









## **Policy for Children with Special Educational Needs / Disabilities**

**Headteacher – Mrs. Kerry Lilico  
SENDCO- Miss. Stephanie Pawlett**

**0191 2007365**

**[stephanie.pawlett@smemorial.co.uk](mailto:stephanie.pawlett@smemorial.co.uk)**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

-  Equality Act 2010: advice for schools DfE Feb 2013
-  Statutory Guidance on Supporting pupils at school with medical conditions August 2017
-  The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
-  Safe to Learn Policy
-  Equality and Diversity Policy
-  Teachers' Standards

Stephanie Pawlett is the Deputy Head and Special Educational Needs and Disability Coordinator (SENDCO) at Stephenson Memorial Primary School. (Referred to as the Inclusion Lead in school) She has worked at Stephenson for 11 years, she is a Specialist Leader of Education and is has completed SENCO Qualification at a Masters Level. As well as the SENDCO at Stephenson, we also have a team of staff who are responsible for inclusion. Gemma Wynn (Speech and Language Lead), Clare Sowa (Behaviour Lead) Rebecca Hills (Thrive Lead) and Petra Wilmot (Attendance Officer).

At Stephenson Memorial Primary School every teacher is a teacher of every child or young person including those with SEND. High achievement for all is our core aim and all children are given fair access to the whole curriculum and we seek to address the needs of all pupils who may have special educational needs by following the Special Educational Needs and Disability: 0-25 years Code of Practice 2014.

*'Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within a school. An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matters. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties.'*

*This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs.'*  
*"Evaluating Educational Inclusion" OFSTED 2000.*

### **Aims of this policy:**

Our aim, through our provision for children with special educational needs and/or disabilities is that they are supported to achieve at the highest level possible, taking account of their starting point and ideally to achieve in line with expected outcomes for all pupils, measured against national benchmarks.

### **Our objectives:**



To identify and provide for pupils who have special educational needs and disabilities, raising the aspirations of and expectations for all pupils with SEND.



To work within the guidance provided in the SEND Code of Practice, 2014.



To provide strong leadership within the school which drives improved outcomes for pupils with SEND.



To work alongside parents to ensure all children achieve their potential and individual needs are being met.



To provide support, advice and training for all staff working with pupils with special educational needs.

### **Identifying needs:**

The purpose of identification is to work out what action the school or family needs to take to support a child with additional needs. At Stephenson Memorial Primary, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs or disability of the child or young person. Children may be identified as having SEND through a variety of ways including the following:

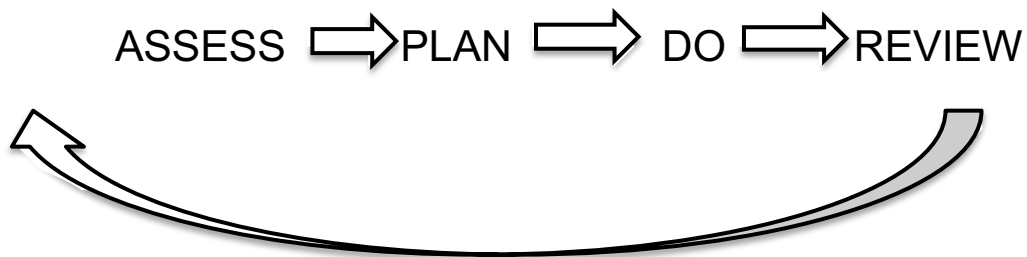
- Liaison with nursery setting/previous school
- Child performing below age expected levels
- Concerns raised by parent and/or family
- Pupil Progress Meetings held between the Teachers/ Senior Leadership Team
- Concerns raised by teacher
- Liaison with external agencies e.g. Speech and Language Therapy Team
- Early Intervention teams working closely with schools – eg Health Visitors.
- Health diagnosis through pediatrician/doctor

At Stephenson Memorial Primary we understand that although the following are NOT Special Educational Needs they may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

As a school we measure children's progress in learning against national expectations and age related expectations.

### **A Graduated Approach to SEN Support:**



The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Early Life/ Nursery or Reception through to Year 6, using a variety of different methods including national expectations and age related expectations.

Children who are not making expected progress are identified through our half termly Pupil Progress Review meetings with the class teacher, phase leader and senior leadership team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support or intervention can be given to aid their progression. The programme of support in place is recorded as a 'Pupil Passport' (Appendix 1) Once children have had intervention and adjustments to teaching have occurred, their progress continues to be monitored and the impact of schools actions are evaluated. If a child continues to make insufficient progress or perform well below the expected level for their age, they may be recorded as SEN. (All these stages will be shared with parents and carers, and where appropriate the child.)

