



Hayward's Primary School



Special Educational Needs and Disabilities (SEND) Policy 2024-2025

Hayward's Primary School



Written by:	Hayward's Primary School	Signed:
Approved by Governors:		
Next review due by:		



Special Educational Needs and Disability Policy

SENDCo: Mrs Clare Bedford (BEd Primary)
(Achieved Qualified SENDCo Award 2014)

SEND Governor:	Joy Wilshire
Responsible Person:	SENDCo
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This policy is to promote the successful inclusion of pupils with Special Educational Needs and disabilities.

Ethos

Hayward's Primary School aims to encourage all children to have an equal opportunity to contribute fully to the life and work of the school. We value the importance of the relationship we have with families and work closely together to ensure that our provision is as appropriate as possible for the child. Our aim is that learning should take place in a climate of warmth and support, in which each individual can develop and grow in self-confidence and self-esteem. We also aim to challenge individuals in order for them to achieve their potential. We believe that with the right teaching strategies and support the majority of children with Special Educational Needs and Disabilities (SEND) can be successfully included in mainstream education. The teaching and learning achievements, attitudes and well-being of every pupil matter and should be valued in relation to their own potential, not the achievement of others.

The SEND Team

Identifying SEND is the responsibility of the school's governing body working through the head teacher and school staff. The SENDCo is Clare Bedford, supported by a team of skilled teachers, higher level teaching assistants (HLTAs) and teaching assistants and specialist pastoral support leaders and assistants who support the four areas of SEND

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and /or physical needs.



Inclusion

At Hayward's, inclusion concerns every child in the school and is about equality of opportunity. As a school strive to become as inclusive as possible in our everyday practice, which helps children with SEND and all others to work towards their potential. Examples of inclusive teaching would include adaption of work within the class, which is completed through **quality first teaching**. (e.g. through outcome, task, support provided) and, where appropriate, expectations of behaviour. This will include adaption of homework e.g. by time given for the activity, adapted tasks for different abilities. If a child or group of children need more specific support, work in small groups or as individuals may be needed to give children the skills to be included more readily at other times. Every child has the opportunity to access all educational opportunities outside the school including sporting events and trips. Provision is highly adapted within the planning and risk assessments are carried out during all trips including residential. Children's needs and concerns will be discussed with parents as necessary and are considered on a risk assessment if appropriate.

The SENDCo co-ordinates SEND provision across the school in line with this policy.

- The SENDCo works alongside teachers across the school teaching a range of intervention groups. This allows teachers and TA's to be supported with interventions and classroom practice and allows the SENDCo to have an in-depth understanding of the needs of the children across the school.
- The SENDCo is responsible alongside teachers for identifying children with SEND and ensuring provision is made in accordance with the SEND Code of Practice.
- The SENDCo is responsible for planning whole school and targeted training for staff.
- The SENDCo is responsible for overseeing the records of children with SEND in the school; liaising with parents/carers of children with SEND, liaising with external agencies and providing support and guidance to other members of staff when necessary.
- The SENDCo is responsible for arranging and managing the School Inclusion Team
- The SENDCo supports with transition from preschool settings and with transition to secondary school.
- The SENDCo is involved with managing and supporting TA's who work with children with SEND.
- The SENDCo is responsible for ensuring a SEND policy is in place and reviewed annually.
- The SENDCo is responsible for meeting each term with the named SEND Governor for Hayward's Primary School.
- The SENDCo is responsible for maintaining the SEND school improvement plan.
- The SENDCo and Head teacher are responsible for having an 'accessibility plan' in line with the Equality Act 2010.
- The SENDCo is responsible alongside class teachers for providing a range of specialist equipment where needed and appropriate ICT equipment for children with SEND.
- The SENDCo is responsible for ensure target setting and tracking of progress of SEND children across the school.
- The SENDCo is responsible for completing the SEND Funding Evaluation Tool.
- The SENDCo will promote the Ordinarily Available Inclusive Provision tool amongst teaching staff.
- The SENDCo and Headteacher will monitor the effectiveness of whole school SEND interventions.



The school's governing body has a nominated governor for SEND who regularly links with the SENDCo to be aware of relevant issues and offer support. This happens on a minimum basis of once per term. The school SENDCo, Senior Leadership Team (SLT) and governing body will be jointly responsible for the development of the policy, its implementation, review and the annual SEND Funding Evaluation Tool to the Local Education Authority.

