

## Brook Primary School Provision Steps:

### Brook Primary School Special Educational Needs and Disabilities Whole School Identification and Support Strategies

#### Cognition and Learning

- Moderate Learning Difficulty (MLD)
- Specific Learning Difficulty (SpLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

MLD may show itself in various ways including low attainment across the board (in all forms of assessment), difficulties in acquiring skills (notably English and Maths) on which much other learning depends, difficulties in dealing with abstract ideas and generalising from experience, a range of other difficulties, notably in Speech and Language (particularly for younger children) and in social and emotional development.

SpLD are difficulties that only affect certain aspects of pupils learning. Problems will be restricted to one or more specific areas (e.g. reading or writing), These difficulties are not related to intellectual limitations but to specific processing problems that are independent. Other areas of development may also be slightly delayed, but are broadly in line within the average range. In this context, SpLD will only refer to **Dyslexia** and **Dyscalculia**.

**Dyslexia** – a learning difference (a combination of strengths and weaknesses) which affects the learning process in reading, spelling, writing and sometimes maths. There may be some weakness in short term memory, sequencing and processing speed.

**Dyscalculia** – affects a pupils' ability to acquire mathematical skills. It can present itself as an inability to understand basic number concepts and/or number relationships, recognising symbols and understand quantitative and spatial information.

Area of Need		Step 1 (On Alert / low attainers and underachieving)	Step 2 (School Support)	Step 3 (EHCP)
Cognition and Learning	SEN identifiers	<ul style="list-style-type: none"> <li>• Reading and spelling age</li> <li>• Phonics phase</li> <li>• HFW check</li> <li>• Difficulties in acquiring new skills</li> <li>• Difficulties in retaining new skills</li> <li>• Difficulties in dealing with abstract ideas</li> <li>• Lower level of attainment than benchmark</li> <li>• Ongoing teacher assessment</li> <li>• Attendance records</li> </ul>	<p><b>Step 1 plus</b></p> <ul style="list-style-type: none"> <li>• Received early intervention prior to SEN registration</li> <li>• Discussion with SENDCO</li> <li>• Possible range of other difficulties e.g. SPL and C</li> <li>• Attainment in underlying skills is interfering with ability to progress effectively</li> <li>• Learning additional to or different from normal class provision</li> <li>• Little or slow progress</li> </ul>	<p><b>Steps 1 and 2 plus</b></p> <ul style="list-style-type: none"> <li>• Measures of attainment and cognitive skills are in the lowest attaining one percent of the national population</li> <li>• Attainments in underlying skills significantly interfere with ability to learn effectively</li> <li>• Very limited progress</li> </ul>
Cognition and Learning Provision		<ul style="list-style-type: none"> <li>• High quality teaching</li> <li>• Plan, Do, Review</li> <li>• Differentiated curriculum</li> <li>• Differentiated delivery</li> <li>• Differentiated outcome</li> <li>• Visual aids - a multi-sensory approach</li> <li>• Scaffolding, reminders, prompts, story maps, VCOP, writing frames</li> <li>• Specialist arrangements for SATs (e.g. extra time)</li> <li>• ELS if appropriate</li> <li>• Phonics catch up</li> <li>• Interventions</li> <li>• Classroom intervention group</li> <li>• Learning Pathways - transferrable skills</li> <li>• Parental involvement - identification of need (Early Intervention)</li> <li>• Carefully considered environment</li> <li>• Progress and Data tracking</li> <li>• Staff CPD</li> </ul>	<p><b>Step 1 plus</b></p> <ul style="list-style-type: none"> <li>• Targeted intervention groups</li> <li>• Plan, Do, Review</li> <li>• Teacher and Teaching assistant small group work</li> <li>• Personal targets</li> <li>• Parental Involvement - shared targets and progress at parents' evenings</li> <li>• LSS referral and intervention</li> <li>• Precision teaching (over-learning)</li> <li>• 1:1 withdrawal if required</li> <li>• SPL and C intervention if appropriate for needs</li> </ul>	<p><b>Step 2 plus</b></p> <ul style="list-style-type: none"> <li>• Additional support in class for some aspects of the curriculum</li> <li>• Individual Access arrangements for SATs if appropriate</li> <li>• Extra visits for transition - to secondary school</li> <li>• Parental involvement - termly personal target reviews and annual reviews / involvement with outside agencies for specific needs</li> <li>• Annual reviews</li> </ul>