Our approach is founded on the following principles -:

- Teachers are responsible and accountable for the progress

and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of high quality teaching.
- We review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Where monitoring indicates a child is failing to make progress and that intervention and quality first teaching have not addressed this, the class teacher and SENDCO would meet with parents and children and make a plan regarding SEND support. When children are highlighted for intervention as part of a group, parents will be informed but individual meetings with the SENDCO may not be required at that time. The impact of intervention is closely monitored.

For higher levels of need, and for more complex needs, school accesses a range of external expertise including:

- Educational Psychology Service
  - Occupational Therapy Team
  - Speech and Language Therapy Service
  - Dyslexia and Dyscalculia Team
  - Language and Communication Team
  - Children and Adolescent Mental Health Team
  - Silverdale Behaviour Outreach Team
- 
- School Nurse
  - Paediatrician
  - EMTAS service

Once school has made a referral or sought advice from one of

these additional agencies, we may be provided with a set of strategies or suggestions to support individual children. Teachers are responsible to ensure that this advice is followed as closely as possible. A Support plan is completed by the class teacher (See appendix 2) which ensures that the impact of actions for each child can be evaluated and reflected upon.

### **Managing Pupils' Needs**

At this point, a child may now be identified as having special educational needs. As a school we have a commitment to keeping parents informed and supported throughout the process.

We support children's development and progress by holding regular review meetings. Class teachers will meet with parents and families at least termly, or more frequently if needed, to discuss a child's needs, support and progress. **SEN Support Plans** are produced by the class teacher, in consultation with parents and children and are reviewed on a termly basis. These Action Agreements are shared with adults who may also support the child. This is monitored closely by the SENDCO to ensure that targets are appropriately SMART. (Specific, Measurable, Achievable, Realistic, Timed.) Our local offer (see appendix 3) outlines our provision in school.

### **When a Support Plan is not enough....**

Where we identify, through our half termly pupil progress meetings, that a child requires additional support beyond that available in school via the school's notional SEN budget, an Early Help Assessment (EHA) is completed with the family. This may be led by Miss Pawlett, Mrs Hills or Mrs Wynn. At this stage, where appropriate, further referrals may be made to outside agencies, for example, the Educational Psychology Service (E.P.S.). This may lead on to an Education, Health and Care plan being applied for.

For children in nursery funding may be applied for to secure extra adult support. This would be done via LEAPS funding. A form is completed, usually led by Mrs. Wynn and submitted to the SARS team at the local authority.

Copies of all paperwork are kept up to date in an individual folder for each child, which is kept by the class teacher.

### **Removing a child from the SEND register:**

Where a child is deemed to no longer need additional SEND support, with mutual agreement of parents and school, they may be removed from the register. This decision is made after a close look at the progress made and the impact of strategies used to support an individual child. The SEND register is formally reviewed at least once a term by the SENDCO.

### **Supporting Pupils and Families:**

- At Stephenson Memorial, we believe that relationships with parents and families are vital.
- Our local offer, which details our provision for pupils and families, is available in appendix one and is also published on our school website ( <http://www.stephensonmemorial.co.uk>)
- We direct parents/carers to the Special Education Needs and Disabilities Information Advice and Support Service provided through the local authority. (SENDIASS)
- Our admissions arrangements can be accessed via our school website.
- Our Phase Leaders and SENDCO work with teaching and support staff to ensure that appropriate transition information is shared and that parents have an opportunity to meet with new class teachers. This includes strong communication with SENDCOs at new schools, including High Schools when a child is ready to start Year 7. The SENDCO from a child's new high school is invited to come to Stephenson to meet pupils and staff and to carry out any observations etc to ensure a smooth transition across phases.
- Phase Leaders and the SENDCO make arrangements to ensure all pupils are assessed accurately and where support is needed this is arranged, for example, during SATS tests a child may require a scribe or reader where appropriate. A variety of assessment methods are used, for example, CLASSROOM MONITOR, SANDWELL (maths assessment), SALFORD (reading assessment) PIRA, GAPS teacher assessment and SATs papers (Writing, Reading, Maths and Science tests).



## **Children with Medical Conditions**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The school has a policy on Managing Medical Needs and, as part of our responsibilities in this policy, undertakes medical plans for those children with medical needs.

