Avening Primary School	
Special Educational Needs Information Report	**Summer 2026**

Respect Engage Aspire Collaborate Hope

At Avening Primary School, children, staff and governors aim to treat everyone with respect. Resourceful, resilient and reflective, we will engage in our learning and aspire to be the very best that we can be. As a community of successful learners, we will collaborate to make our world a better place to live and learn. We look forward to our futures with hope.

Together we'll fly.

What is the SEN Information Report?

As part of the Children and Families Bill 2014, all schools are required to make available what they have to offer in terms of SEND (Special Educational Needs or Disability) support and resources to families. This details how they can support children and young people with a special educational need and/or disability (SEND).

A child or young person has SEN if they have a learning difficulty or disability which calls of special educational provision to be made for him or her.

Definition of SEND

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning thatn the majority of others of the same age, or
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Code of Practice 2014

Context of Avening Primary School (Summer 2026)

- Avening School is a 4-class rural primary school with mixed-age classes throughout. Numbers on roll are currently 100.
- There are currently:
  - 18% of our pupils eligible for Pupil Premium/ Pupil Premium Plus Grant
  - 35% of our pupils have been identified as benefitting from special educational needs support.
  - Of these 13% have an Education, Health and Care Plan (EHCP). Two further applications are at assessment phase and there is one further application awaiting action.
  - On the SEN register are children with a range of needs including autism, communication and interaction difficulties, ADHD, moderate learning difficulties and specific learning difficulties, as well as specific health needs.

Avening Primary School provides a broad and balanced curriculum for all children. We recognise and value the contribution that every child can make and are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their specific needs and

abilities. Every member of staff at Avening Primary School has the highest possible expectations for your child and all the pupils in their class. Careful, on-going assessment of daily learning opportunities enables teachers to match their teaching to the diverse needs of individuals and groups of children. Working with parents and carers, we strive to ensure that all children make good progress across the school, both socially and academically.

How do we identify children that have special educational needs and disabilities (SEND)?

Quality first teaching is the entitlement of all children to a curriculum that challenges and supports their progress – whether they are performing at greater depth, at or below age-related expectations. Every member of staff at Avening Primary School has the highest possible expectations for your child and all the pupils in their class. Careful, on-going assessment of daily learning opportunities enables teachers to adapt their teaching to the diverse needs of individuals and groups of children. All teaching is based on building on what your child already knows, can do and can understand.

Your child's teacher will have carefully checked on your child's progress and will have decided that, if your child has gaps in their understanding/learning, they may need some extra support to help them make the best possible progress. By monitoring the progress of all pupils, we are able to make provision, where necessary, to support individuals or groups of children who need it. Different ways of teaching are in place so that your child is fully involved in learning in class. Specific strategies or resources (which may be suggested by the SENDCO or external advisors) may be put in place to support your child to learn. All children in school should be getting this as a part of excellent classroom practice when needed.

On occasions, individuals or groups of children may be identified for extra support in school, in addition to that provided through quality first teaching. This may be because they are making slower progress than expected or because they are working below age-related expectations. They may have a particular gap in their knowledge or skills which needs closing. They may have a specific learning difficulty or disability. Concerns may have been raised by parents. Additional support may take the form of small group intervention.

In identifying a child as needing additional support, the class teacher or teaching assistant, working with the SENDCO, carry out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress, attainment and behaviour, as well as the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. These assessments are reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENDCO contacts them if appropriate and if the parents agree.

What kinds of SEN are provided for?

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and Interaction e.g. autistic spectrum disorder, and speech and language difficulties

Cognition and learning e.g. dyslexia

Social, emotional and mental health difficulties e.g. attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs e.g. visual impairments and processing difficulties

How will the school let me know if they have concerns about my child's learning?

If your child is identified as not making progress, this will be communicated to you at a parent consultation meeting, if not before.

At the meeting, your child's class teacher will discuss any identified difficulties with you and:

- listen to any concerns you may have too
- agree the focus of any additional support your child may receive and review the outcomes of any previous intervention
- discuss with you any referrals to outside professionals to support your child's learning if required.

Any consideration of whether special educational provision is required starts with desired outcomes, including the expected progress and attainment, and the views and wishes of the child and their parents.

Provision

When planning intervention, we take note of evidence-based practice, as detailed in the Education Endowment Foundation's Teaching and Learning Toolkit.

Provision has three aspects:

- Quality first teach – an entitlement of all children
- Additional school support
- External support

Details of typical provision are outlined in Appendix 1 of this document.

