

# **Classroom Provision – The Entitlement for all Pupils**

## **Pendock CE Primary School**

***(Based on Worcestershire expectations of what should be “ordinarily available” within mainstream classrooms for all pupils, including those identified with SEN)***

## Normal school entitlement - Social, Mental and Emotional Health

Many students with Social, Mental and Emotional Health difficulties will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Occasionally withdrawn and isolated and on the fringes of activities.</p> <p>May have some difficulties with interpersonal skills</p> <p>May show some signs of frustration.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>An awareness of some difficulties noted and monitored by the class/ subject teacher.</p> <p>Tasks may need to be differentiated by level/outcome/pitch/pace and grouping to match learning needs, concentration level, interest and motivation.</p> <p>Dissemination and development of nurturing principles for all key stages.</p>	<p>Simple changes to the classroom environment to support individual differentiation.</p> <p>School reviews its accessibility plan regularly to update details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate student groupings, seating arrangements and surroundings.</p> <p>School will provide more focused opportunities to build self-esteem, develop friendships and social skills.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Parent Partnership Services (as required).</p>	<p>Self-evaluation encouraged and developed</p> <p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Students' self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments and tasks.</p>

## Normal school entitlement – Moderate Learning Difficulties (MLD)

Many students with general learning difficulties will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Levels of attainment that are generally lower than those of their age equivalent peers</p> <p>Some difficulty in acquiring skills, notably in language, literacy, numeracy skills (or early developmental skills).</p> <p>May be slower to use, retain and apply everyday concepts than age equivalent peers.</p> <p>May have mild levels of sensory impairment or fine motor skills</p> <p>May need time allowed for mobility issues</p> <p>May have difficulties related to behaviour, social or emotional issues and need some help with these.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promote appropriate interpersonal skills with other students.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lessons plans to ensure access across the curriculum for students with individual needs.</p> <p>Staff are skilled at adjusting the pace and order of activities to maintain interest and attention.</p> <p>Staff are aware of implications of mild sensory impairment, fine motor skill development and medical issues.</p> <p>Does not require regular additional adult support.</p> <p>May benefit from focused/small group teaching support at some points during the week</p> <p>Includes Wave 1 provision or QFT (National primary Strategy)</p>	<p>Simple changes to the classroom environment to support individual differentiation.</p> <p>School reviews its Accessibility Plan regularly to update the details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate student groupings, seating arrangements and surroundings.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Parent Partnership Services (as required).</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments.</p>

## Normal school entitlement – Specific Learning Difficulties (SpLD)

Many students with specific learning difficulties will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention (with reference to the Worcestershire Dyslexia Pathway).

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Average or above levels of reasoning/ability with some discrepancies between attainments in different core subjects or within one core subject of the NC.</p> <p>Some early difficulties with reading and spelling.</p> <p>Handwriting skills may be poorly developed and finds recording difficult.</p> <p>May have mild levels of sensory impairment (e.g. visual and or perceptual needs) / or fine motor skills,</p> <p>May have difficulties related to behaviour, social or emotional issues and require some help with these.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Differentiation to ensure the development of literacy, numeracy skills.</p> <p>Staff select appropriate methods and materials to ensure access across the curriculum for students with individual needs.</p> <p>Staff are skilled at adjusting the pace and order of activities to maintain interest and attention.</p> <p>Student does not require regular additional adult support.</p> <p>Student may benefit from focused/small group teaching support at some points during the week</p> <p>Includes Wave provision or QFT (National primary Strategy)</p>	<p>Simple changes to the ordinary classroom setting to support individual differentiation.</p> <p>The school reviews its Accessibility Plan regularly to update the details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate student groupings, seating arrangements and surroundings.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Parent Partnership Services (as required).</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Students' self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments and tasks.</p>