## **Monitoring and Evaluating SEND outcomes**

- We regularly review the quality of teaching for all pupils, including those at risk of underachievement, through planning and work scrutiny, lesson observations and learning walks. (*Full Quality Monitoring Cycle is in place*)
- Pupil outcomes are monitored through detailed data analysis, every half term.
- Parental feedback is obtained through the termly review meetings and parents are encouraged to contact school at any time if needed.
- Our governing body review the progress of all pupils, including those with SEND on a regular basis. We have a named governor with specific oversight of our provision.

## **Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development on a regular basis. All teachers and support staff undertake induction on taking up a post and this

includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The School Inclusion Lead attends meetings in order to keep up to date with local and national updates in SEND. She also attends national conferences and training events.

The school has a plan for all staff to develop the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia etc. Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class or their phase, for example, Speech and Language programmes.

SEND is funded through the notional SEND budget and through additional "top-up" funding which is secured through statements of special needs and Education, Health and Care Plans.

### **Storing and Managing Information**

Documentation relating to special educational needs is managed in line with GDPR guidelines.

### **Reviewing the Policy**

This policy is reviewed at least every two years by the governing body.

### **Accessibility**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school has an accessibility plan and a Single Equality Plan and is committed to taking every reasonable action to ensure that our work is accessible to all pupils and their families.

### **Complaints**

Where a parent/carer is concerned about an issue relating to their child's SEND, we would ask that every effort is made to resolve this informally by seeking a meeting with the class teacher in the first instance. If this does not satisfy the issue, parents/carers should meet with the

SENDCO or the Headteacher to enable them to address the problem. If it is not possible to resolve any issues informally, our school's policy on complaints should be followed. A copy is available from the school office or via our website.

## **Bullying**

Research indicates that learners with SEND are more vulnerable to safeguarding concerns and are at greater risk of bullying. Staff are aware of this and take a proactive approach to ensuring that our environment is safe for learning. This is outlined in our Anti-Bullying policy. Parents, carers, pupils and staff are involved in writing and implementing the Anti-Bullying policy.

We have nurture staff in school (Rebecca Hills, Jasmin Sample & Lauren Cockburn), who aim to support children in school who may be more at risk of bullying. The SENDCO also works with family and children where there are concerns.

Policy Reviewed: October 2019 Review Date: October 2021

Category of SEND

Cognition and Learning

Social, Emotional & Mental health

Communication and Interaction

Physical and Sensory



**Pupil Passport**

<b>Name:</b>	<b>Year Group &amp; Class:</b>
<b>First Language:</b>	<b>Parents/ Carers Name:</b>
<b>DOB:</b>	<b>Contact Number:</b>
<b>Home Address:</b>	

Passport: 1 2 3

Start Date:

Shared with parents on: \_\_\_\_\_

Review Date: \_\_\_\_\_

<b>Strengths and Skills:</b>	<p>Current Strategies in Place, including recommended actions</p>
<b>Areas of Concern:</b>	
<p><b>Current Levels / Results of Assessments:</b>                  End of: _____                  YARC Diagnostic: _____</p>	<p><b>Desired Short Term Outcomes:</b></p> 1. _____ 2. _____ 3. _____

Progress made towards outcomes:			Next Steps:
Outcome 1: _____	Achieved Partly	Not Achieved	
Outcome 2: _____	Achieved Partly	Not Achieved	
Outcome 3: _____	Achieved Partly	Not Achieved	

# Appendix 2

Category of SEND (highlight in grey)

Cognition and Learning      Social, Emotional & Mental health  
 Communication and Interaction      Physical and Sensory

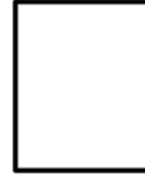
Academic Year 2019-20 - Autumn Spring Summer

Start Date:      Shared with parents on:  
 Review Date:



## Early Years Support Plan

Name:	Year Group & Class:
First Language:	Parents/ Carers Name:
DOB:	Contact Number:
Home Address:	



My Current Levels:

PSED MR	PSED SCA	PSED MFB	CL L&A	CL U	CL S	PD HSC	PD MH	L R	L W	M N	M SSM	UW PC	UW W	UW T	EAD EMM	EAD BI
30-50 Beg	30-50 Dev	30-50 Dev	30-50 Dev	30-50 Dev	30-50 Dev	30-50 Beg	30-50 Sec	30-50 Beg	22-36 Sec	30-50 Beg	30-50 Dev	30-50 Beg	30-50 Beg	30-50 Dev	30-50 Dev	30-50 Dev

