in Harrow for children and young adults under the age of 25 with special educational needs and those who are disabled. It also provides information about a young person's transition into adulthood. You can find it by clicking on the link below:

<http://www.harrow.gov.uk/localoffer/>

You will find:

- One place to find information about the support available*

	<ul style="list-style-type: none"> •Details about how to access services •Clear and easy to understand information
How can I make a complaint?	<p>Parents are encouraged to have ongoing contact with the class teacher, SENDCO or Headteacher if they have concerns about attainment, achievement, progress or the emotional wellbeing of their child in school.</p> <p>Governor Involvement: All schools have a designated SEN Governor responsible for making sure the necessary support is available for every child who attends the school. Our SEN governor can be contacted via the school office on 020 8428 1324.</p> <p>Parents have the following rights of redress, should they feel that the school, the Governors of the School or Harrow Local Authority has not fulfilled its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:</p> <ul style="list-style-type: none"> • The school or LA complaints procedure • An appeal to The SEN and Disability Tribunal (LA decision) • A claim against the responsible body (Governing Body or LA) for disability • Appeal to the SEN and Disability Tribunal for discrimination • A complaint to the LA Ombudsman (Schools and LAs)
Who can I contact for further information?	<p>Assistant Head (Pastoral) and SENDCO: Mrs K White</p> <p>020 8428 1324</p>
Is there any additional provision you have developed during the year?	<p>Some staff have been trained to support students with some specific programmes and additional needs for example Autism Attention Bucket and an introduction to supporting</p>

students with Downs Syndrome. Two staff members have been trained as Emotional Literacy Support Assistants (ELSA's) and Drawing and Talking practitioners and one member of staff has received training in ELKLAN speech therapy techniques. All of our staff have received training to support the teaching of phonics using our Little Wandle scheme. Last year our educational psychologist provided training around neurodiversity and in January all staff were trained in how to support children experiencing Trauma with Trauma Informed Schools UK (TISUK).

What are the different types of support that may be available for children at this school?

Area of needs:	Whole school ethos and practice:	Possible focussed support for some children's additional needs:	Possible support and intervention for a small number of children who may or may not have an EHC:
<p>Social, mental and emotional health needs</p>	<ul style="list-style-type: none"> ● Consistent application of the school's behaviour policy ● A positive supportive and nurturing environment ● Worry Monsters and Post Box provision in school to give all children an opportunity to talk ● Circle time/PSHE curriculum ● Proactive use of Learning Mentor ● Liaison with outside agencies – Early Intervention Team <ul style="list-style-type: none"> ● Rewards, sanctions (e.g. Golden Time, time-out sessions) ● School/class rules ● Behaviour logs ● Risk management ● Timers 	<ul style="list-style-type: none"> ● Early identification and assessment in school ● Additional advice and support from outside agencies ● Adaptations to the curriculum to secure engagement and progress ● Support to build relationships and engage ● MHST provision in school – referral process ● Trained Learning Mentor to overcome barriers to social inclusion ● Targeted support by appropriately trained LSA <ul style="list-style-type: none"> ● Home-link books ● Individualised reward systems ● Social skills groups ● Circle time-small groups ● Materials/ resources to support: e.g. squeezey balls, blue tac pieces ● Access to timetabled 'movement' breaks. 	<ul style="list-style-type: none"> ● Interventions are implemented, reviewed and revised ● Work with parents to refer to CAMHS/other outside agencies ● Targeted intervention to promote social skills and emotional resilience ● MHST provision in school – referral process ● Adaptations to physical environment e.g. time out ● Monitoring and support in unstructured time e.g. breaks/ lunch ● Behaviour Management Plan/Pastoral Support Plan <ul style="list-style-type: none"> ● ELSA/Drawing and Talking – individual basis. ● Personal reward /sanction process ● 1:1 social skills ● Key social skills taught explicitly ● Input outside agency support/recommendations ● SALT

