

Appendix A

Glossary of some of the terms used within this information about SEND

Attention Deficit Hyperactivity Disorder (ADHD): This is a condition which affects people's behaviour. A person with ADHD may seem restless, may have trouble concentrating and may act on impulse. A person with ADHD can be creative and inventive.

Autism Spectrum Disorder (ASD): People with autism may behave in a different way to neuro-typical people. They may find it hard to communicate with others; they may become anxious about unfamiliar situations and they may find certain situations overwhelming. A person with autism can show close attention to detail and an expertise in a specific area.

Dyscalculia: Dyscalculia is a specific and long term difficulty in understanding numbers which can lead to a range of difficulties with mathematics. A person with dyscalculia may have strengths in art, music or verbal communication.

Dyslexia: This is a common learning difficulty that can cause problems with reading, spelling and writing. Unlike a learning disability, a person's intelligence is not affected. A person with dyslexia can be good at problem solving and may empathise well with others.

Epilepsy: Epilepsy is a condition which affects a person's brain and can cause seizures. Seizures are bursts of electrical activity in the brain that temporarily affect how it works.

Project Code X: A series of adventure books which aims to help children progress in their phonics, vocabulary and comprehension skills.

Selective Mutism: This is a severe anxiety disorder where a person is unable to speak in certain social situations, such as with their classmates in school or with relatives they don't see very often.

SEND: Special Educational Needs and/or Disabilities

SENDCo: Special Educational Needs and Disabilities Co-ordinator




SEND Services: A Local Authority service which works with schools to provide targeted support and training in all areas of SEND.

Sensory Processing Differences: How one person's brain processes information about touch, noise, smell or taste can be different to someone else.

Appendix B

An example of the Provision Map completed for each child with SEND and provided to parents.

Pupil Name	Date of Birth	Primary Area of Need	Year	Class	Teacher(s)	Period
		Cognition and Learning				Oct 2023-Feb 2024

Intervention (Examples of the type of interventions and their expected outcomes)	Frequency	Duration	Expected Outcome	Entry Data	Exit Data	Progress (RAG Rating – Green, orange or red)
Reading – Read Write Inc speedy read cards	4 x week	10 mins	X will be able to read all the words from Yellow set at a rate of 60 words per minute or more.	Yellow set: 42 words per minute	X is now able to read at 53 word per minute. They need to continue working on Yellow Set words.	
Project X	4 x week	20 mins	X's reading speed will increase to 60 words per minute. X will be reading at Big Cat Emerald band or higher by December 2023.	45 words per minute Big Cat Topaz band	X is able to read at 53 words per minute. X moved onto Emerald band in February 2024.	
Maths Mastering Number	4 x week	20 mins	X will be able to answer addition and subtraction questions accurately 70% of the time for numbers up to 20.	X is working below the standard for Year 2.	X can answer addition and subtraction questions accurately 70% of the time.	

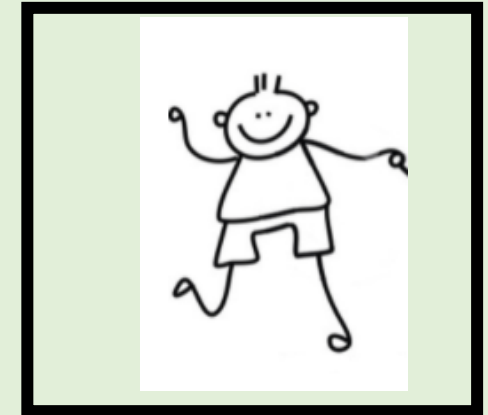
Appendix C An example Pupil Profile completed by a child with SEND.

Name: X

Date of Birth: X

I would like you to know that:

I like Art, especially painting nature.
I am starting to make animations.
I like writing stories because you can do whatever you want in them.
I like reading non-fiction books e.g. about History or wars.
I like swimming and riding a bike.
I don't like running.
I don't like the heat; my allergies flair up.



This means that:

I did want to be an artist but I am thinking about being an animator now. Animations can't get damaged.
My imagination never ends.
I found out that Hitler was in WW1 as well as WW2.
I can run for 15 metres but not ½ a mile. If I have to, I can.
I am allergic to 6 things including dead grass, dust and some plants.

I find it difficult to:

Understand Maths – all things in Maths because they need solving.

Manage if I don't drink for a long time.
--

Stand up for the whole of a school performance.

It would help me if you could:

Not tangle my brain in Maths.

Give me Maths riddles because I like these.

Play Maths games with me in class.

Let me drink a lot.

I will help myself by:

Having a drink to help myself feel better.
--

Eat healthy foods to help me think.

Practise my book of times tables.

Current teacher support strategies which have been effective:

Give X information in small amounts.

Give X extra repeated examples of a calculation or sentence.
--

Keep your language the same when giving another example.
--

Re-visit a calculation or sentence idea often to help X remember it.
--

Keep X's learning active whenever possible.

Use pictures and diagrams when you are explaining something.
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Keep the classroom cool.