What are additional school support strategies?

Additional school support strategies are interventions which are carried out in a small group or sometimes one-to-one with your child and an adult. These groups may be run in the classroom or outside, for children who have been identified by the class teacher as needing some extra support in class. Intervention groups may be run by a teacher or by a trained teaching assistant.

For your child this would mean:

- He/ She will engage in group or one-to-one sessions with specific targets to help him/her to make more progress.
- A teaching assistant/teacher will run these small group sessions using the teacher's plans or targets.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

The support may take the form of 'rapid intervention' when gaps identified in a particular lesson are addressed later that day or week. This way of working helps to ensure that children are not left behind in their learning.

What kinds of external support are available?

On occasions, children may be identified by the class teacher, or by parents raising worries, as needing some extra specialist support in school from a professional outside the school.

For your child this would mean:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your consent for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, Advisory Teacher, School Nurse or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
    - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
    - Support to set better targets for your child
    - A group run by school staff under the guidance of the outside professional e.g a social skills group
    - A group or individual work with outside professional

This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.

External services used by the school in relation to SEND provision include:

- Educational psychologist service
- School nurse service and other health care professionals
- Family Support Workers and the Early Help team
- Local Authority support such as Inclusion team
- Advisory Teaching Service, e.g. Visual Impairment team, Communication and Interaction team, Cognition and Learning team
- Children and Adolescent Mental Health Services (CAMHS) and Young Minds Matter
- Winston's Wish (bereavement advice and counselling)

How is extra support allocated to children?

- The school budget includes money for supporting children with SEND which is topped up by the local authority if your child has an EHCP to match the provision outlined in Section F of their plan
- The headteacher decides on the budget for Special Educational Needs and Disabilities, in consultation with the School Business Manager and Athelstan trust, on the basis of needs in the school.
- Information about SEND in the school is considered, 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

All resources/training and support are reviewed regularly and changes made as needed.

What is an Education, Health and Care Plan (EHCP)?

There are times where, despite the school having taken relevant and purposeful action to identify, assess and meet the additional needs of the child, the child has not made expected progress or needs further support to access school provision; then the school or parents should consider requesting an Education, Health and Care assessment from the Local Authority. An 'Education, Health and Care Plan' (EHCP) replaces what used to be known as a 'Statement of Special Educational Needs'. A child will have been identified as needing a particularly high level of individual or small group teaching. Usually the child will also need specialist support in school from a professional outside the school.

For your child this would mean:

- The school can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and whether they need more support in school to make good progress. If this is the case, they will write an Education Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with the support already provided.
- The EHCP will specify the provision required and how education, health and care services will work together to meet your child's needs and what strategies must be put in place. It will also have long and short term goals for your child.
- Any additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are severe, complex and lifelong. The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

See Appendix 2 for the statutory timescales taken from the Special Educational Needs and Disability Code of Practice.

What should I do if I am concerned about the progress my child is making? Who is the best person in this school to talk to for advice about my child's difficulties with learning, special educational needs or disability?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- Some parents and carers speak informally to teachers after the school day, or request a formal appointment

- Class teachers also hold formal parent consultations three times a year where parents/carers can speak with their child's class teacher
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Headteacher, Jane Rushton or SENDCo, Tina Harris.
- If you are still not happy you can speak to the school SEND Governor, Richard Young.

The following people have responsibilities within the school with regard to SEND provision:

Executive Headteacher: Jane Rushton

SENDCo (Special Educational Needs and Disabilities Coordinator: Tina Harris

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that parents are kept informed and involved in reviewing how children are doing and involved in the support the children are getting
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Support the Executive Headteacher in Pupil Progress Meetings held three times a year to identify any child who may be in need of support.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Early Help etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs

In addition, Kelly Wilkinson (Senior Administrator) is involved in:

- Writing Health Care Plans
- Liaising with all the other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology, Early Help etc

Class teachers
Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support)
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Writing and reviewing My Plans and My Plan Plus plans, with the support of the Headteacher and SENDCo
- Writing and reviewing Provision Maps to meet the needs of children needing additional interventions within school
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Teaching Assistants

Responsible for:

- Carrying out intervention, under the supervision of the class teacher
- Providing support for children in and around the school
- Undergoing training as necessary

SEND Governor: Andrew Haine

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND
- Involvement in reviewing this SEN Information Report on behalf of the Governing Body each year, reporting findings to the Governing Body and following up any actions.