SEND Policy Objectives

- To provide an appropriate education for all pupils that enables them to achieve their full potential.
- To provide a broad and balanced curriculum for all pupils by ensuring children with SEND or disabilities are able to participate in all the activities of the school.
- To ensure all parents/carers are informed of their child's special needs and provision so there is an effective communication between parents/carers and school.
- To have high expectations and suitable targets for all pupils.
- To provide a system of early identification of barriers to learning.
- To provide additional support to all pupils identified via the early identification system so that potential barriers are overcome, through effective use of the SEND team.
- To ensure that all pupils make progress against their starting points from term to term and year to year.

Admission Arrangements

Admission arrangements follow the LA admission criteria and children are not discriminated against on the grounds of special needs or disability. Pupils with a disability are catered for according to their needs. Access to all areas of the curriculum and extra-curricular activities are open to all our children. Action is taken to accommodate any disabilities as the need arises, but parents or carers seeking admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations and planning can take place.

The school may request a short delay in in-year admissions to ensure that it is suitably prepared, particularly if the environment needs modification or specialist support is needed.

Early Identification of Need

Children not making the expected progress and needing extra support are identified using a variety of assessment methods:

- Using information from the pre-school setting and home
- On entry base-line assessments when children start in the Early Years
- Teacher assessments
- Pupil progress meetings
- Optional and non-optional Standard Assessment Tests (SAT's) in reading, writing, spelling and grammar and maths.
- Assessments for Speech, Language and Communication (SLC), Dyslexia, movement and co-ordination – by specialist teachers and teaching assistants.



- Assessment for children's emotional and development needs - led by trained teachers and our pastoral support leader. (For more information, refer to Section 3d)
- Children with more complex needs may have assessments carried out by the school nurse, educational psychologist or other outside agencies after full consultation with parents.
- The SEND Graduated Approach Tool.

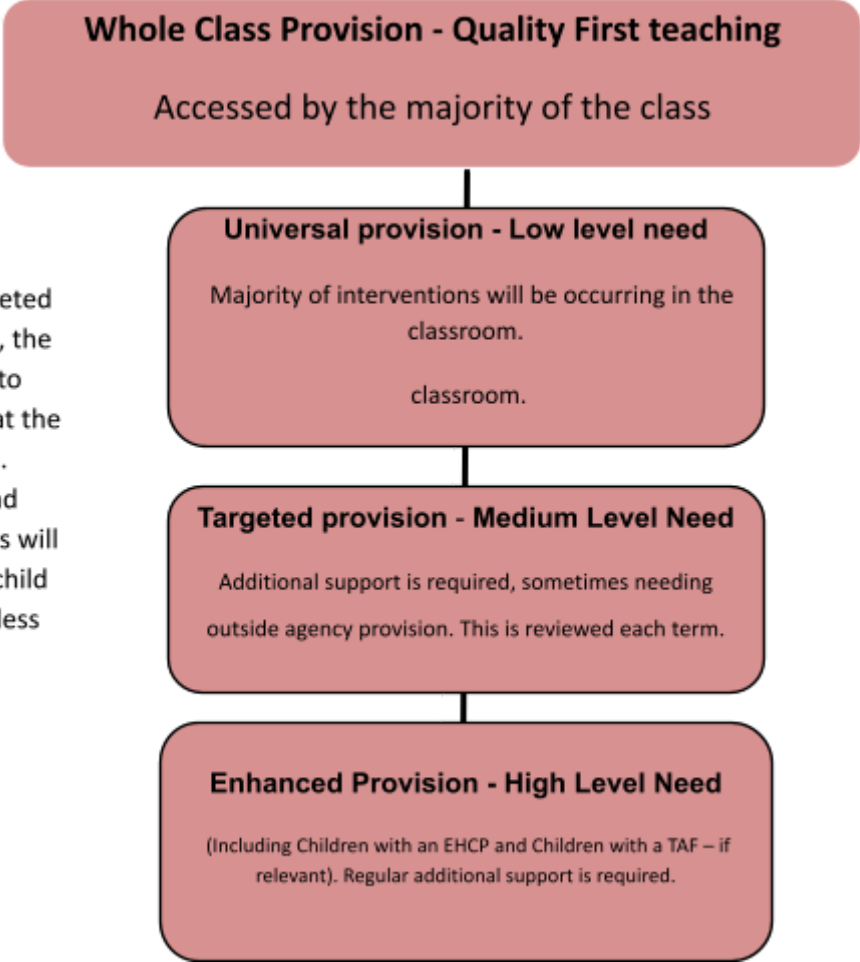
Teachers use a range of general teaching and behaviour strategies before raising a concern about a child's progress. If the child is not responding as expected or is having difficulties with their learning (or behaviour) then the teacher will raise a concern with the SENDCo and the Graduated Approach guidelines are implemented. **Parents, the school SENDCo or an outside agency may also raise a concern.** If relevant, all parties involved discuss possible interventions and timescales