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**Speech, Language and Communication**

**Speech, Language and Communication (SLC)** refers to any difficulty communicating with others. This includes difficulties understanding spoken language, have speech that is difficult to understand (difficulties saying words or sentences), difficulties communicating appropriately in social situations, having difficulties knowing how to talk and listen to others conversations. SLC will also include stammering and voice problems.

Area of Need		(On Alert / low attainers and underachieving)	Step 2 (School Support)	Step 3 (EHCP)
Speech, Language and Communication	SEN identifiers	<ul style="list-style-type: none"> <li>• Slow progress</li> <li>• Low confidence</li> <li>• Possible C and L difficulties</li> <li>• Follows actions of others rather than initiating</li> <li>• Withdrawn behaviours</li> <li>• Difficulties with concentration</li> <li>• Poor social interaction skills</li> <li>• Poor / limited vocabulary</li> <li>• Misunderstanding of verbal instructions</li> </ul>	<p><b>Step 1 plus</b></p> <ul style="list-style-type: none"> <li>• Received early intervention prior to SEN registration</li> <li>• Discussion with SENDCO</li> <li>• Limited classroom participation</li> <li>• Difficulties managing language demands of classroom</li> <li>• Difficulties communicating with peers</li> <li>• Difficulties following instructions</li> <li>• Sometimes alone or tending to be prefer one special friend</li> <li>• Difficulties organising verbal / written responses</li> <li>• Literal interpretations Difficulties understanding figures of speech e.g. humour</li> <li>• Below average attainment</li> </ul>	<p><b>Step 1 and 2 plus</b></p> <ul style="list-style-type: none"> <li>• &lt;1<sup>st</sup> percentile for Sp and L</li> <li>• Frustrations due to inability to participate</li> <li>• Can only follow very short and basic instructions</li> <li>• Low attainment</li> </ul>
Provision		<ul style="list-style-type: none"> <li>• High quality teaching</li> <li>• Plan, Do, Review</li> <li>• Flexible teaching</li> <li>• Structured school and class resources</li> <li>• Differentiated curriculum delivery</li> <li>• Classroom intervention group</li> <li>• Phonics catch up</li> <li>• Increased visual aids</li> <li>• Visual timetables / prompts</li> <li>• Use of symbols and pictures</li> <li>• Simplifying instructions</li> <li>• Adapting adult language</li> <li>• Increase vocabulary wide experiences</li> <li>• Clear non-verbal communication</li> <li>• Parental involvement - identification of need (Early Intervention)</li> <li>• Staff CPD</li> </ul>	<p><b>Step 1 plus</b></p> <ul style="list-style-type: none"> <li>• Continued intervention groups</li> <li>• Teacher and Teaching assistant small group work</li> <li>• Shared expertise - Quarry Bank Language Unit</li> <li>• Social Skills Teaching - buddy system</li> <li>• SpL and C referral and intervention therapy programme</li> <li>• LSS intervention</li> <li>• Personalised targets with targeted work in class</li> <li>• Parental Involvement - shared targets and progress at parents' evenings</li> <li>• 1:1 withdrawal where appropriate</li> </ul>	<p><b>Step 1 and 2 plus</b></p> <ul style="list-style-type: none"> <li>• Support in class</li> <li>• Makaton / Language for Learning</li> <li>• Parental involvement - termly personal target reviews and annual reviews / involvement with outside agencies for specific needs</li> <li>• Annual reviews</li> </ul>