You can contact any of the above via email (admin@avening.gloucs.sch.uk), telephone (01453 833191) or in person via the school office.

What expertise does our school and our staff have in relation to SEND?

The SENDCo holds the National Award for SEN Coordination.

All class teachers have qualified teacher status.

We have a member of the support staff, Mrs Deb Carter, who is trained as a Senior Mental Health Lead (SMHL) and an Emotional Literacy Support Assistant. Mrs Vanessa Gobey is also training to be an Emotional Literacy Support Assistant and supports children across the school.

We have two Forest School leaders.

The Headteacher, SENDCO, SMHL and Assistant SENDCO have completed Designated Lead Multi-Agency Safeguarding training.

A number of staff and governors have completed autism awareness training.

A number of staff have completed social stories and concept cartoon training.

We have staff trained in emotion coaching, positive behaviour handling, trusted emotional available adult training and who have completed ACEs training, amongst other relevant professional development.

How is the progress of my child measured in school?

- Your child's progress is continually monitored by his/her class teacher through the daily learning opportunities planned.
- A snapshot of your child's progress is made three times a year in reading, writing and maths. This attainment data is shared with the executive headteacher and SENDCO, who will discuss what it shows with the staff involved at termly Pupil Progress Meetings. Where intervention groups are taking place, assessments may be made more frequently to ensure that the intervention is having impact.
- At the end of Year 6 all children are required to be formally assessed using statutory National Curriculum assessments (often referred to as 'SATS'). This is something the government requires all schools to do and the results are published nationally. Other statutory

assessments include the phonics screening check at Year 1 and the Multiplication Check in Year 4. In the Early Years, the staff complete a baseline assessment. From this the School is provided with a series of narrative statements to describe how each pupil performed on the aspects presented in the assessment (although this assessment is not intended as a tool to measure next steps with children).

- The progress of children with an Education Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The executive headteacher and SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in via termly Pupil Progress Meetings.

How will progress towards identified outcomes and effectiveness of the school's SEND provision be assessed and reviewed by the school? How are parents and children involved in this process?

- Any child receiving additional school support, e.g. through an intervention group, will have targets which are recorded on a Provision Map. For some interventions, an intervention log is kept containing plans for the support given and an evaluation of teaching sessions kept by the person running the intervention sessions. Changes to the plans may be made if the approach to the intervention is not supporting the child in meeting the targets set.
- At the end of the intervention, an assessment is made of how well the child has met his/her targets. The impact of interventions are measured on Provision Maps completed by your child's class teacher.
- For children on the SEND register who have a My Plan or a My Plan Plus, information about their progress is shared with their parents and next steps discussed. For children at My Plan level, this is usually via parent consultations which take place in the first half of the Autumn and Spring terms; in the case of children with a My Plan Plus, longer meetings are held, again usually once a term and may involve our SENDCO, Mrs Tina Harris.
- Termly Pupil Progress Meetings, held with all staff involved with your child, are an invaluable way of sharing the successes of any intervention your child may have had and planning next steps and future provision.

My child needs medication or help with personal care. How is this provided for?

- If your child needs medication, we will work with you to write a Health Care Plan detailing their specific needs and symptoms. Parents are required to inform us if their child needs medical care during the school day. We will ensure that staff are trained to administer any medication necessary. Where possible, we encourage children to be as independent as they can be, under the full supervision of staff and with the permission of parents. We keep a record of medication given to children.
- If your child needs support with toileting, we will work with you to write an Intimate Care Plan outlining what support is required and the responsibilities of staff, parents and the child. Again, our aim is for children to be as independent as they can be.
- You will find a copy of our Intimate Care Policy and our Policy Statement for Children with Health Needs in the 'Policies' section of our website found under the 'Key Information' tab.

How accessible is the school building?

The school strives to ensure that the learning environment meets the needs of all learners and accessibility issues are reviewed regularly.

- All classrooms and a disabled toilet are on the ground floor. The main entrance is designed for wheelchair access.
- The Village Hall, used for lunchtimes and activities which need more space, is accessible for wheelchair users from the lane in front of the school
- Should any adjustments need to be made to the school building to meet your child's needs, we would ask The Athelstan Trust for support.

You will find a copy of the Accessibility Policy and Plan in the 'Policies' section of our website in the 'Key Information' tab.

Will my child be able to participate on school visits or extra-curricular activities?

Prior to any school visits, a risk assessment is carried out by the school. We aim for any provision to be as inclusive as possible and explore every opportunity to enable all children to participate if it is safe to do so. Where it is deemed not safe for your child to participate in a visit, we would discuss this with you in advance.

