HAMPTON COLLEGE: ANNUAL SEND INFORMATION REPORT – 2024-25

School provision for SEND refers to support which is **additional to** or **different from** that which is available to all students. This report is designed to summarise the ways in which we make reasonable adjustments to the curriculum and environment to ensure that children with SEND are enabled to reach their full potential.

1. Our vision for children with SEND

Hampton College is a through school providing an education for children aged 4 – 19. Our vision is to be an outstanding College. Our mission is to meet the needs of our students and equip them to fulfil their potential, and to provide high quality learning and leisure opportunities for members of our community.

We strive to include all children and to support pupils with a range of special educational needs by:

1. providing a focus on outcomes for children rather than hours of provision/support
2. raising the aspirations of and expectations for **all** pupils with SEND
3. enabling each pupil to partake in and contribute fully to school life
4. enabling each pupil to reach his or her potential
5. endeavouring to understand and meet the individual needs of each child
6. working closely with parents and external agencies
7. including the views of the child and their parents in the monitoring and reviewing of provision

"All teachers are teachers of children with special educational needs."

2. Relevant legislation

We are compliant with relevant legislation, including Section 69 of the Children and Families Act 2014, regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014, and Section 6 of the Special Educational Needs and Disability Code of Practice: 0-25 Years, and Paragraph 3 of Schedule 10 of the Equality Act 2010.

This report is compiled in two parts:

Section A: Hampton College SEND Support Information
Section B: Whole School Provision Maps (Primary and Secondary Phase)

Note:This report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities, and The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and (in Schedule 1) the SEN information report.

Section A: Hampton College SEND Support Information

3. Arrangements for Admissions of Students with SEND

Parents of students with SEND who do not have an EHCP should refer to our standard admissions procedure. Our admissions policy can be found HERE.

When students have an EHCP and Hampton College is named on the EHCP, the Local Authority will consult with the school via the statutory procedure as outlined in the Special Educational Needs and Disability Regulations and Code of Practice.

We provide an additional level of transition programme for students with SEND moving from Year 6 to Year 7 and will also discuss transition arrangements with new parents when moving from an early years setting to Reception.

4. What kinds of special educational needs are provided for?

We support children with the following areas of need:

- **Communication and interaction** (for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties)
- **Cognition and learning** (for example, dyslexia, dyspraxia, moderate learning difficulties)
- **Social, emotional and mental health difficulties** (for example, attention deficit hyperactivity disorder, long-term anxiety and depression)
- **Sensory and/or physical needs** (for example, visual impairments, hearing impairments, processing difficulties, epilepsy)

Names and Contact Details – SENDCos and Assistant SENDcos
(Special Educational Needs and Disabilities Co-ordinators)

Primary Phase
Michele Stuffins (mstuffins@hamptoncollege.org.uk)
Michelle Giles (mgiles@hamptoncollege.org.uk) Assistant SENDco

Secondary Phase
Matt Tee (mtee@hamptoncollege.org.uk)
Alison Jeffcoate (AJeffcoate@hamptoncollege.org.uk) Assistant SENDco

If not available, please contact:

Primary Phase – Paul Jones (pjones@hamptoncollege.org.uk)
Secondary Phase – Alex Macfarlane (amacfarlane@hamptoncollege.org.uk)

5. What are the school's policies for the identification and assessment of pupils with special educational needs?

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. This includes raising their concerns with the school SENDCo.

In deciding whether to make special educational provision, the teacher and SENDCo should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. Academic progress would be cause for concern if it:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- widens the attainment gap

Additionally, where a pupil is not making progress with their wider development due to communication, social and/or emotional difficulties, SEND provision would be considered to enable the child or young person to make a successful transition to adult life.

A pathway to identification of need could involve the following steps:

1. A concern is raised by parents/carers, the pupil, teachers or the previous school.
2. Progress and behaviour tracking indicate a significant gap.
3. An internal assessment is carried out.
4. Quality First Teaching strategies are recommended and put in place.
5. An 'Assess, Plan, Do, Review' cycle is followed (6-12 weeks). At this point, we may discuss placing the student on our SEND register.

6. Evidence is gathered which may involve a referral to an outside agency such as the Educational Psychologist or Early Help Team.
7. A diagnostic pathway may be started which may result in a referral to the Neurodevelopmental Team.

Please contact the appropriate SENCO/**Assistant SENCO** (Primary Phase – Michele Stuffins/Secondary Phase – Matt Tee) if you have any worries/concerns about your child's progress or well-being that may relate to SEND.