## Normal school entitlement - ASD

Many students on the autism spectrum will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Working within the same key stage as peers.</p> <p>Able to work on same tasks as peers with some additional support.</p> <p>Able to learn in the whole class group.</p> <p>Expressive and receptive language skills expected levels or with mild difficulties.</p> <p>Some difficulties with social use of language.</p> <p>May require some additional explanation of concepts</p> <p>Poor conversation skills.</p> <p>Some mild social difficulties.</p> <p>May be aware of difficulties.</p> <p>Interested in peers, wants to have friends but needs help with this.</p> <p>Occasional mild anxiety. Can be "talked through" problems.</p> <p>Able to use "within class" calming strategies.</p> <p>Behaviour does not affect learning.</p> <p>Is not aggressive, disruptive or passive.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Whole school awareness and understanding of autism and its implications for the social and academic curriculum.</p> <p>Students on the autism spectrum will access strategies and resources typically available in the ordinary classroom e.g. time taken by teacher to explain change in routine; Circle of Friends; Buddy System.</p> <p>Tasks may need to be differentiated by level/outcome/pitch/pace and grouping. Aspects of structured teaching may be helpful.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff are skilled in adjusting the pace and order of activities to maintain interest and attention Does not require regular additional adult support.</p> <p>May benefit from focused/small group teaching support at some points during the week.</p>	<p>Simple changes to the classroom environment (including an awareness of sensory issues) to support individuals.</p> <p>School implements/ reviews its accessibility plan regularly to update the details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate student groupings, seating arrangements and surroundings.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Parent Partnership (as required).</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Students' self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments and tasks.</p>

## Normal school entitlement - SLCN

Many students with speech language and communication needs will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but will benefit from support through effective QFT/ waves of intervention (with reference to the Worcestershire SLCN Pathway and the section titled *Universal Provision* specifically).

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>An awareness of a speech and language difficulty i.e. the student seems to have some difficulty speaking or with communication.</p> <p>Speech is understood by others but with some immaturities, which at times interferes with the acquisition of literacy and/or creates mild social difficulties.</p> <p>The teacher has evidence that the student's language is delayed and/ or vocabulary and comprehension are poor.</p> <p>Differentiation and/or a management strategy are likely to help access the curriculum.</p> <p>Needs some encouragement to take responsibility for own learning and to collaborate with peers in curriculum activities.</p> <p>Needs some support to listen and respond to longer explanations, stories, sequences of information in a whole class situation.</p> <p>Comments and questions often indicate an initial difficulty in understanding the main points of discussions, explanations, information given, in a whole class situation.</p> <p>Sometimes develops and explains own ideas clearly, but may need support to contribute successfully to discussion about imaginary / factual activities and/ or to use vocabulary precisely and effectively.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Students with SLCN will access strategies and resources typically available in the classroom.</p> <p>Some differentiation of speaking, understanding, listening tasks to allow access to the curriculum.</p> <p>Literacy tasks may require some modification.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Does not require regular additional adult support.</p> <p>May benefit from focused/small group teaching support at some points during the week.</p>	<p>Simple changes in the ordinary classroom setting to support individual differentiation.</p> <p>The school implements and reviews its Accessibility Plan regularly to update the details relating to building access, communication and training needs information.</p> <p>Staff consider appropriate student grouping, seating arrangements and surroundings.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs</p> <p>General whole school training, advice and support from external professionals (e.g. educational psychologists, specialist learning support teacher (Learning), speech and language therapist).</p> <p>Referral to Parent Partnership Services (as required).</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments and tasks.</p>

## Normal school entitlement – Medical Condition

Many students with a medical condition will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>May mean occasional absence from school.</p> <p>Progress within the curriculum may be unaffected or mildly affected.</p> <p>Able to participate in most/all classroom activities.</p> <p>The condition is usually effectively controlled by medication.</p> <p>The condition may influence tiredness and concentration levels.</p> <p>Students may need access to specific items of small equipment if medical conditions have resulted in minor motor impairments.</p> <p>School age mothers.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2).</p> <p>Students with medical needs will access strategies and resources typically available in the classroom.</p> <p>Differentiation may be required to take account of slower pace in performing some tasks – may tire easily.</p> <p>Where student's progress is not adequate, it will always be important to review the arrangements being used.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Does not require regular additional adult support but may require some supervision/ support for medication/dietary needs.</p> <p>May benefit from focused/small group teaching support at some points during the week.</p> <p>Effective systems/ links to support students off-site and attending alternative provision.</p>	<p>School curriculum promotes personal care and safety.</p> <p>The school implements/ reviews its accessibility plan regularly to update details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate student groupings, seating arrangements and surroundings.</p> <p>Class/subject teachers may need to give careful consideration to student's position in the classroom.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Parent Partnership Services (as required).</p> <p>Possible involvement from a specialist teacher/MET (at this stage, this might include students whose medical needs are temporary in nature e.g. a fracture).</p>	<p>Whole school policy in relation to the provision of individual health care needs in school with specific reference to the following policy/ good practice guidance.</p> <p>Access to Education for Children and Young People with Medical Needs.</p> <p>Supporting Pupils with Medical Needs - Good Practice Guide.</p> <p>A Guide to the Law for School Governors: Managing Medicines.</p> <p>The Education of Pregnant Young Women and Mothers.</p> <p>Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units.</p> <p>Regular review and monitoring by the school is essential.</p> <p>Full inclusion in all school assessments and tasks.</p> <p>Where student's progress is not adequate, it will be necessary to review the strategies being used.</p> <p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual learning targets.</p>