Extra-curricular activities are open to all children at our school. If your child needs support in order to participate, we would endeavour to ensure that this was provided.

What support do we have for you as a parent of a child with a special educational need?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The headteacher, SENDCO or Senior Mental Health Lead are available to meet with you to discuss your child's progress or any concerns/worries you may have and to signpost you in the direction of external support agencies if necessary
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Share and Learn homework can be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- If you need support with your child at home, the headteacher, SENDCO or Senior Mental Health Lead will be able to signpost you to possible external support. It may be that we can write a referral for 'Early Help', so that support can be planned to meet the needs of you and your child involving a wider range of services and professionals should parents feel that this would be beneficial.

How will we support your child when they are leaving this school or moving classes?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

If your child is moving child to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need 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. Being a small school, all children are well-known by staff.

In Year 6:

- Where possible your child will visit their new school on several occasions and staff from the new school will visit your child in this school
- Staff share information about your child's needs as appropriate.

How will we support your child when they are joining us in the Early Years Foundation Stage?

Before your child joins us in our Early Years class, we aim to have a good understanding of his/her needs by liaising with pre-school settings and parents/ carers. If appropriate, we will attend any necessary 'Team Around the Child/ Family' meetings held at other settings prior to your child joining us, so we gain a better idea of your child's needs and interests, and so that we can help to plan a smooth transition into school.

We visit our local playgroup, so that members of our team get to know the children in their pre-school setting. We recognise that not all of our intake attend Avening Playgroup, so visits to other settings are arranged in the summer term so that our staff can talk to practitioners in your child's setting. We also offer home visits, so that you have the opportunity to talk through any relevant information or express any concerns you may have about your child's first few days in school.

Prior to starting school in September, we offer a number of opportunities for you and your child to visit:

- Forest School Fledglings - held most Fridays, 2-3pm, on the School Garden for pre-school children and their parents/ carers
- Stay and Play - Friday mornings, 8.45-9am during term 6 for our new intake children and their parents/ carers
- Move Through mornings - three mornings in July for our new intake children

Questions children may ask:

What is the school like?

- Avening Primary School is small and friendly with lots of happy and helpful children.
- Avening Primary School had four classes. All of our classes are named after birds.
- We have lots of space to play at our school. We have two playgrounds and a School Garden. For children in Reception, we have an outdoor area too.
- We use the village hall at lunchtime, and for assemblies and PE.

Are the staff friendly?

- We have lots of lovely staff at Avening Primary School. There are teachers and teaching assistants, office staff, and Kelly the cook who also runs our before and after school club. All of our staff are friendly and helpful and want the best for every child at our school.

I may need some help at school. How will you help me?

- The teachers will listen to you and your parents about your needs and how best to support you. They will talk to you about what makes you happy, what is important to you and how

best to help you. You can come and talk to us to find out about how we can make you time at our school the best it can be.

What clubs are there to join and can I join is?

- We are very lucky at Avening Primary School to have lots of different clubs on offer. These change at different point in the year. Clubs include football/rugby, drama, recorders, art and STEM. The teachers often run the clubs and all children are encouraged to join in.

Can I come and visit Avening Primary School?

- Everyone is welcome to visit our school and to have a look around. Your grown-up can phone the school office and make an appointment. You can ask lots of questions and see for yourself our happy, friendly school.

SEND Policy and Procedures

Avening Primary School's SEN Procedures can be viewed in the 'Policies' section of our website in the 'Key Information' tab. Please read this in conjunction with The Athelstan Trust's SEND Policy which can be viewed on the Policy page of The Athelstan Trust's website.

For more information please see the 'Further Information' tab on the SEND pages of our website where you will find links for:

