

# Policy for children with Special Educational Needs 2010

*This policy should be read in conjunction with our Inclusion Policy (2010)*

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### **IS THIS WORKING ?**

## **PURPOSE**

### **St. Mary's School Mission Statement:**

- St. Mary's School serves the local community and welcomes the children who come here whatever their background and faith.
- We aim to provide an education informed by the Christian ideal which will enable all children to fulfill their potential.

### **St. Mary's School Special Educational Needs Policy:**

At St. Mary's we value all children in our school equally. This is reinforced by the Christian ethos of the school which is committed to care, justice and compassion for all of our children.

## **PROCEDURES**

### **1. What are Special Educational Needs?**

#### **(i) Definition of Special Education Needs**

The 1996 Education Act states:

Children have special educational needs if they have a learning difficulty which calls for special provision to be made for them over and above the expected levels of differentiation within the class. Children have a learning difficulty if they:

- a. Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the areas of the local educational authority
- c. Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made available for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

#### **(ii) Special educational provision means:**

- a. For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- b. For children under two, educational provision of any kind.

The Children Act 1989 states:

"A child is disabled if he is blind, deaf or dumb (absence of oral language) or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed"

The Disability Discrimination Act 1995 states:

"A person has a disability if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to day activities"

The SEN and Disabilities Act 2001 amends and updates these requirements:

## **2. Inclusion at St. Mary's**

*Please see 'Inclusion Policy 2010'*

Inclusion means all children being taught together with specialist support being brought to the child. We focus on a child's strengths and abilities.

We recognize that children have diverse needs. We aim to include all children in the learning environment where as far as possible specialist help is brought to them. Through high quality teaching and support they can experience high quality learning. The curriculum is differentiated to meet children's individual needs.

As well as those with special educational needs there are those who have additional needs. Such children include those who experience social deprivation, social, emotional and behavioural difficulties or those from other vulnerable groups.

We respond to the pupils' diverse needs by creating an effective learning environment with appropriate learning objectives based on the assessment of each individual child. We aim to respond to different learning styles, encourage motivation and concentration, provide equality of opportunity and to overcome barriers to learning.

We are committed to high achievement for all pupils. We aim to give every pupil the opportunity to maximize their potential.

Our facilities in school include full wheelchair access (lift to 1<sup>st</sup> floor classrooms, stair-lift in main corridor) plus a toilet and medical room fitted with hoists.

At St. Mary's we celebrate difference and diversity. We treat all children equally whether they are boys or girls and whatever their ethnic origin, culture, faith, sexual orientation or social group. All children are equal whatever their medical or physical needs. Children defined by law as having "special educational needs" are seen as children who need additional help and support.

(See our inclusion Policy)

## **3. Legalities within the current Code of Practice**

The Principles of the Code of Practice

- \*All children with SEN should have their needs met
- \*SEN provision would normally be in main stream school
- \*The views of the children should be sought and taken into account
- \*Parents have a vital role to play
- \*Children with SEN should be offered full access to a broad and balanced and relevant education.

### LA Responsibilities

The staff and governors at the school work in close collaboration with pupils, parents, the LA and outside agencies to monitor both provision and progress on a regular basis.

An essential function of the LA is to make effective arrangements for SEN by ensuring that needs are identified and met quickly and that children and families benefit from coordinated provision from educational professionals, health professionals, social and voluntary services. The LA is responsible for strategic planning and monitoring provision in order to ensure there is high quality support in school.

### The Governing Body:

Ensures that the principles are acted upon in school and that the best possible provision is made for all the children in their care. The Governors are involved in the monitoring and evaluation of provision and report annually to parents.

### Admissions

At St. Mary's children with specific special educational needs are admitted if they meet our admissions criteria, or if they have a Statement of Special Educational Needs that gives St. Mary's as the named school. Each applicant is viewed against the background of the learning needs of the peer group, the capacity of the teaching staff to cater for the needs of all individuals within the class, and the potential for extra help that could be provided by the school, the LA and other agencies. Pupils with SEN are treated as fairly as all other applicants whether or not they have a Statement of Special Educational Needs.

(See also our current Admissions Policy)

### **4. A graduated response to need**

When a child is identified as having SEN there is a continuum of need, which will be met with a range of interventions. Where necessary, specialist expertise will be actively sought to provide extra support or guidance.

The Special Needs Code of Practice says that children identified as School Action Plus (based on Westminster's Criteria for Special Needs) should have a higher level of support than those at School Action.

At St. Mary's we plan initially to give extra support to our School Action Plus children. The 'different' or 'additional' support is recorded on an I.E.P. School Action children may be included to work with the School Action Plus children if they have the same target. School Action children will otherwise be supported and targets met through class teachers planning and support.

For children who have a Statement of Special Needs support provided by the Statement is in addition to that already provided by the school.