## Brook Primary School

### Special Educational Needs Whole School Identification and Support Strategies

#### Social, Emotional and Mental Health Needs

**Social, Emotional and Mental Health (SEM)** difficulties is an umbrella term to describe a range of complex and chronic difficulties experienced by many children. Pupils may demonstrate features such as: being withdrawn and isolated; displaying a disruptive or disturbing nature; being hyperactive and lacking concentration; having immature social skills; or presenting challenging behaviours arising from other complex needs. Consideration must always be given to the nature of the presenting difficulties, their frequency, their persistence, their severity and the effect they have compared to what might be normally expected for their age range. Things will continue to change overtime and strategies adapted.

Area of Need		(On Alert / low attainers and underachieving)	Step 2 (School Support)	Step 3 (EHCP)
Social, Emotional and Mental Health Needs	SEN identifiers	<ul style="list-style-type: none"> <li>• Low level disruptions</li> <li>• Behaviours managed by whole school behaviour strategies (with necessary adjustments made)</li> <li>• Difficulties following instructions, routines</li> <li>• Attention difficulties</li> <li>• Finds it difficult to sit still</li> <li>• Difficulties in interacting positively</li> <li>• Difficulties accepting praise / attention</li> <li>• Difficulties expressing own needs</li> <li>• Attendance records</li> </ul>	<p><b>Step 1 plus</b></p> <ul style="list-style-type: none"> <li>• Received early intervention prior to SEN registration</li> <li>• Behaviours managed with support</li> <li>• Distractibility inhibiting progress</li> <li>• Patterns of behaviours</li> <li>• Regular entries in school behaviour book</li> <li>• A pattern of "time outs"</li> <li>• SDQ / Boxhall Profile</li> </ul>	<p><b>Steps 1 and 2 plus</b></p> <ul style="list-style-type: none"> <li>• Unable to cope without significant support</li> <li>• Major disruptive behaviours</li> <li>• Violent outbursts</li> <li>• Extreme anxiety</li> <li>• Inappropriate social behaviours</li> <li>• Behaviour report and possibly fixed term exclusions</li> </ul>
Provision		<ul style="list-style-type: none"> <li>• High quality teaching - (accessible, relevant and motivating)</li> <li>• Plan, Do, Review</li> <li>• Challenge is achievable</li> <li>• Whole school / class reward system / positive reinforcement</li> <li>• Positive adult support and interactions</li> <li>• Positive responses</li> <li>• Consistent parameters</li> <li>• Whole school / class rules which are clear and consistent</li> <li>• Whole school behaviour policy and practices</li> <li>• SEAL</li> <li>• PHSE curriculum / circle time (as required)</li> <li>• Preparing for routine changes</li> <li>• Personal support from key staff</li> <li>• Peer / Buddy systems</li> <li>• Nurture groups</li> <li>• Parental involvement - liaison at intervention</li> <li>• Address needs - tiredness, hunger, thirst, anxiety, fear</li> <li>• Staff CPD</li> <li>• Reflective outcomes</li> </ul>	<p><b>Step 1 plus</b></p> <ul style="list-style-type: none"> <li>• Reflection time / withdrawal</li> <li>• Home/school diary</li> <li>• Reasonable adjustments</li> <li>• Parental involvement - shared targets and progress at parent's evenings</li> <li>• SENDIASS</li> <li>• Referral to EP and intervention</li> <li>• Personalised targets</li> <li>• Withdrawal</li> <li>• Learning Mentor support away from classroom</li> <li>• ELSA programme referral</li> <li>• Social stories</li> <li>• Shared expertise - SSS</li> <li>• Personalised reward and monitoring system</li> <li>• Outside agency support e.g. Sycamore short stay centre</li> <li>• Counselling service</li> <li>• Withdrawal rooms / quiet rooms</li> <li>• Key support adult</li> <li>• Positive play groups</li> <li>• SEM groups - friendship, self-esteem, nurture</li> <li>• Support from school health advisor</li> <li>• Links with other outside agencies e.g. Speech and language / learning support service</li> <li>• Visual timetables - discuss changes to routines, staffing etc.</li> </ul>	<p><b>Steps 1 and 2 plus</b></p> <ul style="list-style-type: none"> <li>• Support in class - key adult</li> <li>• 1:1 behaviour programme /personal targets</li> <li>• Possible use of alternative space</li> <li>• Parental involvement - target reviews and annual reviews / involvement with outside agencies for specific needs</li> <li>• Transition packages - as appropriate</li> <li>• RIPE - in extreme cases</li> <li>• Physical intervention - as appropriate</li> <li>• Circle of friends - as appropriate</li> <li>• Annual reviews</li> </ul>