Examples of systems in place to identify and track SEND throughout the school include:

- Tracking the progress of pupils using the schools assessment system on SIMS. The facilities within the programme are used to identify underachieving children; this will be raised with the appropriate class teacher.
- Updating the SEND Register each term. Children causing concern are highlighted through data reviews and termly 'watch lists'.
- Completing the SEND census (which is a mandatory request by the Local Education Authority) three times annually (in the autumn, spring and summer terms). This also informs the SENDCo of the needs across the school.
- Termly setting and reviewing of SMART targets for all children on the SEND Register.
- Meetings between the SENDCo and individual teachers each term, to discuss the SEND provision within their class. It is also a further opportunity to raise a concern about any particular child who may not be making the progress expected, and the reasons behind this. A **provision map** is used to record the range of support given to children within the class, which forms the basis of more detailed individual provision for those in greatest need of support.
- Marking of children's work and termly scrutiny of books by the Senior Leadership Team.

Action in school is organised so that progressively more powerful interventions are used to meet increasing need. The range, type and intensity of interventions can be reduced as a child makes progress against their starting points. For most pupils, extra help will be provided within the classroom within the Quality First Teaching. Where extra help involves spending some time outside the ordinary classroom, it will nonetheless be in the context of the inclusive curriculum. An individual's timetable will be monitored closely to ensure that there is not an overload of interventions.

Teachers will use a range of general strategies before raising a concern. If the child is not responding as expected or is having difficulties with their learning or behaviour then the teacher will raise a concern by speaking with the SENDCo. Parents, the school SENDCo or an outside agency may also raise a concern. If relevant, all parties involved discuss possible interventions and timescales.



If children require targeted or enhanced provision, the goal is to return them to whole class provision at the most appropriate time. Regular assessment and discussion with parents will determine whether a child requires additional or less provision.

Universal provision supporting low level need

A child demonstrating 'low level need' may show some of the following;

- Despite receiving differentiated learning opportunities in class the child has shown little or no progress even when teaching approaches have been specifically targeted
- They might have shown signs of difficulty developing English or maths skills which have resulted in poor attainment when assessed
- They might have presented persistent emotional or behavioural difficulties, sensory or physical problems and may have communication and/or interaction difficulties

One example might be a child falling more than a year below expectation or making very slow or no progress.

These children might require different learning materials, individual or group support, special equipment, additional support from a teaching assistant in class, as well as additional adult time to plan and/or monitor progress.

At this stage the children will be identified as having 'low level need'. The majority of the child's interventions will be met in the class setting and will require very little outside agency support. They may be referred to as 'keep up' interventions which may vary in terms of time spent and resources (including staff time) required.

When a child has been offered support at a universal level and are not making the expected progress, the child's needs will be discussed at the Inclusion Team Meeting. This team includes the SENDCO, pastoral lead, Speech and language lead, EAL coordinator and cognition and learning needs lead. During the meeting, the team will 'triage' the needs of the child and decide on the best route of support. This will be communicated with staff and parents.



Targeted provision supporting medium level need (See also appendix A)

The criteria for targeted provision could be that despite receiving support under the direction of the class teacher, the child may be;

- making little or no progress in specific areas over a long period of time
- working at assessment levels substantially below that expected of children of a similar age
- showing difficulty with developing and retaining Numeracy and English skills
- demonstrating emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group,
- showing sensory or physical needs and require additional specialist equipment or regular advice or visits by a specialist service
- having communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

Targeted provision may be similar to that provided for low level need but sometimes include the following considerations:

- Outside agencies are involved wherever relevant e.g. Educational Psychologist, Speech and Language Therapist
- The generation of a My Plan containing SMART targets, the generation of an Individual Provision Map (IPM), review meetings, 'Team around the Family' meetings (TAF)
- A review meeting would look at what is in place, progress made in relation to the targets set, strategies tried and the generation of new targets. Parents, teachers and children are involved.
- Teaching Assistant support which could take place inside or outside the classroom.
- The class teacher retains responsibility for support provided outside the classroom.
- Where a child has additional support from a teaching assistant, the school endeavours to avoid a culture of dependency. The child may work with a range of teaching assistants in order to meet their needs in school.