### **In the Early Years**

Provision for children with SEN is a matter for everyone in the setting. The Head of the setting (Foundation Stage Coordinator) has responsibility for the day-to-day management of the provision for

children with SEN. All practitioners are involved and fully aware of the procedures for identifying, assessing and making provision for children with SEN. The SENCO has responsibility for the operation of the policy and the co-ordination of provision through Early Years Action and Action Plus.

### Identifying a child with SEN

The Foundation Stage practitioners at St. Mary's work closely with parents to build on and provide opportunities for all children to develop in the six areas of learning. The Practice Guidance for the Foundation Stage sets out what *most* children will have achieved by the end of the Foundation Stage from a planned approach to early education that integrates play and learning. Some children may make slower progress and whilst it must not automatically be assumed that they have SEN, these children are closely monitored and will have carefully differentiated learning opportunities to help them make progress. A concerns form identifying the areas of concern may be completed by the practitioners in partnership with the parent and a copy is given to the SENCO. **See Appendix 1: Concerns Form**

### Early Years Action

Ongoing difficulties may indicate the need for a level of help above that which is normally available for children in the particular setting. The team will work with the SENCO to provide interventions which are additional or different from those provided as part of the usual curriculum. The focus is on the quality of the provision and building on individual strengths rather than on identifying failure. At this stage the Learning Mentor for the Foundation Stage may be asked to become involved and the Health Visitor for the child may be informed. An Individual Education Plan (IEP) will be drawn up. **See Appendix 2 IEP**. It contains specific targets, teaching strategies and provision as well as a review date (usually once a term). The I.E.P will be discussed with parents and the pupil. The intervention may include different resources, special equipment, a special programme, advice from an outside agency, group support or extra adult time. This intervention should enable the child to make satisfactory progress.

Triggers for special intervention in the form of EY Action could be

- \* the child makes unsatisfactory progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- \* the child continues working at levels significantly below those expected for children of a similar age
- \*there are persistent emotional / behavioural difficulties, which are not improved with the usual behaviour management techniques
- \*the child has sensory or physical problems, and continues to make little or no progress despite the provision of equipment
- \*the child has communication / interaction difficulties and requires specific individual interventions in order to access learning

Satisfactory Progress is the key test for whether a child's learning needs are being met. It is important that the practitioners keep observations to show progress made towards the targets in the IEP. Satisfactory progress might:

1. close the attainment gap between peers
2. prevent the attainment gap getting wider
3. be similar to that of peers starting from the same baseline
4. matches or betters a child's previous rate of progress
5. ensures access to the full curriculum

6. demonstrates an improvement in self help, social or personal skills
7. demonstrates improvements in the pupil's behaviour

The IEP is reviewed at least twice a year and a decision is made about

- a. celebrating that the child has made satisfactory progress or better and therefore ceasing the provision
- b. continuing the provision with similar or different targets to enable satisfactory progress to be achieved
- c. with the evidence that progress is not satisfactory acknowledging that the child has greater needs than can be met through EY Action and moving onto EY Action Plus

### Early Years Action Plus

This stage involves an increased level of support and/or advice from external support agencies.

Triggers for Early Years Action Plus are that despite receiving extra adult time from the staff in the Nursery or an individual programme of support the child:

- \* continues to make little or no progress in specific areas over a long time
- \* continues working at an early years curriculum substantially below that expected of children of a similar age
- \* has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group despite a programme of monitoring and intervention.
- \* has sensory or physical needs and requires additional equipment, advice or direct intervention from a specialist.
- \* has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

A further IEP - Early Years Action Plus will be devised between the Practitioners and the SENCO and in consultation with the parents. It is hoped that with this increased level of intervention the child will make satisfactory progress. The IEP is reviewed at least twice a year. If the intervention is successful the provision can move to EY Action.

The class teacher will act as the Key Worker for children who have a high level of need. IEPs and records of progress towards targets, as well as strategies being developed, are passed on to new members of staff. This process takes place when children transfer to a new class. It is also important that time is provided for children to become familiar with the teaching strategies and the development from child-centered learning to a more curriculum-focused approach.

Please read on in the Policy for applying for a Statutory Assessment in SEN

### During the Primary phase

#### Identifying Initial Concerns

In order to identify a child with special needs the teacher will need to show that the child is performing significantly below the range expected for their age. Baseline evidence is collected by those that work with the child. This may include:

- \* key word test using the words from the National Literacy Strategy - both reading and spelling
- \* records of appropriate observations

- \* initial and final intervention assessments
- \* running record using the Bench Mark Kit (from Reading Recovery)
- \* unaided writing sample
- \* Initial sound names and phonemes if the child is in KS1/y3
- \* The Foundation Stage Profile assessments/observations
- \* SATs tests

The teacher will also look at records from the child's previous educational setting if appropriate. When identifying initial concerns it is important to look at the child's learning styles, the learning environment provided by the school, the task and the teaching style to try and eliminate aspects which may be exacerbating the situation. The teacher complete an Initial Concerns form **Appendix 1** then discuss the issues with the SENCO or Learning Mentor. At this stage the teacher will also meet with parents and the child to discuss their early concerns.