Identification within the Four Broad Areas of Need
When identifying the needs of a pupil with SEND, we refer to the four broad areas of need as detailed in the Code of Practice (2015, p.85). These are as follows:

Communication and Interaction - this includes children with speech, language and communication needs (SLCN) and those who fall on the autistic spectrum (ASD).

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties, e.g. anxiety, depression. Other children may have features of hyperactivity, concentration difficulties and/or impulsive behaviours or attachment disorder.

Sensory and/or Physical - this includes children with sensory impairment, visual impairment, hearing impairment or multisensory impairments and physical difficulties which may require ongoing support and specialist equipment.

The following are not, in isolation, considered to require SEND provision, but may impact on attainment and progress:

1. Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under the current Disability Equality legislation)
2. Attendance and punctuality
3. Health and welfare
4. English as an Additional Language (EAL)/Minority Ethnic New Arrival (MENA) status
5. Being in receipt of the Pupil Premium grant
6. Being a Child in Care (CiC)
7. Behavioral difficulties

6. What is the school's approach to teaching pupils with special educational needs?

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, SEND. Appropriate training for teachers is a crucial part of this process.

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This will follow a four part cycle of Assess, Plan, Do, Review, known as the graduated approach (see below).

In order to meet the needs of all students at Hampton College we:

1. Ensure that all pupils can access high quality teaching which takes account of pupil's differing needs;
2. Ensure a personalised approach for individuals with complex needs;
3. Differentiate lessons to match the pupil's level of learning as part of the school's universal provision which includes deployment of Teaching Assistants;
4. Seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning. For full details of provisions, please see the **Whole School Provision Maps** (below, Section B).

Deployment of Resources

Expertise and training of staff	**Equipment and facilities**
All staff are provided with training related to SEND, including: • Transitions information • Workshops on specific needs • Advice from specialist hubs • Advice from specialist teaching teams • Classroom observation and coaching • Training related to Quality First Teaching Teaching Assistants have additional training in relation to specific needs in the four broad areas.	• Achievement Support has its own teaching space and access to computers. • The Visual Learning Support team deploy overlays, print on coloured paper and trial the use of reading pens with students. • Sensory equipment is available for time outs. • Primary phase have a dedicated sensory space, The Jungle Room and also a dedicated calm space, The Orchard. Additional equipment is purchased as relevant to the needs detailed in the

Funding for resources

All students with SEND are provided with staff support and resources funded by the 'nominal SEND budget'. This is not additional funding but is provided from normal school funds.

Students with Educational, Health and Care Plans (EHCPs) receive additional top-up funding from the Local Authority. There are three bands of top-up funding. At each review, we provide a costing to show how the money has been spent, and we apply to the Local Authority for an increase in funding if necessary.

7. How does the school enable pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs?

Our school mission statement at secondary is, 'Progress, Partnership, Pride' and our overarching values are "People and Learning". Our PROUD theme is reflected in the Primary Phase where children have a PROUD approach to life and learning in school. Our aim is to create an atmosphere of encouragement, acceptance, respect and understanding of individual needs, in which all pupils can maximise their potential.

As a school we observe two key duties for students who have a disability ('…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'):

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people;
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

We are a fully inclusive school and aim to include all students in the activities on offer. This includes opportunities for offsite activities and trips as well as those on offer through the curriculum and for enrichment. Support is regularly reviewed with parents and students to ensure that it is fit for purpose.

Strategies for involving students whose needs lie primarily within the first three broad areas can include differentiated materials, Quality First Teaching strategies and, where appropriate, 1:1 support. For example, a student with no awareness of danger might be accompanied 1:1 on a school trip in order to ensure the safety of all concerned.

Strategies for involving students with physical impairments can include:

1. Where a child is unable to get up and move around the classroom, seating plans are amended for easy access, and specialised chairs are provided.
2. Where classes are moving around the class to gather information, print outs of the same information are provided.
3. Mobile chairs are used to enable disabled students to take part in PE activities.
4. Disabled sports are included within the curriculum to ensure that disabled students feel valued on an equal basis with children who do not have special educational needs.
5. Extra staff are provided to ensure that physically disabled students are included in all activities.
6. The use of a hearing support loop or similar equipment for students with hearing impairments.
7. Additional equipment is provided to ensure that physically disabled students can take part – e.g. table top cookers and hand grips in Food Tech.

8. Lifts and ramps are available so that students can access all departments and areas of the school.

The Physical Environment
The Hampton College Accessibility Policy for Secondary Phases can be found HERE and the Primary Phase can be found HERE.[1]

8. What support is available for improving the emotional, mental and social development of pupils with special educational needs?
We recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse.

