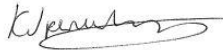




Willington Primary School

Special Educational Needs and Disability (SEND) Policy

May 2026

Document Owner	Willington Primary School	Approved by:	<u>FGB – May 2026</u>
Author:	Derbyshire County Council/LP SENDCO		
Version:	2 (May 2026)	Next Review:	<u>May 2027</u>
Signed by Chair of Governors:		Signed by Headteacher:	

Willington Primary School Special Educational Needs and Disability (SEND) Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013, Last updated 28 June 2018
- SEND Code of Practice 0-25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions September 2014
- The National Curriculum in England Key Stage 1 and 2 framework document October 2014
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2011, Last updated 13 December 2021

INFORMATION

The Special Educational Needs and Disabilities Co-Ordinator (SENDCO) who is responsible for managing the provision for pupils with special educational needs and/or disabilities at the school is Miss Laura Pritchard. She has been the SENDCO at Willington Primary School since Easter 2023.

Miss Pritchard can be contacted through the School Office on 01283 702156 or via email at:

sendco@willington.derbyshire.sch.uk

The named Governor for SEND is Mrs Teresa Chase who can also be contacted through school on the above number and email.

Our SEND policy has been developed in consultation with the Willington Primary School staff and Senior Leadership Team. The content of the policy reflects the SEND Code of Practice 2014, 0-25 guidance. It has been shared with the school's governing body and will be reviewed annually. An annual SEND Information Report will be shared with parents, carers and the governing body and published on the school's website.

AIMS

Willington Primary School is a mainstream, fully inclusive school, where all children are encouraged to achieve their potential and develop as confident and independent learners. In practice, this means ensuring that all pupils have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

For children with Special Educational Needs or Disabilities (SEND), the school follows the SEND Code of Practice (2014) to ensure that individual needs are met to allow children to maximise their potential and to work as independently as possible. This is achieved through the effective deployment of a range of staff, resources and materials, designed to provide high quality provision for all.

OBJECTIVES

1. To identify (at the earliest possible opportunity) and provide for pupils who have special educational needs and disabilities, and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disabilities.
4. To provide a Special Educational Needs and Disabilities Coordinator (SENDCO).
5. To provide support and advice for all staff working with pupils with special educational needs and disabilities.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of school age within the Local Authority.

The area of special educational need will be identified using one or more of four broad areas of need:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying

what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD); severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication; through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

It is important to recognise that the following are not considered to constitute a special educational need, however they may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

It should also be noted that behavioural difficulties alone do not mean a child has SEN and are not an acceptable way to categorise a need.

A GRADUATED APPROACH TO SEND SUPPORT

Quality First Teaching

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be identified.
2. Once a child has been identified as *possibly* having a special educational need, their performance will be monitored in order to gauge their level of learning and possible difficulties. An Initial Concerns Form will be completed by the class teacher and shared with the SENDCO (see Appendix I). A decision will be made about future actions and whether the child needs to go onto the SEND Register.
3. The child's class teacher is responsible and accountable for the progress and development of the pupils in their class and will take steps to provide differentiated learning opportunities (including interventions) that will support the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. This will be planned and monitored using the whole school provision map (see Appendix II).
4. Staff will consult the SENDCO for support and advice as necessary.
5. Through points (2) and (4) it can be determined which level of provision the child will need to move them forward.
6. Parents will be kept informed at every stage of their child's development and are encouraged to share information and knowledge with the school.
7. The child is recorded by the school as being monitored due to concern by a parent or teacher, but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents either informally or at parents' evenings.

8. If a child has been removed from the SEND register, they may fall into this category as continued monitoring will be necessary.

SEND SUPPORT

Where it is determined that a child does have SEND, it will be discussed with the parents, and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so to remove any barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the impact of the provision to be monitored, its impact assessed and different interventions to be put in place as the child's needs change. The Assess, Plan, Do, Review cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes. At Willington Primary School, this is referred to as a 'Pupil Passport' which are written by and reviewed each term by the class teacher. Parents are invited to meet with the class teacher to discuss their views and to share successes and concerns.