Things I enjoy at home and in the setting:

My identified needs at home and in the setting:

People who support me:

How you can help me to have a good day:

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Category of SEND (highlight in grey)

Cognition and Learning      Social, Emotional & Mental health  
 Communication and Interaction      Physical and Sensory

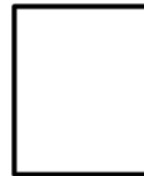
Academic Year 2019-20 - Autumn Spring Summer

Start Date:      Shared with parents on:  
 Review Date:



## Early Years Support Plan

Name:	Year Group & Class:
First Language:	Parents/ Carers Name:
DOB:	Contact Number:
Home Address:	



Plan SMART Target	Do Who can help me and how?	Review Progress I have made:

# Appendix 2

## All About Me

What do people like and admire about me, what do I like about myself?

Who is important to me?

What do people need to know to support me well and help me have a good day?

What is important to me?

Hopes for my future:  
 I hope:  
 My parent/ carer hopes:  
 My teachers hope:

SUPPORT PLAN 2018/19  
 AUTUMN    SPRING    SUMMER  
 STARTED ON:



### Contact Details

Pupil Name:	First Language: English
DOB: //	Year Group:      Class:
Home Address:	Parents/ Carers Name and Contact Number: 07

**My SEND Areas of Need:**

**Other Plans Supporting Me:**  
 (highlight in grey)  
 EHA    EHC    Child in Need  
 Child Protection    LAC



### Plan

### Current Levels

	Level	Age Related	Progress
Reading			
Writing			
Maths			

### Diagnostic Assessments

	Test Age	Actual Age
YARC- R		
YARC - C		
Sandwell		

### What's Working Well?

My Strengths and Skills:

### What Needs to Improve?

Concerns that professionals who work with me have:

My Concerns :

My Parents/ Carers Concerns :

# Appendix 2

## My Outcomes



An outcome is a skill that you will be able to achieve with support and intervention. It is SMART- specific, measurable achievable, realistic and time bound.  
 A **long term** outcome is something to work towards by the end of this school year or perhaps a little longer.  
**Short term** outcomes are smaller steps to help you work towards your long term outcome. These will be reviewed termly.

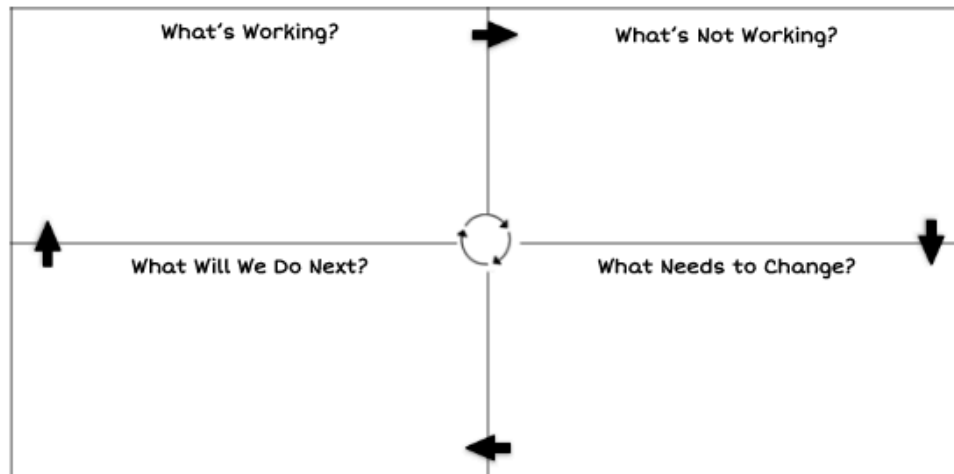
**Do**

Long Term Outcome/s

Short Term Outcomes	Actions/ Strategies/ Delivered by/ Frequency	On Advice of	Additional Information
1.			
2.			
3.			
4.			



Date of Review Meeting:



Use: Achieved, Partly Achieved or Not Achieved.