[1] These plans are drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

We ensure that all students are supported by monitoring:

1. The impact of SEND provision on the progress, attainment and well-being of SEND pupils
2. Attendance and exclusion data for SEND pupils
3. Children's experience of social and emotional difficulties
4. Other events such as bereavement and bullying which can lead to learning and/or mental health difficulties
5. Pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
6. Feedback from all pupils, including pupils with SEND, e.g. pupil voice, Pupil forums, school councils, pupil feedback processes

Provisions include:

1. SEND, anti-bullying and behaviour policies
2. Interventions (1:1 and small group)
3. Advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development
4. Use of the Early Help Pathway to access further advice and support

For full details of provisions, please see the **Whole School Provision Maps** (below, Section B).
[1] These plans are drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

9. How does the school evaluate the effectiveness of its provision for students with SEND?
The effectiveness of the school's SEND policy and provision is evaluated through:

- Monitoring the quality of learning and teaching
- Reviewing the impact of QFT strategies via the Individual Provision Map
- Observations of pupils in class
- Tracking and analysis of pupil progress and intervention data
- Monitoring of procedures and practice by the Senior Leadership Team and SEND governor Pupil Progress meetings
- Regular meetings with students, parents and staff, both formal and informal.

SEND students are continually assessed by their class teachers against both national

expectations and their own personalised targets. Any personalised provision set up for the student is reviewed through the Assess – Plan – Do – Review process and published via the Pupil Passport and QFT profile.

10. What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

Assess

Progress gaps, educational needs and appropriate strategies are identified via:

- Whole school data tracking systems
- Specific assessments such as the NGRT test for reading age or **the YARC** at primary
- Specialist/external assessments (where appropriate)
- Information from previous schools, class teachers, the student and parents
- Termly reviews

Plan

Outcomes are set via the Individual Provision Map. Quality First Teaching strategies are recorded and disseminated to staff via the Pupil Passport/QFT Profile and the SEND register. Updates are provided to staff at secondary via the weekly SEND Bulletin. Where specialist advice has been received, these documents will detail any individual programmes.

Do

Day to day provisions and impact are recorded on the student's Individual Provision Map. Teacher feedback on the impact of QFT Strategies is collated biannually.

Review

The SENDCo team monitor progress regularly for each student on the SEND register. A review is held with parents, student or both to agree progress against outcomes and record a RAG-rated assessment of this progress on the Individual Provision Map. Outcomes are adapted accordingly for the next Assess-Plan-Do-Review cycle.

Evidence for review meetings can include:

- Observations of the student in the classroom
- Student questionnaire
- A range of specific assessments such as NGRT or Boxall Profile
- 'Book look'
- QFT review from teachers
- Grade card and data monitoring
- Attendance and behaviour statistics

11. How do we consult parents of children with special educational needs?

We strive to work with pupils and their families to meet and agree on their SEND needs and the necessary provision.

Parents are contacted by class teachers, Key Workers, Teaching Assistants, Assistant SENDCos, SENDCo and Student Services to ensure they are kept up to date with their child's progress and welfare. There are regular meetings or phone reviews to review progress and evaluate provision. These are on top of the universal provision of reports and teacher meetings for all children.

We also utilise a parent questionnaire at whole school level and specifically for parents of children with SEND.

Parents are encouraged to keep in regular contact with staff at Hampton College, with regard to the progress and well-being of their children.

Parents are regarded as an integral part of the process of identifying need, deciding on provision and reviewing progress.

12. What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?

All students are expected to be part of the process of support for SEND as appropriate to their age and development. Our expectations are that all young people with SEND will leave education with a clear idea of their needs and be able to discuss assertively what provision they will need as they move into further/higher education and places of work. Therefore, they are integral to the Assess-Plan-Do-Review cycle and as such should be regarded as the expert.

All students on the SEND register are enabled to complete a Pupil Passport putting forward their views. **Children at Primary will complete their views alongside a familiar adult.**

This year we are developing a strong Student Voice element to our practice in the SEND department.

- Person centred planning tools are used to facilitate clear outcomes and strategies. Students are included in all aspects of the planning and reviewing of the provision for their SEND as appropriate.

Transitions between phases of education

- Prior to any transition, records are sought from other institutions/agencies to ensure any SEND are fully recognised and understood.
- Additional meetings with parents are offered.
- At EYFS, KS2-3 transition additional move up days are offered to those identified with an additional need.
- For transitions within a school phase, staff share all relevant information in good time so that all teachers are aware of any student with SEND.
- KS4 students are supported towards post-16 transition with tailored packages which can involve supported group and 1:1 visits to post-16 providers, referrals to relevant Specialist Teaching Services and support with applications for post-16 assistance (e.g. transport).