Assess

The pupils' needs and learning profile will be analysed using class teacher's assessment tools, experience of working with the pupil, details of previous progress and attainment, comparison with age-related expectations and the views of the pupil, parents and outside agencies. Any parental concerns will be noted and discussed.

Regular reviews are held to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that interventions being used are appropriate.

Information is shared with external agencies. Where they are not involved, they may be contacted, if appropriate, following agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the interventions and support that are required; this will be discussed in a meeting and, where appropriate, outlined on a support plan (Pupil Passport) and/or the provision map. The child's views will also be considered, where appropriate.

All staff involved in working with the child will be informed of their individual needs (including medical), strategies the child responds to and any intervention programmes in place.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. Class teachers have responsibility for planning, monitoring interventions and liaising with support staff. Teachers will support teaching assistants with assessing and reviewing the impact of the support.

Additional support and assessments of a pupil's needs will be provided by the SENDCO if necessary. The SENDCO will seek advice from external agencies if appropriate.

Review

A child's progress will be regularly reviewed, and the impact of support will be monitored. The quality of support will also be monitored and reviewed regularly.

The child's and parents' views will be taken into account. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development. Any necessary amendments will be made, in consultation with the pupil, parents and outside agencies that are involved.

REQUESTS FOR DERBYSHIRE COUNTY COUNCIL TOP-UP FUNDING THROUGH INCLUSION PANEL FUNDING OR AN EHCNA (EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT).

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of a child, the child has not made expected progress or if a child has lifelong or complex difficulties, an application may be made to Derbyshire County Council for additional funding and support to assist the school with providing the right provision.

INCLUSION PANEL FUNDING

Inclusion Panel Funding may be applied for where a child continues to be working significantly behind their peers, despite having had a differentiated curriculum and specific interventions. Inclusion Panel Funding provides additional support to allow schools to reduce barriers to learning for pupils.

EHCNA

Where a child has lifelong or complex needs, the school or parent can request an Education Health Care Needs Assessment in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with an Education, Health Care Plan (EHCP). 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 the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

The application for additional support and funding will combine information from a variety of sources including:

- Parents
- Teachers/SEND CO
- Social Care
- Educational Psychologists
- Health Professionals e.g. CAHMS, Clinical Psychologists, School Health, Paediatricians.

Information will be gathered relating to the current provision provided, impact of the provision and remaining barriers to learning. A decision will be made by a panel of professionals. Where the application is for an EHCP the panel may include professionals from education, health and social care. Parents have a right of appeal against a decision not to initiate statutory assessment (EHCNA) leading to an EHC plan.

Following an Education, Health and Care Needs Assessment (EHCNA), an EHCP will be provided by Derbyshire County Council, or the LA of their home locality, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The child's parents, school and other professionals who support the child will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents, the pupil and any other external professionals involved. The EHCP will also 'move' with the child. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example reducing/increasing levels of support or amending objectives.

Further information about Inclusion Panel Funding and EHCNA can be found via the Derbyshire Local Offer:

<https://www.localoffer.derbyshire.gov.uk/home.aspx>

WHAT IS THE LOCAL OFFER?

The Derbyshire Local Offer is a resource which is designed to support children and young people with special education needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an EHCP and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

More information can be found at:

<https://www.localoffer.derbyshire.gov.uk/home.aspx>

INCLUSION OF ALL PUPILS WITH SEND

The Headteacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice about individual children with external agencies when appropriate.

The admission arrangements for all pupils are in accordance with the Local Authority's agreed admission policy. This includes children with any level of SEND; those with EHCPs and those without.

LINKS WITH SUPPORT SERVICES

The school has a strong working relationship and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing information and knowledge with support services is the key to effective and successful SEND provision at our school.

Support Services include (but are not limited to):

- ISAS (Inclusion Support and Advisory Service)
- Educational Psychology
- School Nurse Team
- Community Paediatricians

- Clinical Psychologists
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- CAHMS (Child and Adolescent Mental Health Service)
- Early Years Special Educational Needs Support Service (EYSENS)
- Support Service for Children who are Deaf and Hearing Impaired
- Support Service for Children with Physical Impairments (SSPI)
- Support Service for Children with Vision Impairment (SSVI)
- Social Care
- Virtual schools

SUPPORTING PUPILS AND FAMILIES

Staff at Willington Primary School believe that a close working partnership with parents / carers is vital to ensure:

- information is shared with everyone who needs access to it.
- early and accurate identification and assessment of SEND, leading to appropriate intervention and provision.
- continuing social, emotional and academic progress of children with SEND.
- personal targets are met effectively.

