

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.

Autism Spectrum Disorder (ASD): People with autism may behave in a different way to other people. They may find it hard to communicate with others; they may find it hard to understand how other people think or feel; they may become anxious about unfamiliar situations and they may find certain situations overwhelming.

Dyscalculia: Dyscalculia is a specific and long term difficulty in understanding numbers which can lead to a range of difficulties with mathematics.

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.

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.

Precision Teaching: A structured teaching method designed to help child develop their fluency in reading, spelling or an area of Maths.

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 Difficulties:

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

Child's Name: X **Class:** Owls **Autumn Term 2022**

Dear Parent/Carer,

We would like to provide some additional support for your child this term in the area(s) listed below. This intervention will be time-limited, and you may also be able to help at home. If you have comments or questions, please speak with your child's teacher, or write them in the space below on this sheet. We will provide you with an updated copy, including the review, at the end of the period of support.

Child	Assess	Plan	Do	Review
<p>X has strengths in: Practical tasks such as gardening and woodwork.</p> <p>X could benefit from additional support in:</p> <p>English Reading fluency and comprehension</p>	<p>Standard before intervention: Below expected levels</p> <p>Reading Benchmark: Topaz level</p> <p>Reading speed: 34 words per minute using a Year 5 expected text.</p> <p>X is not answering retrieval based comprehension questions accurately.</p>	<p>By the end of this period of additional support, we hope to see the following change:</p> <p>Reading: To improve reading speed to 45 words per minute with a Y5 expected text.</p> <p>To improve reading comprehension so that he is able to read at Ruby level.</p> <p>To improve reading comprehension so that X can retrieve information from a text by answering 'who?' 'what?' and 'where?' questions.</p>	<p>List the additional support to be provided (school/home).</p> <p>X will read daily to an adult in school. X will read daily to an adult at home.</p> <p>Adult will target retrieval based comprehension questions based on Who? What? and Where? Adult will use visual prompts to remind X to think about the targeted question as he is reading.</p>	<p>Standard after intervention:</p> <p>Next steps:</p>

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.

Keep the classroom cool.