Preparation for Adulthood (PfA)

- All EHCPs include PfA targets from Year 9 onwards.
- All students receive Careers advice from Year 9 onwards.
- All students complete work shadowing in Year 10.
- The PD curriculum encompasses a range of PfA content.
- We are in the process of developing our PfA offer further for all students on the SEND register, in consultation with student voice.

The Governing Body

The Governing Body scrutinises data regarding students with SEND in relation to progress, behaviour and attendance. The SENDCo regularly provides updates to the Curriculum committee, **Primary Standards Committee** and to Full Governors.

The school, on behalf of the governing body, involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils, as outlined in the Whole School Provision Map appended to this document.
In case of a complaint:

If parents have concerns relating to the provision for children with SEND or EAL, they should firstly raise them with the **class teacher and SENDCo or Assistant SENDCO**, or with the **Deputy Head (Student Experience) or Head of School (Primary Phase).** Then, if they are not satisfied, parents should refer their concerns to the **Executive Headteacher**.

If parents wish to proceed beyond this point, they are welcome to contact the Governing Body to discuss their concerns. Subsequent to this, in the case of an unresolved complaint, the issue should be taken through the **general Governors' complaints procedure** (found HERE).

Names and Contact Details –
Support Services for Parents of Pupils with SEND

The Local Offer

Family Voice

Family Voice are a local registered charity who are actively seeking to improve services in all areas of the lives of children and young people with disabilities or additional needs. They are there for Parents and Carers of children and young people aged 0—25 years with a disability or additional needs. They also work with a wide range of communities and also provide some activities for families.

Contact details are:

Telephone: 01733 685510

Email: office@familyvoice.org

Website: www.familyvoice.org/

SENDIASS

The Local Authority has a SEND information advice and support service (SENDIASS). The Send information advice and support service offers impartial information, advice and support to parents/carers of children/young people with Special Educational Needs and Disabilities.

Contact details are:

Telephone: 01733 863979

Email: sendiass@peterborough.gov.uk

Names and Contact Details – Hampton College SENDCos
(Special Educational Needs and Disabilities Co-ordinators)

Primary Phase
Michele Stuffins (mstuffins@hamptoncollege.org.uk)
Michelle Giles (mgiles@hamptoncollege.org.uk) Assistant SENDco

Secondary Phase
Matt Tee (mtee@hamptoncollege.org.uk)
Alison Jeffcoate (AJeffcoate@hamptoncollege.org.uk) Assistant SENDco

If not available please contact:

Primary Phase – Paul Jones (pjones@hamptoncollege.org.uk)
Secondary Phase – Alex Macfarlane (amacfarlane@hamptoncollege.org.uk)

Section B: Whole School Provision Maps

Secondary Phase

Cognition and Learning	
Wave 1 Support	**Wave 2&3 Support**
Clear learning expectations Differentiated learning outcomes Clear, concise instructions Simplified explanations Chunked/bitesize tasks High quality feedback and clear next steps Tasks matched to needs of individuals Writing frames Word clouds Memory support strategies Appropriate selection of text according to reading age Adaptation of materials (e.g. dyslexia friendly) Teacher focus time Teaching Assistant in-class support Frequent and ongoing assessment (e.g. mini plenaries) Monitoring and tracking for gaps Regular reviews	Coaching breaks Dyslexia-specific monitoring and tracking Dyslexia and dyscalculia screeners Dyscalculia intervention Handwriting Literacy intervention Reading Between the Lines programme Maths intervention Paired reading Toe by Toe Precision Teaching Homework Club Post 16 Transition Support 1:1 Tuition Keyworker support *Access Arrangements*: Extra Time Reader/reading pen/read aloud Laptop/Scribe *Referrals:* Educational Psychologist
Communication and Interaction	
Wave 1 Support	**Wave 2&3 Support**
Clear learning expectations Differentiated learning outcomes Clear, concise instructions Simplified explanations Chunked/bitesize tasks High quality feedback and clear next steps Tasks matched to needs of individuals Memory support strategies Structured school and class routines Modelling and roleplaying social interactions Now and Next approach	Time out including sensory Visual dry wipe checklist/organiser Social Stories Comic Strip Circle of Friends CBT (Gremlin Series) Social Skills Groupwork Post 16 Transition Support Keyworker support *Access Arrangements*: Extra Time Reader/reading pen/read aloud Laptop/Scribe *Referrals*: Educational Psychologist Speech and Language Therapy (SALT) Autism Outreach Team