Enhanced provision supporting children with high level of need (See also Appendix A)

- Children working at 'High Level Need' will often require enhanced provision, which might occur outside the classroom. Funding for this comes from the school's budget. Where more than £6000 is needed per year for an individual child, then the school is able to make a request for additional funding to the local authority through a referral process for an Education Health Care Plan (EHCP). All this is done in full consultation with parents.
- **Individual Provision Maps (IPM) and My Plans** will be established for these children and will be reviewed and set twice a year. In the event of the child having a TAF this will replace the need for an IPM.
- The EHCP will be reviewed on an annual basis or more regularly if needed.

Those children who need additional support will have a clear provision map or Relational Support Plan which will aim to communicate the support they are receiving. Individual Pupil Summaries are disseminated to all staff in order to ensure a consistent approach is in place from all staff.



We set aside part of the school's budget each year to provide resources to support children with SEND and to help cater for differentiation in the classroom.

The money pays for the following ways of supporting children:

- The SENDCo, who has time away from class responsibilities to lead this area of the school.
- A team of specialist staff ie pastoral staff.
- Additional teaching assistants and play leaders at lunch times.
- Specialist PE teacher to release teaching staff for conferencing time.
- Specialist SEND teacher in KS2. This teacher, who has significant SENDCo experience, teaches specific groups of children in year 3 and 4, reducing class size and meeting the needs of individuals, allowing for greater differentiation within Quality First Teaching. This is in the form of the Hero Hub.
- Hero Hub 2 set up for KS1 children for children who are requiring a reduced class size, greater adapted teaching focusing on Literacy and Communication skills.
- Other resources include: teaching assistant provision; books and equipment; specialist pastoral areas; our forest school known as Tanglewood; the school garden; administrative time managing the SEND paper work; completing TAFs on line and a structured staff training programme and targeted out of school extra-curricular clubs.
- The school has to prioritise the amount of time it needs to buy in to support from outside agencies such as the Educational Psychology service.
- The school has their own Family Support Worker who runs the Early Help Plans and supports families across the school.

All children with SEND will have their support recorded on a class provision map, which includes information about the resources required as well as targets for progress. Provision maps are updated each term when the SENDCo meets with the class teacher. This allows quick access to children's plans, interventions, actions, reviews and assessment by teaching staff. It also allows for effective transition of children's records from teacher to teacher each year with a chronology of support across the child's school career.

Children who need a higher level of additional support will also have a My Plan which outlines their key SMART Targets (Specific, Measurable, Achievable, Realistic, Timely).

My Plans (Enhanced provision)

The My Plan records the additional support the child receives outside the differentiated curriculum. It allows a full record of the support the child has received to be passed on from teacher to teacher.