	<ul style="list-style-type: none"> ● <i>Emotion cards</i> ● <i>Appropriately differentiated learning activities with opportunities for breaks / movement.</i> ● <i>Break time activities – varied and supported</i> ● <i>Playground Charter</i> ● <i>Class Charter</i> ● <i>School Council</i> ● <i>Visual timetables</i> 	<ul style="list-style-type: none"> ● <i>'First/next' timetables</i> ● <i>'Good listening' prompts</i> ● <i>Prior warning of changes to routines</i> ● <i>Transition work and support</i> 	<ul style="list-style-type: none"> ● <i>Social stories</i> ● <i>Individual workstation</i>
<p>Speech, language, communication and interaction</p>	<ul style="list-style-type: none"> ● <i>Training for staff to meet the diversity of communication language skills</i> ● <i>Strong emphasis on speaking and listening and phonics teaching</i> ● <i>Communication-friendly learning environment</i> <ul style="list-style-type: none"> ● <i>Differentiation of activities and resources</i> ● <i>Visual aids</i> ● <i>Visual timetables</i> ● <i>Talk partners</i> 	<ul style="list-style-type: none"> ● <i>Small-group phonic support</i> ● <i>Personalised support within the class</i> ● <i>In-school oracy and language interventions delivered by the teaching assistants or the inclusion team</i> <ul style="list-style-type: none"> ● <i>Social skills groups</i> ● <i>Learning mentor support</i> ● <i>Small group pre and post teaching</i> ● <i>Vocabulary books</i> ● <i>'Buddy' support</i> 	<ul style="list-style-type: none"> ● <i>Access to small teaching and learning groups</i> ● <i>Additional in class teaching assistant support</i> ● <i>Alternative communication systems e.g. PECs</i> ● <i>Access to personal ICT/ adapted ICT Equipment</i> ● <i>Speech & Language Therapy planned and delivered by a qualified therapist or therapy assistant</i> ● <i>Advice and support via Autism outreach team</i> <ul style="list-style-type: none"> ● <i>Counselling</i> ● <i>MHST/CAMHs – referral process</i> ● <i>Input from an Educational Psychologist</i> ● <i>Individualised language programmes</i> ● <i>Vocabulary books</i>

	<ul style="list-style-type: none"> ● <i>Explicit teaching and display of key words/ vocabulary</i> ● <i>Drama activities</i> ● <i>Pre and post teaching</i> ● <i>Additional processing time</i> ● <i>Simplified Language direct and broken down, with careful use of questioning, rephrasing & repetition</i> ● <i>Modelling</i> ● <i>Word banks</i> ● <i>Targeted questioning</i> ● <i>PSHE lessons</i> ● <i>Group work</i> ● <i>Checking of understanding & listening</i> ● <i>Different learning approaches such as role play & language rehearsal</i> 		<ul style="list-style-type: none"> ● <i>Vocabulary groups</i> ● <i>Learning mentor support</i> ● <i>Social stories</i> ● <i>Circle of Friends</i> ● <i>Outside agency strategies and recommendations</i> ● <i>Individual workstation</i>
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Autistic spectrum	<ul style="list-style-type: none"> ● <i>Inclusive teaching in classrooms</i> ● <i>Clear structure to day</i> ● <i>Positive behaviour management</i> ● <i>Management strategies</i> ● <i>Learning style understood.</i> ● <i>Differentiation within lessons</i> 	<ul style="list-style-type: none"> ● <i>Curriculum modified to take account of learning styles</i> ● <i>Individual coaching and support from the class teacher and our Inclusion Team</i> ● <i>Use of appropriate resources e.g. visual timetables, social stories, work stations.</i> 	<ul style="list-style-type: none"> ● <i>Teaching assistant support for learning and inclusion needs</i> ● <i>Small group targeted intervention.</i> ● <i>ICT used to reduce barriers</i> ● <i>Alternative communication systems – e.g. BSL, PECS, Makaton</i> ● <i>Advice and intervention from Harrow Outreach Autism Service or appropriate borough</i>
Cognitive & Learning/Moderate Learning Difficulties	<ul style="list-style-type: none"> ● <i>Differentiation of the curriculum and teaching approaches</i> ● <i>Teaching resources are accessible and appropriate</i> ● <i>Interactive environment</i> <ul style="list-style-type: none"> ● <i>Verbal and non-verbal information with cues, demonstration, and checking of understanding;</i> ● <i>Use of different learning and multi-sensory approaches and resources;</i> ● <i>Pitched questioning</i> 	<ul style="list-style-type: none"> ● <i>Curriculum is adapted to meet the needs of pupils</i> ● <i>Targeted intervention programmes through the school provision map</i> ● <i>Specific goals- short steps</i> ● <i>Differentiated resources are provided as appropriate</i> ● <i>Learning support via in school Inclusion</i> ● <i>1:1 reading alongside intervention programmes</i> ● <i>Access to personal ICT/adapted ICT equipment</i> <ul style="list-style-type: none"> ● <i>Alternatives to written recording: laptops, scribing, taping, video, charts, diagrams.</i> 	<ul style="list-style-type: none"> ● <i>Access to small teaching and learning groups</i> ● <i>Additional in class LSA support</i> ● <i>Educational Psychology assessment / support</i> ● <i>Access to personal ICT/ adapted ICT equipment</i> ● <i>Individual targets through school support plan</i> <ul style="list-style-type: none"> ● <i>'Toe by Toe'/ Spelling frame</i> ● <i>Precision teaching</i> ● <i>Daily reading</i> ● <i>Power of Two</i> ● <i>Direct Phonics (1:1 programme with Little Wandle)</i> ● <i>Rapid Writing</i>