## Normal school entitlement – Physical Needs

Many students with a physical disability will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Progress within the curriculum may be unaffected or mildly affected.</p> <p>Able to participate in most or all classroom activities.</p> <p>Has physical needs but the student can be independent with some minor adaptations to the environment.</p> <p>The teacher has concerns based on observation of some minor physical difficulties e.g. motor control problems, hand eye co-ordination, problems causing difficulties in throwing, catching in PE.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Students with physical needs will access strategies and resources typically available in the classroom.</p> <p>Differentiation may be required to take account of slower pace in performing some tasks – may tire easily.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Does not require regular additional adult support but may require some supervision/ support for medication/dietary needs.</p> <p>May benefit from focused/small group teaching support at some points during the week.</p> <p>Where a student's progress is not adequate, it will remain important to review arrangements.</p> <p>Structured curriculum plan in PE.</p>	<p>Staff consider appropriate student groupings, seating arrangements and surroundings</p> <p>School curriculum promotes personal care and safety.</p> <p>The school implements/ reviews its accessibility plan regularly to update details relating to building access, communication and training needs and information.</p> <p>School will provide easily made changes in the learning environment, and provide some differentiation within the classroom.</p> <p>Careful consideration given to the position of the student in the classroom to allow for maximum independence of movement/ access to resources and equipment.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Parent Partnership Services (as required).</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual targets.</p> <p>Full inclusion in all assessments and tasks.</p>

## Normal school entitlement – Hearing Impairment

The majority of students with HI will be able to participate in all aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Frequent colds and/or ear infections that may cause hearing loss which may result in school absence.</p> <p>Apparent fluctuations in responses to sound, spoken language and attention skills. There may be some associated behavioural needs.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>The student's hearing will be assessed by an appropriately qualified professional, who will refer on to other agencies if required.</p> <p>The class or subject teacher is able to take basic steps using resources and strategies typically available in the classroom.</p> <p>Tasks may need to be differentiated by level/ outcome/pace and grouping.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Student does not require regular additional adult support.</p> <p>Student may benefit from focused/small group teaching support at some points during the week.</p>	<p>Minor adjustments to classroom practice, materials and the learning environment may be required.</p> <p>The teacher will provide some differentiation and opportunities to practice/reinforce listening and other skills as necessary.</p> <p>A favourable seating position will be provided where the student can see the teacher and hear the contribution of others.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Parent Partnership Services (as required).</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual targets.</p> <p>Full inclusion in all assessments and tasks</p> <p>Clinical diagnosis of mild unilateral or fluctuating hearing impairment may have been made and is monitored at local Audiology clinic.</p> <p>School concerns re hearing should be checked with parents and discussed with the school nurse. This discussion should be noted in school records.</p> <p>Where student's progress is not adequate, support arrangements should be reviewed.</p> <p>Reference to general guidance from the National Deaf Children's Society.</p>

## Normal school entitlement – Visual Impairment

Many students with VI will be able to access most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Some deterioration in certain areas of academic performance e.g. deteriorating handwriting, slowness in copying from the board, increasingly asking for written instructions to be given verbally.</p> <p>A recognisable ophthalmic condition (i.e. a mild sensory loss) which has the potential to affect the learning process.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>The class or subject teacher is able to take basic steps using resources and strategies typically available in the classroom.</p> <p>Tasks may need to be differentiated by level/ outcome/pace and grouping and a reduction in recording.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Student does not require regular additional adult support.</p> <p>Student may benefit from focused/small group teaching support at some points during the week.</p>	<p>School to undertake an SEN Adaptation Audit by qualified Mobility Officer to take in to account student's needs regarding lighting, steps, stairs and blinds.</p> <p>Minor adjustments to classroom practice, materials and the learning environment may be required.</p> <p>Normal class grouping with student's physical space in classroom to take account of visual difficulties.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals. This would (for e.g.) a Qualified Teacher of the Visually Impaired (QTVI).</p> <p>Consideration to a degree of peer support.</p> <p>Referral to Parent Partnership Services (as required).</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual targets.</p> <p>Full inclusion in all assessments and tasks and consideration to statutory additional time allocation and special arrangements (as appropriate).</p> <p>School concerns re vision should be checked with parents. This discussion should be noted in school records.</p>