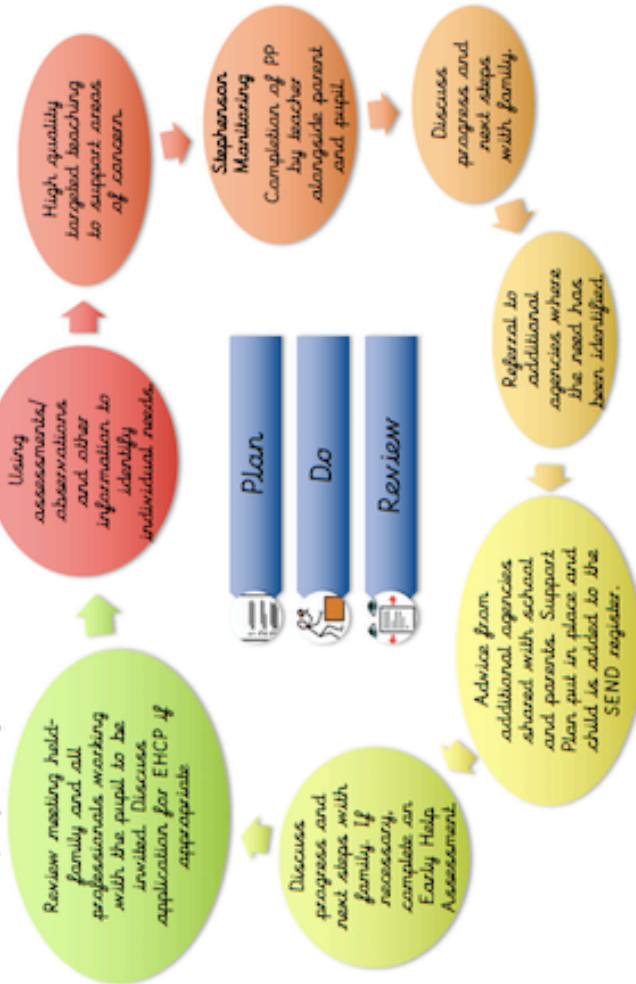
Outcome 1	
Outcome 2	
Outcome 3	
Outcome 4	
Progress Towards Long Term Outcome/s	

### Recommendations from my review

1. No longer requires additional support.	
2. Needs can be met through SEND Support	
3. Additional advice/ support required.	
4. Request for EHC Needs Assessment	



Identifying a child as having Special Educational Needs is not a simple process and we promise to involve parents and carers during this. When a pupil is identified as having special educational needs, we support their development and progress by:



At every stage of this cycle outcomes are shared and discussed with parents.

More information regarding how we identify children with SEN can be found within our policy on the school website.

Glossary of terms available on page 6.



## SEND Information Report for families of children with Special Educational Needs and/or Disabilities

Stephenson Memorial is a fully inclusive school, which ensures that all pupils achieve their potential personally, socially, emotionally, physically and educationally.

Our Local Offer lets you understand how we support pupils with special educational needs and disabilities.

Parent and pupil views are important to us; these are collected in the following ways:

Parent and pupil questionnaires

Feedback from families during annual review meetings.

An 'open door' policy. Parents and carers are welcome to approach school at anytime.

### Supporting Pupils With Special Educational Needs/ Disabilities and Their Families

We will let families know about any concerns about a pupil's learning by:

Discussions with class teacher and other staff.

Regular informal catch-ups with class teacher/teaching assistants.

Sharing individual targets through Support Plans & Pupil Passports.

Annual reports shared which contain information about attainment and progress.





### Staff Arrangements

Support staff are placed where they are needed throughout the school to ensure effective pupil progress and independence. We have two specialist teaching assistants in school who deliver 1:1 Speech and Language programs.

### Staff Training

Every teacher at Stephenson is committed to providing an adaptable, inclusive learning environment.

All staff have completed and will continue to receive a range of on-going training in special educational needs and disabilities. We encourage sharing of good practice and promote a pro-active approach to their own development needs.

Our Special Educational Needs Coordinator has completed the National SENCO Qualification, she provides advice and guidance to staff and is available to consult with parents and carers wherever appropriate.

### Supporting Families

We work in partnership with families to help them support their children's learning outside of school.

We are lucky to have a team of Safeguarding Leads who are available to support all families and pupils in school when needs arise.

Families are also signposted to additional services / organisations through the Local Offer.



At Stephenson, we believe a collaborative approach is vital in order to achieve the best outcomes. The other people / agencies and teams providing services to children with a special educational need / disability in school include:

Silverdale Outreach

Educational Psychology Services

Occupational Therapists

Speech and Language Therapists

Language and Communication Team

CAMHS

Dyslexia Team

Health  
e.g Nurses, Health Visitors

We work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to pupils when they are leaving the school:

Sharing information with the next setting.