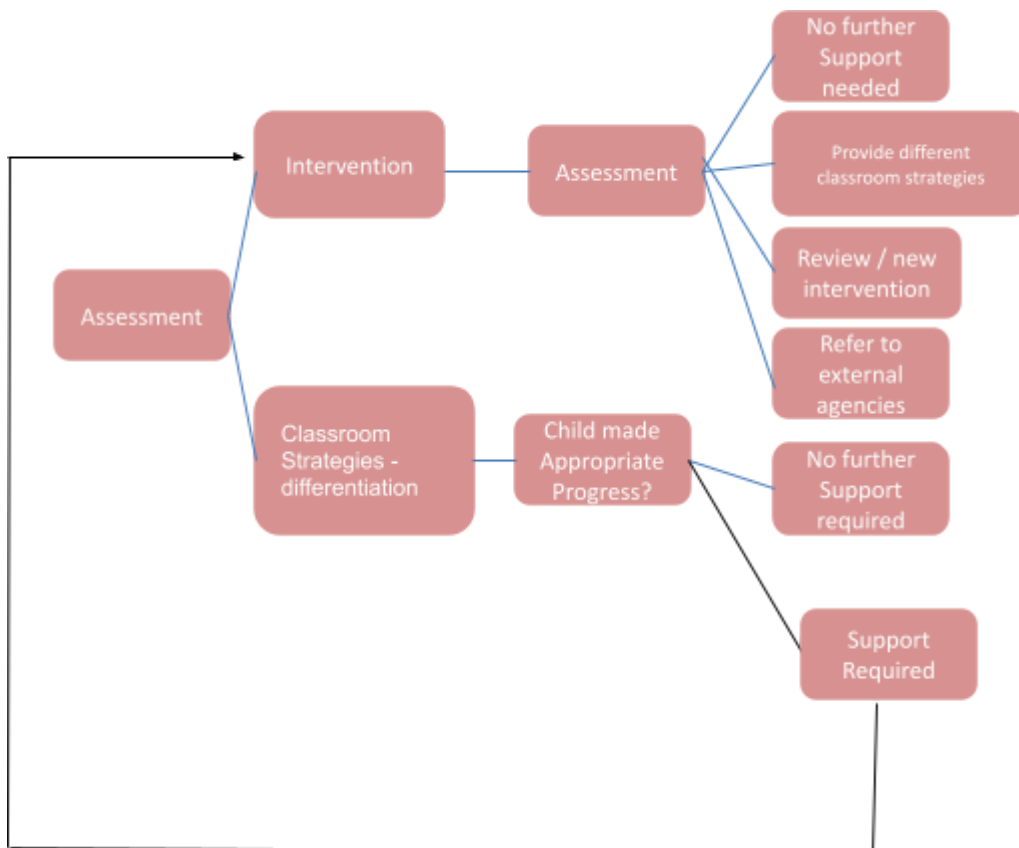
The IPM contains information about:

- Areas of difficulty that the child might be facing and the child's strengths and skill
- The teaching strategies and resources being used
- Three or four (maximum) short-term targets set for the child, which will be shared with the parents / carers and will be the focus of our work with the child. The parents' / carers' perspective of the child's progress, including details of concerns and additional support that the child will be receiving from home, will also be included.
- Additional request for support (if necessary) allowing the parents or class teacher to seek additional support linked to our school provision maps.
- The review date of the plan
- The outcomes at the review date – filled in retrospectively by the class teacher or in advance to share with the parents.



- Progress - monitored through teacher assessment, parental and child view point, coupled with other forms of assessment used in the school e.g. checking maths and English books.
- SIMS Pupil Tracker is used to help monitor progress. SENDCo, Class teacher and head teacher will use the tracker to review progress of SEND children. The SENDCo will discuss with class teacher changes to provision if appropriate.
- Targets are reviewed with parents / carers before new targets are set. Children are involved in this process and encouraged to reflect on how they could improve.
- Teachers, the SENDCo and parents/carers will have a copy of any My Plans. The children's My Plans will stay in the class SEND file, until it is reviewed. At the end of the year, it will be passed to the next class teacher.
- In the event of significant changes occurring, such as a professional report suggesting changes to the current approaches being used, a new My Plan may be produced.

At Hayward's we use assessments at key points to identify additional need. We aim to follow a model of "assess, apply and review", where (through time limited interventions) we measure the progress and identify areas of further work and development. Results of these assessments will be shared with parents / carers at individual meetings or parents evenings.



At different stages of their education, assessments will be available for children which will focus on their development in the four areas of SEND. Some of these assessments will be for all children and some for children with specific need.



Current targeted provision, which may be referred to as 'catch up' interventions, includes the following interventions:

Area of need		Intervention
Cognition and learning	Reading	1:1 Y1 Read Write Inc Intervention Sessions Y2 and Y3 Read, Write Inc Intervention Sessions Everyday Readers Nessy Online programme
	Maths	Counting to Calculating MyTTY Maths Same Day Maths Intervention
	Writing	Conferencing Response to marking Nessy Online programme
Communication and Interaction		Speech and language programme provided to use by Speech Therapist Speech and Language Link assessment
Sensory and/or physical needs		Dough-Disco Fun Fit Funky Fingers High Five Specialist PE teacher for all PE lessons
Social, emotional and mental health difficulties		Play therapy Forest school Nurture groups Cooking groups Ground Force – gardening Anipals - Looking after the school pets

The school supports personal and social development of all children, through PSHE and Citizenship, and through encouraging children to follow classroom and school behaviour rules. The code is reinforced through the use of 'Hayward's Heroes' – who demonstrate the values and behaviour expected of children at Hayward's such as perseverance, respect and honesty.

A child displaying unacceptable behaviour, who does not respond to whole school rewards and sanctions, will have a Relational Support Plan.

