

Woodlands Academy of Learning



SEN Information Report (Reviewed - Autumn 2025)

Special Educational Needs Information Report / Policy

1) Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To enable every child to experience success and reach their potential through, Quality First Teaching by inspiring and bringing education to life
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- We aim to develop their social and emotional well-being as well as their academic attainment
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the adapted curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- We have high expectations for all of our children wanting them to achieve to their potential and celebrating the small steps they make on their journey.

2) What are special educational needs (SEN) or a disability?

At Woodlands we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

- **Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
 - ❖ *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***
 - ❖ *Special educational provision means **educational or training provision that is additional to, or different from,** that which is made for others of the same age in a mainstream setting in England*

- **Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

3) The kinds of special educational needs (SEN) for which provision is made at the school

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

4) How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress, inclusion or mental health concerns
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

5) What should a parent do if it thinks their child may have special educational needs?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher/ form tutor. This then may result in a referral to the school SENCo whose name is Mrs S. Dickson and whose contact details are 01922 710613

- Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 1. classroom observation by the senior leadership team, the SENCo, external verifiers,
 2. ongoing assessment of progress made by pupils with SEND,
 3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
 5. pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and members of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Pupil profiles are created (for children that require a different approach) and updated when changes are made to their day.
- Makaton and visual cues are used to support communication in school
- Work is recorded in learning journals to enable the demonstration of small steps of progress for the children who follow a personalised curriculum
- Action relating to SEN support will follow an assess, plan, do and review model:
 1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
 3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- North Star Inclusion Advisory Team <http://northstarfederation.org.uk>
- Walsall Advisory Support Team
- Walsall The Education Psychology Service
- Information, Advice and Support Service (SENDIASS)
- Autism West Midlands <http://www.autismwestmidlands.org.uk>
- Positively Special www.mywalsall.org
- Walsall Speech and Language Therapy - Email: SLTinfo@walsall.nhs.uk - Tel: 01922 605400
- Specialists in other schools e.g. teaching schools, special schools
- Social Services
- Health partners such as School Nurse and Child & Adolescent Mental Health Service
- Early Help <http://www.mywalsall.org/walsall-send-local-offer/>
- Child Development Centre Tel: 01922 605800

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. Please see Walsall Local Offer information <http://www.mywalsall.org/walsall-send-local-offer/>

7) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, through assessment for learning to adapt tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- Adapted lessons will be planned by the class teacher
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists along with the use of the SEND quality first teaching toolkit
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

8) How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.
- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01922 710613

9) How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at myschool@localauthority.gov.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the termly newsletter includes a section that identifies local learning opportunities.
- The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.
- These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

10) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision maps located on the school website and aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.
- The school has completed the Anti-bullying Pledge and is audited annually for its provision in regard to ensuring pupils safety by external agencies.
- CPOMS is used to record incidents, conversations and concerns. This enables school to create the 'big picture'
- Each class has a self-regulation station and emotions area called 'It's real to feel'
- Heart to heart – indicating they need time to talk to a teacher
- Check in check up and check out – develop connections, relationships and a sense of belonging
- Two new roles in school – lead person for child mental health and another for adults mental health and well being

- The majority of staff are trained in emotion coaching and trauma informed practise and the school has attained a gold award for their practise
- We offer safe spaces to support times of dysregulation enabling children to calm
- There are two trained staff members who deliver ELSA – supporting emotions
- We have fish for children to visit and support their emotional state
- Awards for things such as: Caught being kind, Star of the week, So proud of you
- Different entrance and exit time/place, removing the overwhelming crowd

11) Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.

12) What specialist services are available at the school?

The school has access to a range of specialist support: Educational psychologist, NIAT, SALT, VI team, HI team, OT, CAMHS, BCWA, SWING, Paediatricians, Dieticians, Early Help, School Health, Street Teams, Health Visitors, Early Years SEND team, Specialist nurses – Diabetes and Muscular Dystrophy, NSPCC and Loud Mouth. These are support services that have been accessed in recent years but if a child has a specific need, we will seek the support necessary.

13) What training do the staff supporting children and young people with SEND undertake?

School staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- How to support pupils with sensory needs
- Target setting for SEND children
- SEND toolkit
- Mental Health
- Adaption of lessons to meet the need of SEND children
- RWI
- Talk Less Teaching

Enhanced training has been provided to Higher Level Teaching Assistants (HLTA) and the SENCo on:

- Leading a Nurture Group
- Talking Partners
- Attendance at the termly SENCo Update
- Bereavement, anxiety and resilience
- ELSA
- Drawing and Talking
- PRICE

Specialist training has been provided to the SENCo and/or support team on:

- SEND updated information through clusters and authority meetings
- Autism
- Making it stick – metacognition
- Makaton
- Wellcomm and Talkboost
- Attachment and trauma
- Social, emotional and mental health
- Working memory
- My star assessment
- The school has regular visits from SEN specialist teachers
- Keyworker
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.
- The Governor with specific responsibility for SEN is Mrs Sue Spriggs, who has completed the SEN Governor training.
- Lego Therapy
- Bucket Therapy

14) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- Children with SEN are encouraged to take part in activities out of school (clubs, trips, residential etc). It is sometimes necessary to call upon parents to support to ensure that it is able to take place.

15) How accessible is the school environment?

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.

- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps have replaced the two steps into school to ensure the site is accessible to all.
- Highlighted ramps and steps around school
- Blinds and coverings on windows to prevent glare
- Three toilets have been adapted to ensure accessibility for visitors with a disability.
- Medical stations have been provided in order to enable a safe place for insulin testing/injections and for children to go if they require any treatment /medication
- A Nurture Room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils. This has become a sensory room and the SEND base for the children to access

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information that is available via the school website.

16) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo gathers information on pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. This may be through visits to settings, meetings with parents, teachers and external professionals.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living

Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.

- For pupils transferring to local schools, the SENCo's (or SEND team member) of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition. Additional visits are arranged if both schools feel it would be beneficial to support a smoother transition
- The records of pupils who leave the school mid-phase will be transferred as soon as possible, following the parents notifying school that their child has been enrolled at another school.
- Secondary school scenarios are presented to our vulnerable children and enables confidence building in preparation for transition
- All Year 6 children take part in activities for transitioning to their new schools as part of their learning programme

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 1. Targeted adaptations to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc)
 2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
 3. Out of class support (relationship building, social, emotional skill development,)
 4. Small group tuition to enable catch up (subject or targeted at additional need)
 5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
 6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
 7. Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
 8. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
 9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
 10. Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardos, Relate) and community sources (e.g. Youth and Church groups, local businesses)
 11. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support
 12. Specialist staff and support and advice on best practise

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

17) How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, classteacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

18) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENCo or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.

19) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENCo – Mrs S Dickson
- The Headteacher – Mrs T Newton
- For complaints, please contact the School Governor with responsibility for SEN. Their name is Mrs S Spriggs and she can be contacted via school

20) Support services for parents of pupils with SEN include:

SEND Information, Advice and Support Service (SENDIASS) offer independent advice and support to parents and carers of all children and young people with SEND. To contact them email: walsallsendiass@family-action.org.uk or Telephone: 01922 612008

- SENDIASS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.

- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.
- Walsall Children and young people's service directory. They can offer help and advice to young people and their families.

21) Information on where the Local Authority's Local Offer can be found.

The Walsall Local Offer can be found here **send.walsall.gov.uk**

References

The **SEND Code of Practice** (July 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

Supporting pupils at school with medical conditions Sept 2014.

Local Offer: Framework and Guidance.

Glossary (A glossary of SEND terms is included in the appendices of the **SEND Code of Practice**)

Appendix

Woodlands Academy Provision map

APPENDIX - Provision Mapping - SEND at Woodlands Academy of Learning

Area of Special Educational Need	Quality First Teaching/Whole School Approach	School Based Support (Individual)	School Based Support Enhanced (Outside Agency)
Communication & Interaction Staff Training: • Talkboost - Early Years and KS1 • Wellcomm • Makaton • Autism • SEND Toolkit • Writing ILP's • RWI • Adaptations • Bucket Therapy • Open Theatre	• Visual Timeline (individual in Y6 if required) • Circle time • Peer reading • Forest Schools • Mentoring • Pupil leadership • Buddy system/ play leaders • Speaking postcards and talking tins. • Makaton • Positive Prompts • Mr Tongue • Wellcomm • Talkboost • S&L • Language rich environment • LEGO Therapy	• Pragmatics group (KS1/KS2) • Language group • Personal timelines and communication key rings • Social stories • Time to Talk • SLT referral- personal targets (ILP) • North Star Inclusion Team • Educational Psychology	• S&L referral- personal targets (ILP) • North Star Inclusion Team • Educational Psychology • Intensive support S&L