The pupil and parent voice will be sought at every stage of the graduated approach, where appropriate. Parents are always invited to review meetings and are encouraged to share their views with staff, other professionals and Derbyshire County Council.

In cases where more frequent regular contact with parents is necessary, this will be arranged according to individual needs. Appointments to see the class teacher or Miss Pritchard (SENDCO) can be arranged through the school office.

Where English is not the parents'/carers' first language, school will make every effort to provide support in all meetings to inform of any outcomes of discussion and to explain the system of support.

For children with SEND, decisions about whether they will be able to access assessments (including statutory assessments) will be made on an individual basis. Pupil and parental views will be taken into consideration, although the final decision rests with the Headteacher. Where possible, and when appropriate, reasonable adjustments will be made to allow children to access assessments. Some children with SEND may be disapplied from

taking statutory assessment tests if they are not able to access the curriculum at the relevant Key Stage.

When moving to a new year group, information is shared with the new class teacher regarding attainment, provision, strategies and interventions. All relevant paperwork and reports are also made available to the new teacher. Pupil Passports operate on a November to October cycle. This allows key information to be shared promptly with new class teachers and support staff, ensuring pupils with SEND are effectively supported from the start of the academic year as staff get to know them.

When a child transfers to a new school (including secondary), every effort is made to liaise with staff at the new school so that information can be shared, and records are transferred. Where appropriate, and where the new school is able to offer such provision, enhanced transition (e.g. additional transitions visits / visits by staff to school) will be offered. This is done in consultation with parents.

SUPPORTING CHILDREN IN SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils 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 pupils may also have special education needs and disabilities (SEND) and may have an Education, Health 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.

Arrangements are put in place to support individual pupils with their specific medical needs/conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate an Individual Health Care Plan (IHP) is drawn up. This provides clarity about what needs to be done, when and by whom. They are essential where conditions fluctuate or where there is high risk that emergency intervention will be needed and are helpful where medical conditions are long-term and complex. However, not all children will require one. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DfE in December 2015.

ACCESSIBILITY

Full accessibility arrangements are detailed in the school's Accessibility Plan, which can be found on the school website.

COMPLAINTS PROCEDURE

In the first instance, we encourage parents / carers to talk to their child's teacher.

If concerns remain, we ask parents to contact the SENDCO and/or Headteacher. In the unlikely event that a concern is not resolved, parents are asked to contact the Chair of Governors. Formal complaints can be made following the complaints procedure – a copy of the policy can also be found on the school's website.

MONITORING AND EVALUATION OF SEND

This policy will be kept under review. The progress of pupils with SEND will be tracked closely by the class teacher and SLT through pupil progress meetings which will take place three times per year.

In the case of pupils with an EHC plan, progress will also be reviewed at the annual review meeting.

In addition, the effectiveness of the policy will be monitored by gathering evidence regarding:

- staff awareness and individual need
- success of the identification process at an early stage
- pupil observations
- monitoring provision through scrutiny of Pupil Passports and/or provision maps
- evaluating the impact and effectiveness of interventions
- analysing progress data for pupils with special educational needs
- parental/pupil feedback
- liaising with outside agencies
- liaising with teaching and support staff.

The SEN policy should be viewed in conjunction with the SEND Information Report which is available on the school website. <https://www.willington.derbyshire.sch.uk/send/>

Both documents will be reviewed annually.