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**Sensory and Physical**

- **Hearing Impairment (including auditory neuropathy)** - pupils have a confirmed medical diagnosis of a hearing impairment or auditory neuropathy.
- **Physical Impairment / Medical Conditions** - pupils have a physical impairment / medical condition which impacts on their ability to attend school, access a full curriculum and other aspects of school life
- **Visual Impairment** - pupils have a confirmed medical diagnosis of a visual impairment (or where needs meet entry criteria)

Area of Need	SEN identifiers	(On Alert / low attainers and underachieving)	Step 2 (School Support)	Step 3 (EHCP)
Sensory and Physical	SEN identifiers	<ul style="list-style-type: none"> <li>• Changes to academic performance</li> <li>• Deterioration of handwriting / fine motor skills</li> <li>• Signs of frustration behavioural / emotional problems not previously observed</li> <li>• Impact of physical / sensory need on confidence, self-esteem, emotional stability or relationships with peers</li> </ul> <p><b>Hearing:</b></p> <ul style="list-style-type: none"> <li>• Tonal changes in speech</li> <li>• Failure to respond to verbal cues</li> <li>• Increased requests for the repeat of instructions</li> <li>• Physical changes - possible discharge from ear, tilting of head, looking at faces during conversation</li> <li>• Increased reliance on peers for understanding and relaying instructions</li> </ul> <p><b>Physical and Medical Difficulties:</b></p> <ul style="list-style-type: none"> <li>• Impact of the physical or mental difficulty on participation in curriculum activities.</li> </ul> <p><b>Visual:</b></p> <ul style="list-style-type: none"> <li>• Slowness in copying from board / other visuals e.g. word banks</li> <li>• Asking for written instructions to be given verbally</li> <li>• Deterioration in hand-eye coordination skills</li> <li>• Straining of eyes to read things such as the whiteboard</li> <li>• Needing to be at the front of the class / glasses worn at specific times</li> <li>• Tentativeness with physical activity. Mobility is becoming impaired</li> </ul>	<p><b>Step 1 plus</b></p> <ul style="list-style-type: none"> <li>• Received early intervention prior to SEN registration</li> <li>• Signs of frustration / difficulty in forming relationships. Isolated during lunch and other social times.</li> <li>• Impact on learning where physical / sensory need is central to task</li> <li>• Not working at same pace as peers</li> </ul> <p><b>Hearing:</b></p> <ul style="list-style-type: none"> <li>• Not hearing instruction and not working at same pace as peers</li> <li>• Problems in making themselves understood to the teacher leading to increasing frustration, occasional emotional outbursts, and management difficulties</li> </ul> <p><b>Physical and Medical Difficulties:</b></p> <ul style="list-style-type: none"> <li>• Signs of increasing fatigue during tasks</li> <li>• Reluctance</li> <li>• Use of some specialist equipment e.g. angle board, cushion</li> </ul> <p><b>Visual:</b></p> <ul style="list-style-type: none"> <li>• Signs of increasing fatigue at the end of the day</li> <li>• Need to wear glasses daily for most activities.</li> </ul>	<p><b>Step 1 and 2 plus</b></p> <ul style="list-style-type: none"> <li>• Difficulties in maintaining and sustaining concentration in the classroom</li> <li>• Need for adapted materials and a level of support beyond the expected</li> <li>• Difficulties making or sustaining peer relationships</li> <li>• Attainment levels falling well below what might be expected due to physical / sensory need</li> </ul> <p><b>Hearing:</b></p> <ul style="list-style-type: none"> <li>• Inability to make progress within the curriculum without considerable amplification of hearing and increased use of visual means of communication</li> <li>• Significant speech and language difficulties restricting communication with peers and teachers and inhibiting language use in the curriculum</li> </ul> <p><b>Physical and Medical Difficulties:</b></p> <ul style="list-style-type: none"> <li>• Inability to make progress within the curriculum without the extensive use of specialist materials, aids, equipment, furniture, adaptations to the physical environment of the school or adult support</li> </ul> <p><b>Visual:</b></p> <ul style="list-style-type: none"> <li>• Mobility problems</li> <li>• Requiring specialist equipment</li> </ul>
Provision		<ul style="list-style-type: none"> <li>• High quality teaching</li> <li>• Plan, Do, Review</li> <li>• Flexible teaching arrangements</li> </ul>	<p><b>Step 1 plus</b></p> <ul style="list-style-type: none"> <li>• Referral to Physical and Sensory Service and intervention</li> <li>• Supported care needs</li> </ul>	<p><b>Step 1 and 2 plus</b></p> <ul style="list-style-type: none"> <li>• Support in class</li> <li>• Specialist resources and equipment</li> </ul>