The Local Authority Local Offer

Code of Practice, DfE

Education Endowment Foundation – Sutton Trust's Teaching and Learning Toolkit

Family Lives

Youtube clip explaining autism from a young person's perspective

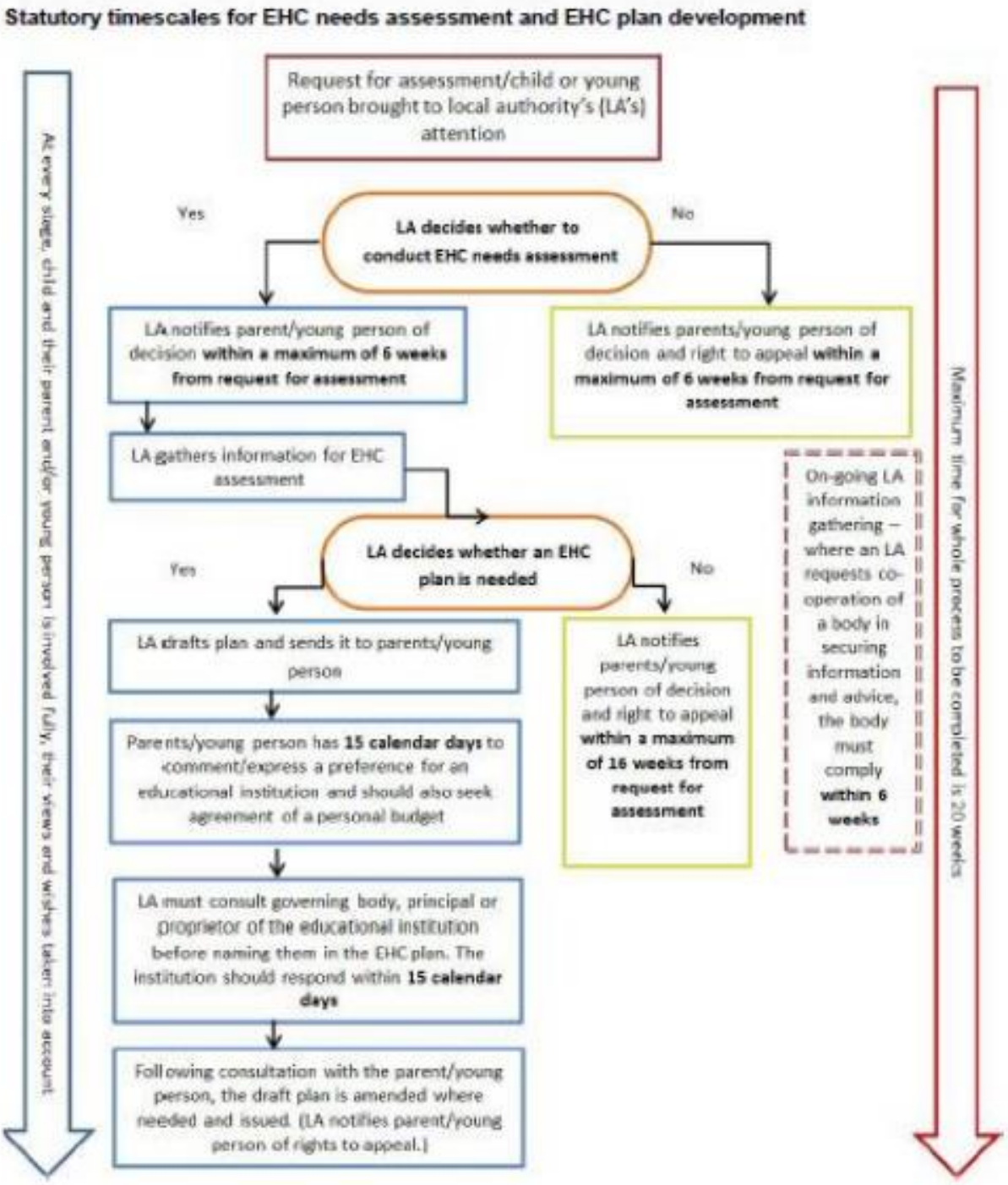
Information about the SCASS Pathway

Appendix 1 Provision

Avening Primary School Provision Map

Provision May Include:	**Quality First Teaching**	**Additional School Support Strategies**	**External Support**
Communication and Interaction Difficulities			
Speech and Language	-Talk4Writing -Oracy opportunities including children standing to say a sentence/answer; tracking the speaker -Role playing/ hot-seating -Music and singing -Shared reading -Speaking and Listening activities -Thinking skills -Reading Buddies -Talk partners -Use of talking tin and iPads to record speech -Colourful semantics	-Additional reading support -Small group intervention, e.g. barrier games -Visual Cue cards for comprehension -In-house delivery of speech therapy -Pre-teaching vocabulary -Language for Thinking -Talk Boost -Talk About -Time to Talk	-- Advice from the Advisory Teaching Service -Delivery of Speech and Language therapy programmes
Cognition and Learning			
Curriculum	-Retrieval practices -Knowledge Organisers -Vocabulary for experts -Scaffolding -Chunking -Learning Walls	-Pre-teaching -Vocabulary work -Over-learning -Work Stations	-Advice from the Advisory Teaching Service
Reading	-Daily phonics/spelling session -Whole class reading to practice fluency -Promotion of reading for pleasure, e.g. library -Book Club – Reading Teachers, Reading Pupils -Tinted background on Powerpoint Slides	-Small group intervention -Essential Letters and Sounds interventions -Precision teaching + monitoring -Nessy	- Advice from the Advisory Teaching Service -Advice from Educational Psychologist
Writing	-Daily English lessons -Daily phonics/spelling sessions -Kinetic Letters -Dictation	-Small group intervention or one-to-one target-getting -Handwriting	- Advice from the Advisory Teaching Service -Advice from Educational Psychologist