A Relational Support Plan will be set up in consultation with the class teacher, SENDCo, head teacher and parent and will allow the school to have an agreed policy for a particular child, which may not match that of their peers. The plan will consist of;

- A description of the behaviour difficulty
- Behaviour targets agreed with the child & teacher
- An agreed whole school description for dealing with behavioural concerns
- A clear criteria for success which the child is aware of at all times
- Rewards and sanctions



- Any additional action that needs to be taken, which might include consultation with outside agencies e.g behaviour support.

Pastoral support at Hayward's

We believe it is important to invest time in supporting children with social and emotional needs. We have invested a great deal in training staff to recognise children who may have these needs. We have three pastoral leads who have allocated time within their working week where they can support children with their social, emotional and mental health needs.

Using the **Boxall Profile** we can assess and supporting a child's social and emotional needs. We can assess children at any point during the year if they are showing signs of need.

After an initial assessment, co-ordinated between school and home, an action plan is established and targets are set. This action plan includes school and home targets. After a period of five months, the assessment is redone and we reflect on where progress has been made. A new action plan is then established. This cycle continues until the child reaches age expected levels. Evidence for all pastoral support is then collated and shared with parents and class teachers, encouraging all who work with the child to consolidate skills learned in pastoral sessions in the classroom or at home.

At Hayward's, we run nurture groups. These groups respond to the child's action plan and the activities link to areas identified in the assessment. These activities take place either in or outside the classroom, or in our dedicated nurture areas around the school.

Restraint / Safe handling

The school uses Positive Handling techniques to help children with their behaviour. Positive Handling aims to give adults strategies to help defuse situations before they get out of hand. On a rare occasion, a child might need to be held in order to ensure that their safety and the safety of others is maintained (see Guidance for Positive Handling and Restraint Policy). In these situations it is a requirement that the professionals involved will complete and sign paperwork relating to the incident. This will be signed by the Head teacher, filed in the Children Personal Education file and a copy given to the parents / carers. Strategies to manage behaviour are recorded in the child's Individual Care Plan.

Team Around the Family (TAF)

The TAF is a key part of Hayward's frontline services that are integrated with, and are focused around, the needs of the family. At Hayward's we have a Family Support Worker who leads on all of our TAF's and supports families across the school.

Our Family Support Worker is: Mrs Louise Raychell.

Most children's and young people's needs will be met through the resources available to mainstream schools. If additional support is needed and requires the support of at least two outside agencies, the TAF process will take place. This is the schools commitment to Early Help support. The TAF process look at a child's needs and the support with in Education, Health, Social Care and the family. The TAF meetings are recorded on the Rights 4 Children platform which is part of Early Help.

Early Help

The Devon Children and Families Partnership Early Help strategy aims to support children and their families at the first signs of need, to make sure they are safe, happy, healthy and well educated through use of the [Threshold Tool](#). All



practitioners, whichever organisation they work for, must be able to understand the threshold for each level of need and recognise the shift in a child, young person or family's needs.

The Devon Threshold Tool adopts the 'Continuum of Need' model which provides a multi-agency, whole system approach to assessment, prevention and interventions for children, young people and their families. The adoption of this model provides consistency for professionals working across different services and geographical areas.

Early Help Coordination Centre

The purpose of the Early Help Coordination Centre (EHCC) is to provide support, advice and guidance, to assist practitioners involved with Early Help activity across Devon. This includes:

- Providing support and advice to practitioners
- Contacting agencies, where necessary, to identify a lead professional
- Signposting professionals and families to local services and support

The Early Help Advisors, based in locality areas, are able to provide support to partner agencies in their area to complete high quality assessments, which have clear, positive outcomes for children, young people and their families.

To contact the Early Help Coordination Centre

Call: 0345 155 1071 and ask for Early Help or email: earlyhelpsecure-mailbox@devon.gov.uk

Hayward's believes in involving and informing parents of decisions and actions made at every stage. All parents / carers of children who are on the SEND Register are invited to discuss their child's provision, the progress made and to look through the objectives for the following term. As part of all TAFs, parents complete an 'All about my child' document where they express views about their child's needs.

An initial meeting of concern is always held with the SENDCo when a parent / carer raises a concern around academic, behavioural and or emotional needs. Our pastoral support team also support with these initial meetings of concern.

The SENDCo, Head teacher and class teachers are always available for consultations.