		<ul style="list-style-type: none"> <li>Awareness / special resources / suitable training for staff e.g. manual handling</li> <li>Classroom organisation / environment</li> <li>Access to curriculum including trips and visits</li> <li>Parental involvement - liaison</li> <li>Care plans - as appropriate</li> <li>Good communication strategies</li> <li>Referral via GP to occupational therapy service / physiotherapy service</li> <li>Assessment and data</li> <li>Visual reminders - routines / multi-sensory approach</li> <li>Promotion of difference and diversity - social and emotional needs</li> </ul> <p><b>Hearing:</b></p> <ul style="list-style-type: none"> <li>Works with advice from Hearing Impairment service</li> </ul> <p><b>Physical and Medical Conditions:</b></p> <ul style="list-style-type: none"> <li>Policies - safer handling within health and safety, supporting children with medical conditions, administering medication etc.</li> <li>Clear routes - evacuation points</li> <li>Seating arrangements</li> <li>Access to health support</li> <li>Specific adaptation of PE including swimming</li> </ul> <p><b>Visual Impairment:</b></p> <ul style="list-style-type: none"> <li>Environmental considerations - contrast, yellow markings etc.</li> <li>Clear routes - evacuation points</li> <li>Verbalising instructions</li> <li>Handouts at optimum size</li> </ul>	<ul style="list-style-type: none"> <li>Parental involvement - shared targets and progress at parent's evenings</li> <li>Risk assessments</li> <li>Personalised targets</li> <li>Use of some specialist equipment</li> <li>Withdrawal as needed - individual or small group</li> <li>Links between outside agencies</li> </ul> <p><b>Hearing:</b></p> <ul style="list-style-type: none"> <li>Referral to Hearing Impairment service</li> <li>Consideration of environment including room acoustics, minimizing background noise etc.</li> <li>Seating positions</li> <li>Training / advice / updates from Hearing Impairment Service</li> <li>Modified curriculum</li> </ul> <p><b>Physical and Medical Conditions:</b></p> <ul style="list-style-type: none"> <li>Height adjustable furniture as required</li> <li>Occupational Therapy / Physiotherapy time / specific programmes</li> <li>Provide additional support where needed at certain times during the day e.g. break, lunch, intimate care</li> <li>Focus on skills e.g. scissor skills, ball skills</li> <li>Access to a range of recording strategies</li> </ul> <p><b>Visual Impairment:</b></p> <ul style="list-style-type: none"> <li>Modified and adapted resources</li> <li>Extra time to complete tasks</li> <li>Skills to improve the curriculum - typing, magnifiers</li> </ul>	<ul style="list-style-type: none"> <li>Parental involvement - termly personal target reviews and annual reviews / involvement with outside agencies for specific needs</li> </ul> <p><b>Hearing:</b></p> <ul style="list-style-type: none"> <li>Appropriate Deaf Awareness training for individuals</li> <li>Possible specific programmes of work from HIS</li> <li>Risk assessments and PEEPS</li> </ul> <p><b>Physical and Medical Conditions:</b></p> <ul style="list-style-type: none"> <li>Risk assessments and PEEPS</li> <li>Individual assessments on specialist equipment e.g. seating, toilet rails</li> <li>Specific programmes of work by Occupational Therapy / Physiotherapy</li> </ul> <p><b>Visual Impairment:</b></p> <ul style="list-style-type: none"> <li>Specific programmes from Visual Impairment Service</li> <li>Specific training for individuals</li> </ul>
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**Autistic Spectrum Disorder**