	<ul style="list-style-type: none"> ● <i>Modelling of skills-high expectations</i> ● <i>Sharing of the success criteria</i> ● <i>Whole school phonics - high quality systematic phonics teaching</i> ● <i>ICT to support learning</i> ● <i>Guided reading</i> ● <i>Guided writing</i> ● <i>LSA support</i> ● <i>Checklists</i> ● <i>Use of displays</i> ● <i>Visual timetables</i> ● <i>Grammar groups</i> ● <i>Maths groups</i> ● <i>Spelling journals</i> ● <i>Writing frames</i> ● <i>Word-banks</i> 	<ul style="list-style-type: none"> ● <i>Fine/ gross motor skills programme</i> ● <i>Additional phonics support</i> ● <i>Wordshark ICT program</i> ● <i>Numbershark ICT program</i> ● <i>Rapid Writing</i> ● <i>Memory groups</i> ● <i>Direct Phonics</i> ● <i>TRUGs phonics games</i> ● <i>Accelerated/ Accelewrite – talking computer programme</i> ● <i>Spelling Made Easy</i> ● <i>Coloured overlays</i> ● <i>Larger Font</i> ● <i>Touch-typing programs</i> ● <i>Handouts of key teaching points</i> 	
<p><i>Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs</i></p>	<ul style="list-style-type: none"> ● <i>Referrals to Harrow Hearing Impaired Service or Visual Impaired Service</i> ● <i>Provision of specialised equipment.</i> ● <i>Curriculum is adapted</i> 	<ul style="list-style-type: none"> ● <i>Modified learning environment.</i> ● <i>Learning support via our Inclusion team.</i> ● <i>Occupational Therapy and Physiotherapy from experienced LSAs & inclusion team working from Therapy plans</i> 	<ul style="list-style-type: none"> ● <i>Individual protocols and plans for children with significant physical and or medical needs.</i> ● <i>Additional modifications to the school environment</i> ● <i>Additional resources to reduce individual barriers to learning</i>

	<ul style="list-style-type: none"> ● <i>Seating position within class prioritised.</i> <ul style="list-style-type: none"> ● <i>Use of specialist equipment such as sloping boards, pencil grips, lap weights and wobbly cushions etc.</i> ● <i>Use of ICT</i> ● <i>Time-out sessions and movement Breaks</i> ● <i>Adaptions to the classroom e.g. lighting (when appropriate)</i> ● <i>Fine motor skill activities such as – peg boards, putty, cutting etc.</i> ● <i>Overlays</i> ● <i>Medical support</i> ● <i>Adapted resources – large font, coloured paper</i> ● <i>Accessible classroom / school environment.</i> ● <i>Screen readers / magnifiers.</i> 	<ul style="list-style-type: none"> ● <i>Mobility and care plan management</i> ● <i>Liaison with a range of medical professionals as needed assistance via School Nursing Team</i> <ul style="list-style-type: none"> ● <i>Fine/ gross motor skills practise</i> ● <i>Touch-typing programs</i> ● <i>Targeted groups to develop key skills</i> 	<ul style="list-style-type: none"> ● <i>Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants</i> ● <i>Access to external advice and assessment.</i> ● <i>Advice and outreach from Sensory Team</i> <ul style="list-style-type: none"> ● <i>Targeted Work from Occupational Therapy, sensory support service or physiotherapist</i> ● <i>MHST/CAMHs</i> ● <i>Occupational / Physiotherapy programme for individuals or small group.</i> ● <i>Individual support for access to curriculum.</i> ● <i>Adapted activities / movement for unstructured times in school day.</i> ● <i>Adapted ICT programs and equipment – eye movement, speech recognition, keyboards, mouse.</i> ● <i>Individual flexible timetable – allowing for rest breaks.</i> ● <i>Reduced timetable/ school day</i> ● <i>Hearing aids/ FM system</i> ● <i>PECS</i> ● <i>Daily fine/ gross motor skills practise</i> ● <i>Individual workstation</i>
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	<ul style="list-style-type: none">● <i>Markers for starting / finishing work.</i>● <i>Flexible teaching and social arrangements for learning, unstructured times, movement between sessions.</i>● <i>Physically/ sensory clutter-free environment</i>● <i>Storage for specialist equipment/ aids</i>● <i>Awareness of positioning, voice and pace</i>● <i>Accessible resources, multi-sensory approaches to learning, equipment and aids</i>		
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If you require any of this information in another language please contact the school office via email:
office@grimsdyke.harrow.sch.uk