	-Slow write -Grapheme HRSW mats -Writing targets shared with children and parents -Talking tins and iPads to record sentences -Colourful semantics	-Precision teaching + monitoring -Nessy	
Maths	-Daily maths lesson with a mastery approach -Daily Maths Practice session/ Mastering Number -Times Table Rockstars and Numbots -Mastery approach with teaching broken down into small steps	- Closing the gap rapid interventions (in response to daily teaching) -Small group intervention or one-to-one target-getting classes	- Advice from the Advisory Teaching Service
Social, Emotional and Mental Health			
Behaviour	-Rules, rewards and sanctions through behaviour policy -Collaborative approach for consistency between staff -Celebration assembly and collective worship -School values -Zones of Regulation in Calm Corners -Visual timetable -SCARF Curriculum -Behaviour logs in class and at break time as required - Wellbeing Leaders -Positions of responsibility -Participation in Anti-Bullying Week -Staff trained in mental health -Emotional Literacy Support Assistant (ELSA) -Forest School provision	-Individual visual timetables, talking through changes to routine, reiterating instructions -ABC forms -Agreed low level, additional behaviour strategies and monitoring (e.g. lunchtime Play Team observations) -ELSA interventions 1:1/ small group -Young Minds Matter referrals -Behaviour records and analysis -Behaviour targets/ bespoke behaviour plans/ risk assessments -Time to Talk -Talk About -Circle of Friends -Social skills groups	- Advice from the Advisory Teaching Service -Advice from Educational Psychologist -Advice from Local Authority - Early Help -Young Minds Matter/ TIC+
Social and Emotional	-Teaching of PSHE and Citizenship through the SCARF Curriculum -Anti-Bullying and Hate policy and participation in Anti-Bullying Week	-ELSA interventions 1:1/ small group -Young Minds Matter Referrals	- Advice from the Advisory Teaching Service

	- Playground Patrollers, School Council and other positions of responsibility -School values -Target Setting - Achievable goals and raising self-esteem -Rewards System -Staff trained in mental health -Emotional Literacy Support Assistant (ELSA) -Forest School provision - Extra-curricular clubs -Visual timetables	-Social Stories/ concept cartoons -Circle of Friends -Forest School -Art therapy -Mentors/ Early Help -Therapy Dog	-Advice from Educational Psychologist -Advice from Local Authority -Advice from Children and Young Peoples' Service (CYPS) -Young Minds Matter/ TIC+ - Early Help -Education Inclusion Service
Sensory and/or Physical Needs			
Access	-Safe and supported learning environment -Low arousal/ uncluttered classrooms -Resources from Calm Corner baskets -All staff involved in planning SEND provision -Resources to support curriculum access -Classroom organisation for developing independent access to equipment, learning tasks -Collaborative learning activities and use of different grouping strategies across the day -Learning Partners -Outside learning areas	-Small group support -One- to-one support -Additional adult support as necessary -Adult/peer scribe - Resources to support in class, e.g. ear defenders, kick bands, wobble cushions, fidget toys	-Advice from the Advisory Teaching Service - Early Help Modifications to the learning environment would be made for any child with a hearing or visual impairment on the advice of external professionals
Physical Development	-PE -Pencil grips -Handwriting, letter formation patters -EYFS provision such as Dough Disco and Funky Fingers -Extra-curricular opportunities available for all pupils -2 sessions of PE each week -Fitness Friday exercise -Movement breaks -Standing desks	-Fizzy intervention -Sports Council -Small group focused on fine motor skills, e.g. pegs, lego -Resources to support in class, e.g. pencil grips, wobble cushions	-- Advice from the Advisory Teaching Service -Physiotherapy - Advice from health care - Health care plan -Early Help

Appendix 2 EHCP Timescales