Social, Emotional and Mental Health Difficulties	
Wave 1 Support	**Wave 2&3 Support**
Clear learning expectations Visual behaviour system with consistent boundaries High quality SEMH target setting – next steps and how to achieve Memory support strategies Structured school and class routines Modelling and roleplaying social interactions Reward system Form time and assemblies Form tutor support Buddy system	Time out card Sensory time out Visual dry wipe checklist/organiser *Provisions:* Circle of Friends CBT (Gremlin Series) Social Skills Groupwork Nurture Group (The Cloud) School Mentor KS4 NEET-risk intervention Post 16 Transition Support Keyworker support Learning with ADHD programme Outcome Star *Access Arrangements*: Rest breaks Prompts *Referrals*: School Nurse Educational Psychologist Aspire Kooth CAMHS Early Help Assessment ADHD Specialist Teacher Youth Dreams Project Romsey Mill Youth Workers YMCA Counsellor
Sensory and/or Physical Needs	
Wave 1 Support	**Wave 2&3 Support**
Student-specific training for staff High quality differentiation in PE provided by an experienced team of staff Reasonable adjustments to school environment	1:1 TA support where appropriate Fine/Gross Motor Skills therapy Handwriting provision Laptop/tablet *Access Arrangements*: Extra Time/Rest Breaks Reader/reading pen/read aloud Laptop/Scribe *Referrals:* School Nurse Occupational Therapist HI/VI Specialist Teacher

Section B: Whole School Provision Maps

Primary Phase

Cognition and Learning	
Wave 1 Support	**Wave 2&3 Support**
Clear learning expectations Differentiated learning outcomes Clear, concise instructions Simplified explanations Chunked/bitesize tasks High quality feedback and clear next steps Tasks matched to needs of individuals Writing frames Word clouds Memory support strategies Appropriate selection of text according to reading age Adaptation of materials (e.g. dyslexia friendly) Teacher focus time Teaching Assistant in-class support Frequent and ongoing assessment (e.g. mini plenaries) Monitoring and tracking for gaps Regular reviews	Coaching breaks Dyslexia-specific monitoring and tracking Dyslexia screener and portfolio Hornet Coaching programme Handwriting support Literacy intervention Spelling programme - SFL Maths intervention Plus 1 maths coaching program Power of 2 maths coaching programme Paired reading Homework Club Keyworker support *Access Arrangements*: Extra Time Reader/read aloud Laptop/Scribe *Referrals:* Educational Psychologist/Support For Learning
Communication and Interaction	
Wave 1 Support	**Wave 2&3 Support**
Clear learning expectations Differentiated learning outcomes Clear, concise instructions Simplified explanations Chunked/bitesize tasks High quality feedback and clear next steps Tasks matched to needs of individuals Memory support strategies Structured school and class routines Modelling and roleplaying social interactions Now and Next approach	Time out card Sensory time out – use of Jungle Room/Orchard room Visual dry wipe checklist/organiser Social Stories Comic Strip Social Skills Groupwork Keyworker support Speech and Language Programmes Use of PECS/communicate in print Attention and Engagement programme *Access Arrangements*: Extra Time Reader/read aloud Laptop/Scribe *Referrals*: Educational Psychologist, Speech and Language Therapy (SALT) Autism Advisory Teaching Service (AATS)

Social, Emotional and Mental Health Difficulties	
Wave 1 Support	**Wave 2&3 Support**
Clear learning expectations Visual behaviour system with consistent boundaries High quality SEMH target setting – next steps and how to achieve Memory support strategies Structured school and class routines Modelling and roleplaying social interactions Reward system Assemblies Class teacher support Buddy system	Time out card Sensory time out Sensory objects for concentration Visual dry wipe checklist/organiser *Provisions:* Social Skills Group work Play therapy 1:1 counselling sessions Pastoral worker support Keyworker support Don't worry, be happy journal You're a star journal Be yourself journal Be strong journal Nurture Group *Access Arrangements*: Rest breaks Prompts *Referrals*: School Nurse Educational Psychologist CAMHS Family Support Worker Early Help Assessment ADHD Specialist Teacher Youth Dreams Project Counselling
Sensory and/or Physical Needs	
Wave 1 Support	**Wave 2&3 Support**
Student-specific training for staff High quality differentiation in PE provided by an experienced team of staff Reasonable adjustments to school environment	1:1 TA support where appropriate Fine/Gross Motor Skills therapy Handwriting provision Write from the start fine motor skills programme Paston Pack activities Laptop/tablet *Access Arrangements*: Extra Time/Rest Breaks Reader/read aloud Laptop/Scribe *Referrals:* School Nurse Occupational Therapist HI/VI Specialist Teacher