Policy last reviewed and updated: December 2023

Appendix I

WPS SEND Initial Concerns Form

Child's Name:				Date:			
Year Group:				DOB:			
Class Teacher:				Attendance:			
Home language:		PP:	Yes	No	CiC:	Yes	No
Pre-school setting/Previous schools							
Medical information							
Specialist services involved to date - Health - Education - Social Services							

Attainment Data: please complete with latest assessment data from Insight using EYFS/NC/Pre-Key Stage Standards

Reading		Writing		Maths	
Progress summary: Please describe any progress made or concerns					
Behaviour for learning: Please tick ✓ any other concerns you have					
Concentration		Co-operation		Independence	
Confidence		Self-esteem		Organisation	
				Engagement	
				Self-control	

Areas of Concern:

Area of Need	✓	Summary of Needs	
Communication & Interaction			
Strategies in place already			
Support Strategies	Tried? ✓	How long for?	Impact
Structured class routines			
Increased visual aids			
Visual timetable at eye level for children			
Use of sign language/Makaton			
Use of key words/vocabulary emphasized when speaking			
Multi-sensory approaches used to support spoken language, e.g., symbols, pictures, concrete, apparatus			
Instructions in manageable chunks			
Checklists and task lists			
Delivery slowed down with time given for processing			
Talking partners used			
Classroom seating plan considered so child can see teacher and visual prompts			
Access to a quiet work station			
Eye contact as necessary, name used to give instructions			
Other: (please state)			

Area of Need	✓	Summary of Needs	
Cognition & Learning			
Strategies in place already			
Support Strategies	Tried? ✓	How long for?	Impact
Scaffolding/adapted teaching			
Pre-teaching of vocabulary			
Tex presented clearly- bullet points, clear font, headings			
Pupils encouraged to explain what they have to do to check understanding			
Alternative ways of demonstrating understanding, e.g., diagrams, mind maps, use of voice recorders			
Word mats			
Use of technology, e.g., dictation, typing			
Coloured overlays, coloured paper for worksheets, coloured background for IWB			
Extra time to complete tasks			
Other: (please state)			

Area of Need	✓	Summary of Needs	
Social, Emotional and Mental Health			
Strategies in place already			
Support Strategies	Tried? ✓	How long for?	Impact
Emphasise positives to develop self-confidence			
Give a classroom responsibility			
Refer regularly to school rules and values			

Calming music			
Weighted blankets			
Team around the child approach			
Use of ear defenders to support focus			
Moving around/sensory breaks			
Fidget 'toys'			
Interactive strategies, e.g., whiteboard held up with answers			
Clear behaviour expectations modelled by staff and others			
Quiet zone or sensory space			
Zones of Regulation			
Meet and greet at key transitions			
Post it notes to write questions rather than interruptions			
Give a 'set time' for written work			
Personalise teaching to reflect pupils' interests			
Other: (please state)			

Area of Need	✓	Summary of Needs	
Sensory and/or Physical			
Strategies in place already			
Support Strategies	Tried? ✓	How long for?	Impact
Complete sensory audit from the Sensory Processing Needs Toolkit			
Visual			
Coloured overlays/paper			
Consider lighting- natural and artificial			
Eliminate inessential copying from the board			
Appropriate print size			
Read aloud as you write on the board			

Avoid standing in front of a window- your face becomes harder to see			
Consider seating- nearer to the board or resources			
Hearing			
Careful seating- closest to the teacher			
Keep background noise to a minimum			
Slow down speech rate			
Allow more thinking time			
Repeat contributions from other children			
Check that oral instructions have been understood			
Face the child when speaking and keep hands away from mouth			
Co-ordination			
Sat at a table where there is sufficient space			
LH & RH pupils not next to each other with adjacent hands			
Desks at elbow height			
Wobble stools/cushion/resistance bands			
Sloping desk stand if appropriate			
Seated with minimal distractions			
Use of ICT for written work, where appropriate			
Wider lined paper to accommodate handwriting			
Fine and gross motor activities, e.g. Dough Disco			
Other: (please state)			

Are parents/carers aware of your views? (please highlight)	Yes	No
Do they have concerns? (please highlight)	Yes	No

Parent/Carer Views/Comments

Pupil's Views/Comments

Please return to the SENDCO.