	Pragmatics group (KS1/KS2)		
Cognition & Learning Staff Training: - Memory to learn - Making it stick - Dyslexia - SEND Toolkit - Talk Less Teaching - Adaptations - PINS	- Visual Timeline (individual in Y6 if required) - Peer reading - Forest Schools - Mentoring - Pupil leadership - Buddy system/ play leaders - Precision Teaching - Speaking postcards and talking tins. - Whole school Makaton <i>Positive Prompts</i> - Read Write Inc - Reciprocal Reading - Resources for visual stress: whiteboards, coloured paper, overlays, highlighted lines, new reading materials. - Differentiated learning and teaching styles - Games	- Flip Flops/sparkle folders Personalised strategies for learning. - Task slicing approaches e.g. colour coded cards/ check lists/whiteboards. - Personal speed sound mats including red words. - Rapid Read - Reciprocal Reading - Increased reading to an adult (everyday) - Booster classes (RML) - Toe by toe - Plus 1 - Plus 2 - Plus time - Beat Dyslexia - Number shark - Word shark - Nessy - IPADS	- North Star Inclusion Service - Educational Psychology - SLT - Work stations

	○ Human number lines ○ Messy play ○ Partner talk ○ Multi-sensory approaches ● Magnetic letters ● Words mats ● HFW mats ● Complex speed sounds chart displayed in all classrooms. ● Spelling logs ● Learning logs ● Open Doors (Y3) ● Dough disco (fine motor skills) ● Colourful semantics ● Number wraps ● Reciprocal reading and writing ● Echo reading ● Vision to Learn ● First Class at number ● Write Away ● 3rd Space	● SEN targeted teaching: English and Maths. ● Pre teaching Vocab ● Post lesson recap. ● Open Doors – individual. ● Read Think (inference skills) ● Jolly phonics ● Memory 4 learning ● Words First ● IDL ● Precision teaching ● Fresh Start	
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	• Wobble board • Fresh Start		
Social, mental & emotional health Staff Training: • Attachment and trauma • My star • Bereavement • Resilience • Anxiety • SEND Toolkit • ELSA • LegoTherapy • PRICE • Drawing and Talking • School attendance (EBSA) • PINS	• Mentoring • Visual Timeline (individual in Oak Phase if required) • Forest Schools • Pupil leadership • Buddy system/ play leaders • Whole school Makaton • <i>Positive Prompts</i> • Differentiated learning and teaching styles ○ Games ○ Human number lines ○ Messy play ○ Partner talk ○ Multi-sensory approaches • Open Doors • Stress box • Feelings indicator (class) • Circle time • Classroom monitors	• Pragmatics • Cool down/ personalised areas for learning • Learning Mentor time • Feeling indicator (personal) • 1-5 and reward systems • 8 point plan • Home/ School • Gardening clubs • Circle of Friends • Social Stories • Meet and Greet Pupils • Emotions work – Blobs • Multi-sensory • ELSA • Wishes and feelings	• North Star Inclusion Service • Educational Psychology • SLT • Fire Service/ Police • Multi-sensory • CAMHS • SWING • Street Teams • BCWA • IBSP's

	• Visual supports for positive behaviours e.g. lining up • PSHE • Whole school behaviour system, house teams • School council • Check in, up and out • Heart to heart • Real to feel • Regulation stations		
Sensory and/or physical Staff Training: • Autism and sensory needs • Sensory stories • Open Doors Therapy • Sensory circuits	• Open Doors • Sensory boxes e.g. tangle toys • Pencil grips • Coloured overlays/ books • Multi-sensory approaches (messy play) • Forest Schools • Accessibility to site • Blinds • Open door policy • Peer support • Pupil voice • Seating plan • Dough Disco	• Impact (EYFS) • Weighted blankets • Writing slopes • Colour chunking for spelling • Care plan • Communication Passports • Sensory boxes • Wobble cushions • Captain's chairs • Multi-sensory • Access to sensory room • Regulations areas	• OT • Physio • Outreach • VI support • Hearing support • School Nurse • Multi-sensory • Sensory room

	• Scribe • Raised lines • Kinetic writing • Regulation stations • Coloured overlays • Wobble cushions/stool • Therapy bands/putty • Writing slopes • Handled rulers • Pencils – range of sizes and hardness		
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