Autism is a developmental disability that affects how a person communicates with, and relates to, other people. **It also affects how they make sense of the world around them.** It is a spectrum condition, which means that, while all people with autism share certain difficulties, their condition will affect them in different ways

Area of Need		(On Alert / low attainers and underachieving)	Step 2 (School Support)	Step 3 (EHCP)
Autistic Spectrum Disorder	SEN Identifiers  Some of the main signs a child may have an Autism Spectrum Disorder (ASD) include	<ul style="list-style-type: none"> <li>• Not drawing others attention to objects or events or at something that is happening nearby (a child may eventually do this but later than expected)</li> <li>• Carrying out things in a repetitive way</li> <li>• Resistance to change or doing things differently</li> <li>• Difficulties with social interaction, social communication and social imagination. (sometimes called the triad of impairments)</li> <li>• Harmful behaviours such as biting, pinching, kicking, pica (putting inedible objects in mouth) or self-injurious behaviour</li> <li>• Difficulties understanding and processing speech - repeating</li> <li>• Difficulties with verbal and non-verbal language - literal understanding</li> </ul>	<p><b>Step 1 plus</b></p> <ul style="list-style-type: none"> <li>• Displays inability to cope with stress as few strategies have been developed</li> <li>• Over / under sensitivity to smell, taste, noise, touch, light or movement</li> <li>• Limited attention span</li> <li>• Fine and gross motor difficulties</li> <li>• Inability to ask for help successfully</li> </ul>	<p><b>Step 1 and 2 plus</b></p> <ul style="list-style-type: none"> <li>• Eating, drinking and sleep irregularities</li> <li>• Need for adapted curriculum and resources</li> <li>• Difficulties reading social situations causing problems with staff and peers</li> <li>• Unusual behaviours to cope with difficult situations</li> </ul>
Provision		<ul style="list-style-type: none"> <li>• Diagnosis through GP / Consultant</li> <li>• Plan, Do, Review</li> <li>• Adapted curriculum - sensory needs accommodated</li> <li>• Access to safe space and supportive adults</li> <li>• Considered environment - sensory, appropriate noise levels etc.</li> <li>• Visual strategies and prompts used routinely, set routines</li> </ul>	<p><b>Step 1 plus</b></p> <ul style="list-style-type: none"> <li>• Referral to relevant outside agencies, such as, Speech and Language, Autism Outreach, Educational Psychology, Occupational Health, CAMHS, Learning Support Service</li> <li>• Personalised targets including visual cues and prompts</li> <li>• Social Stories</li> <li>• Additional support to prepare for transitions</li> </ul>	<p><b>Step 1 and 2 plus</b></p> <ul style="list-style-type: none"> <li>• Additional support from trained ASD staff to access the curriculum</li> <li>• Flexible curriculum access and individual materials to meet need</li> <li>• Access to ASD resource base</li> <li>• Access to Special School Placement where appropriate</li> <li>• Direct teaching of social skills</li> </ul>