Teachers aim to include SMART targets when writing Provision Maps, ILPs and IBPs:

- Specific
- Measurable
- Achievable
- Relevant
- Time Bound

When targets are not achieved, the teacher is encouraged to consider all the possible reasons:



- Teaching strategies and resources need changing.
- Target is not appropriate.
- It may be necessary to break targets down to smaller steps.
- It may be necessary to choose an alternative target within the same area of need.

The percentage of children at each stage on the SEND register is measured each term. This allows the school to judge if SEND pupils are making adequate progress. A pupil is considered to be making adequate progress when:

- The attainment gap between the pupil and his or her peers closes (Standardised Scores - and use of assessment data support this)
- The attainment gap between pupil and peers does not become wider.
- The pupil demonstrates an improvement in self-help, social and personal skills.
- The pupil's behaviour demonstrates improvement.

The Senior Leadership Team, alongside class teachers, analyses the progress of all children including SEND children each term. Data and information is discussed, enabling teachers to make the best decisions regarding what support will allow the children to make the best progress. Discussions allow for resources to be directed where the greatest need is, enabling children to make the best possible progress.

Provision Maps detail the range of interventions available to children at Hayward's including extra support for reading, writing or mathematics. They also detail support from outside agencies such as our Educational Psychologist, Speech and Language Therapist, Behaviour Support Team, School and Community nurses, Vision Impaired Advisors, Occupational Therapists, Family Support Workers, Social Services, and specialist teacher advisors for English as an additional Language, the, Communication and Interaction Team, Social Care and a variety of other local support services. We have an excellent relationship with all local services, other schools within our Local Learning Community and regularly network to share good practice and expertise.

We actively seek to work closely with parents. However, we recognise that parents of children on the SEND register may, from time to time, be dissatisfied with the support their child is receiving. We encourage parents to talk in the first instance to the class teacher. If not resolved, dependent on the nature of the complaint, the parent will be advised to consult

- The Head Teacher
- The Governors
- The LEA

Any parent who has a complaint that is not quickly or easily resolved will be notified of the LEA's arrangements to provide information and advice on SEND matters. The school's full complaints procedure can be downloaded from the school website.



We work closely with the SEND departments of all schools and preschool settings, passing on all relevant information when pupils transfer either to or from Hayward's. When a child joins us who already has identified SEND, the school will liaise closely with the child's previous school, pre-school setting and parents / carers. Our SENDCo will contact the parents and arrange for a transition form to be completed, containing information about the provision needed.

For children with SEND transferring from pre-school settings, the SENDCo and Reception teachers meet the preschool managers three times in the preceding year to gain an insight into the needs of the child. Further visits are made to the pre-school settings by a range of appropriate staff e.g. class teacher, speech and language therapist, pastoral / Thrive worker so that the children and families begin to build up a relationship with the school staff. A transition meeting is then held each term with any individual family who may have a child needing targeted or enhanced provision meeting with the SENDco in the summer term.

When the child goes to secondary school, the SENDCo from both Hayward's and QEAT (or an alternative secondary school either mainstream or a specialist setting) will meet prior to the child's visit to support a smooth transition. Additional visits can be arranged which will enable the SEND children in year 6 to make contact with members of staff who will help act as a point of reference for the child.

We aim to offer an education and working environment appropriate to each individual pupil's needs regardless of their race, colour, ethnic or national origins, gender, disability or religious beliefs.



APPENDIX A: Criteria for support.

These triggers are guidelines for teachers and leaders. They are not set in stone, but should act as markers for early identification of a child's need. The most important concern is that of the teacher's.

Criteria for Targeted provision

These could be teachers' or others' concerns, underpinned by evidence (such as assessment scores), about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- There is evidence that a child's learning is lagging behind the learning of others in their year group.¹
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not modified by the behaviour management techniques usually employed in the school and as directed in the school's behaviour policy.
- Has sensory or physical problems which are felt to impact on a child's progress.
- Has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Criteria for Enhanced provision

Despite having received an individualised programme and / or concentrated support under wave one, the child:

- Continues to make little progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.²
- Continues to have difficulty in developing literacy and mathematical skills.
- Have emotional or behavioural difficulties which substantially interfere with the child's own learning or that of the whole group, despite having an individualised behaviour plan.

¹ A guide for early identification is a child who is 3 to 6 terms below their expectation. Standardised scores of <90 also fit in this category.

² A guide for early identification is a child who is 7 or more terms below their expectation. Standardised scores of <80 also fit in this category.



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- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.