Transition review meetings for all SEN children with Parents and staff from both schools.

Transition visits for all learners, specially organised visits for vulnerable learners.

Individual arrangements are made; e.g-learning mentor from CCC visits school every Friday afternoon for the last term.

After transition, Stephenson staff are available to support in the Secondary school during the 'settling in' period.

Home visits are arranged for all children joining Foundation Stage. Staff liaise with health professionals and previous Nursery settings.



### Further Information

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on our website.

Our self-evaluation process will look at teaching and learning for pupils with special educational needs and disabilities.


All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer here at Stephenson Memorial then please contact our Inclusion Manager; Mrs Jan Browne (0191 200 7365)


### Glossary of Terms

SEN	Special Educational Needs	AEN	Additional Educational Needs
SENCO	Special Educational Needs Coordinator	EYFS	Early Years Foundation Stage
EHA	Early Help Assessment	SAA	Stephenson Action Agreement
EHC	Education, Health and Care Plan	S&L	Speech and Language
CAMHS	Children and Adult Mental Health Services	LCT	Language and Communication Team





School entitlement offer to pupils with special educational needs or disabilities	Support Available within school
 <p><b>Communication and Interaction Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>Autistic Spectrum Disorders</li> <li>Speech, Language and Communication Needs</li> <li>Social communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Visual timetables</li> <li>Areas of low distraction</li> <li>Support / supervision at unstructured times of the day.</li> <li>Social skills programme / support including strategies to enhance self-esteem.</li> <li>Small group work to improve skills.</li> <li>ICT is used to support learning where appropriate.</li> <li>Strategies / programmes to support speech and language development</li> <li>Strategies to reduce anxiety / promote emotional wellbeing.</li> <li>Where appropriate we will use support and advice from other partners to meet the needs of pupils.</li> <li>Planning, assessment and review.</li> <li>Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.</li> <li>Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>Differentiated curriculum and resources</li> </ul>




<p><i>School entitlement offer to pupils with special educational needs or disabilities</i></p>	
<p><b>Support Available within school</b></p> <ul style="list-style-type: none"> <li>Strategies to promote/develop literacy and numeracy.</li> <li>Provision to support access to the curriculum and to develop independent learning.</li> <li>Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.</li> <li>ICT is used to reduce barriers to learning where possible.</li> <li>Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>Planning, assessment and review.</li> <li>Access to teaching and learning for pupils with special educational needs is monitored through our self-evaluation process.</li> <li>Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.</li> <li>Differentiated curriculum and resources</li> </ul>	 <p><b>Cognition and Learning Needs:</b></p> <p>e.g.</p> <p>Moderate Learning Difficulties</p>



<p><i>School entitlement offer to pupils with special educational needs or disabilities</i></p>	
<p><b>Support Available within school</b></p> <ul style="list-style-type: none"> <li>Our ethos values all pupils.</li> <li>Behaviour management systems encourage pupils to make positive decisions about behavioural choices.</li> <li>The behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.</li> <li>Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.</li> <li>We provide effective pastoral care for all pupils.</li> <li>Support and advice is sought from outside agencies to support pupils, where appropriate.</li> <li>Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.</li> <li>Outdoor learning is used to offer a different approach to the curriculum.</li> <li>There is a nurture group at lunch times / break times to support pupils.</li> <li>Information and support is available within school for behavioural, emotional and social needs.</li> </ul>	  <p><b>Social, Mental and Emotional health</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>Behavioural needs</li> <li>Social need</li> <li>Mental health needs</li> <li>Emotional Health and Wellbeing</li> </ul>



<p><i>School entitlement offer to pupils with special educational needs or disabilities</i></p>	<p><i>Support Available within school</i></p> <ul style="list-style-type: none"> <li>• Support and advice is sought from outside agencies to support pupils, where appropriate.</li> <li>• ICT is used to increase access to the curriculum.</li> <li>• Support to access the curriculum and to develop independent learning.</li> <li>• Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs.</li> <li>• Access to Medical Interventions.</li> <li>• Access to programmes to support Occupational Therapy / Physiotherapy.</li> <li>• Support with personal care if and when needed.</li> <li>• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.</li> <li>• Staff understand and apply the medicine administration policy.</li> <li>• The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.</li> <li>• All entrances to the school allow wheelchair access.</li> <li>• The school has disabled toilets / facilities</li> </ul>
 <p><b>Sensory and Physical Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical and Medical Needs</li> </ul>	