SENDCO name:

Date received:

Agreed Action to be Taken	Steps to be Actioned and by Whom	Date to be Completed by
Monitor with continued support and QFT strategies		
Move to a graduated response (ADPR cycle-Pupil Passport)		
Referral to outside agencies (please state service(s))		
Observations by other staff		
Observations by SENCO		
Teacher to meet with parents		
Review date:		

Appendix II



WPS Whole School Provision Map

Written using:

[Graduated Response May 2022 \(derbyshire.gov.uk\)](https://www.derbyshire.gov.uk)

[Home - Derbyshire Local Offer](#)

Communication and Interaction

Quality First Teaching (All Pupils)	SEN support – Targeted support	SEN Support – Specialist support
Structured class routines	Checklists and task lists	Use of sign language/Makaton
Talking partners used	Increased visual aids	Speech and Language Programmes (NHS, Private)
Visual timetable at eye level for children	Delivery slowed down with time given for processing	Attention Autism
Classroom seating plan considered so child can see teacher and visual prompts	WellComm - Assessment - Interventions	
Use of key words/vocabulary emphasised when speaking		
Multi-sensory approaches used to support spoken language, e.g., symbols, pictures, concrete, apparatus		
Instructions in manageable chunks		
Eye contact as necessary, name used to give instructions		

Cognition and Learning

Quality First Teaching (All Pupils)	SEN support – Targeted support	SEN Support – Specialist support
Scaffolding/adapted teaching	Coloured overlays, coloured paper for worksheets, coloured background for IWB	Beat Dyslexia
Pre-teaching of vocabulary	Use of technology, e.g., dictation, typing	Little Wandle Additional Support (SEND)
Text presented clearly- bullet points, clear font, headings	Extra time to complete tasks	Targeted and Specialist Referral (ISAS)
Pupils encouraged to explain what they have to do to check understanding	Alternative ways of demonstrating understanding, e.g., diagrams, mind maps, use of voice recorders	
Word mats	Little Wandle - Rapid Catch Up - Keep Up	
	Maths Interventions e.g. Plus One	
	Pre-Teaching – pupil focus	
	Precision Teaching	

Social, Emotional and Mental Health

Quality First Teaching (All Pupils)	SEN support – Targeted support	SEN Support – Specialist support
Emphasise positives to develop self-confidence	Post it notes to write questions rather than interruptions	ELSA
Give a classroom responsibility	Use of ear defenders to support focus	Positive Play
Refer regularly to school rules and values	Weighted blankets	Derbyshire Wish Support
Calming music	Moving around/sensory breaks	Nurture Group
Interactive strategies, e.g., whiteboard held up with answers	Team around the child approach	Children's First Family Support Worker
Clear behaviour expectations modelled by staff and others	Quiet zone or sensory space	
Give a 'set time' for written work	Meet and greet at key transitions	
Personalise teaching to reflect pupils' interests	Worry Monsters	
Children's Mental Health Week / themed weeks	Social Stories	
Breathing exercises	Refer to the Derbyshire Sensory Processing Needs Toolkit (Steps 1 and 2)	
Zones of Regulation	Refer to the Autism Progression Framework	

Sensory and/or Physical		
Quality First Teaching - All Pupils	SEN support – Targeted support	SEN Support – Specialist support
Read aloud as you write on the board	Complete sensory audit from the Sensory Processing Needs Toolkit	Physical impairment team
Consider lighting- natural and artificial	Wider lined paper to accommodate handwriting	Specialist furniture
Eliminate inessential copying from the board	Sloping desk stand if appropriate	Occupational Therapy
Appropriate print size	Consider seating- nearer to the board or resources	Physiotherapy
Avoid standing in front of a window- your face becomes harder to see	Sat at a table where there is sufficient space	Hearing Impairment Team – support with hearing aids
Keep background noise to a minimum	Spring Scissors	Visual Impairment Team
Slow down speech rate	Face the child when speaking and keep hands away from mouth	Medical Team (diabetes training at hospital)
Allow more thinking time	Wobble stools/cushion/resistance bands	School Nurse
Repeat contributions from other children	Careful seating- closest to the teacher	Dietician
Check that oral instructions have been understood	Coloured overlays/paper	
LH & RH pupils not next to each other with adjacent hands		
Desks at elbow height		
Seated with minimal distractions		
Use of ICT for written work, where appropriate		
Fine and gross motor activities, e.g. Dough Disco		