The key test for the need for action is the current rate of progress. If it is not adequate then in addition to differentiated work it will be necessary to take additional or different action - this is the trigger for School Action.

Adequate progress can be defined as progress which:

- \* closes the attainment gap between the child and their peers
- \* prevents the attainment gap getting wider
- \* matches or betters the child's rate of progress
- \* ensures access to the full curriculum
- \* demonstrates an improvement in self help, social or personal skills
- \* demonstrates improvement in the child's behaviour.

### **School Action**

Triggers for special intervention in the form of School Action could be that the child:

- \* makes no additional progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- \* shows signs of difficulty in developing literacy or maths skills which result in poor attainment in some areas
- \* shows persistent emotional /behavioural difficulties, which are not improved with the usual behaviour management techniques
- \* has sensory or physical problems, and continues to make little or no progress despite the provision of equipment
- \* has communication / interaction difficulties and requires specific individual interventions in order to access learning

Both the parents and the teacher are actively involved in working with the SENCO to devise an intervention which should enable the child to make progress. This may include teaching materials, organization in the class, adult support, Learning Mentor support or advice from outside professionals. The strategies may be recorded in an IEP or in class planning. This is to be reviewed at least twice a year with both the parents and the child. **Appendix 8**

Westminster's Criteria for School Action will be used as guidance.

Reading Recovery may be offered to some children; they would be expected to reach level 20 after about two terms on the programme.

### **School Action Plus.**

If at an I.E.P. Review Meeting the expected progress has not been made a higher level of support may be required. Westminster's Criteria for School Action Plus will be referred to.

Triggers for School Action Plus are that despite receiving extra adult time or an individual programme of support the child:

- \* continues to make little or no additional progress in specific areas over a long time
- \* continues working at National Curriculum levels which are outside the range within which most children are expected to work
- \* continues to have difficulty in developing literacy or numeracy skills
- \* has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group despite a programme of monitoring and intervention.
- \* has sensory or physical needs and requires additional equipment, advice or direct intervention from a specialist.
- \* has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

New IEP targets and accompanying strategies will be recorded on an IEP.

### **5. Working with Parents and Pupils**

Parents have a key role to play in their children's education. They should feel empowered to

- \* recognize and fulfill their responsibilities as parents and play an active and valued role in their children's education
- \* have knowledge of their child's entitlement within the SEN framework
- \* make their views known about how the child is educated
- \* have access to information, advice and support during assessment and any decision making process about SEN provision

The local Authority has a duty to make parent partnership services known to parents and schools. This consists of information, advice and guidance to all parents of children with any type of SEN. Parents are able to attain information on their rights and roles within the SEN process. Details of Health, Social and voluntary organizations should be publicized. Refer to Chapter 2 of the New Code of Practice for further clarification. The SENCO and Learning Mentor work together to provide support and information to parents, we have a leaflet about SEN provision which is given to all parents of children who are involved in additional action in school.

### **Secondary Transfer.**

At the start of Year 6 the Head Teacher will meet all parents to discuss and advise them regarding transfer to secondary school. Arrangements can be made for our Learning Mentor or SEN Governor to accompany SEN pupils on school visits.

### **Complaints Procedure.**

Concerns and complaints are better dealt with sooner than later. Complaints should initially be addressed verbally to members of staff involved (*please see our Complaints Policy*).

If parents feel that the matter has not been dealt with satisfactorily they should make an appointment to meet with the SENCO and/or Head Teacher. The complaint may be put in writing. The Head Teacher will liaise with our SEN Governor and/or Chair of Governors as necessary.

Parents may wish to contact our SEN Governor: Cathy Slater.

Complaints will be dealt with as recommended in The London Diocesan Board for Schools document 'Working Together. Guidance relating to General Parental Complaints' (available from the Senco) Advice may be sought by parents from:

The Parents Advisory Network (PAN) Tel. 02077238656

## **6. The role of the SENCO**

The SENCO: Alison Bowden has a responsibility for:

- over seeing the day to day operation of the schools SEN policy
- managing learning support assistants
- ensuring liaison with parents in respect of children with SEN
- advising and supporting other practitioners and teachers
- ensuring that appropriate IEPs are in place and that accurate records are kept
- ensuring that relevant background information is stored and organized effectively
- contributing to INSET
- liaising with external agencies including LA's support and educational psychology services, speech and language, health and social services and voluntary bodies
- monitoring teaching and learning alongside the Assessment Coordinator and S.M.T.
- the budget alongside the S.M.T.

See chapter 4 of the New Code of Practice for further details of the role.

## **7. Monitoring and Assessments**

At St. Mary's we monitor the progress and attainment of all the children using both ongoing and summative systems. In line with their IEP or class targets the SENCO or SEN teacher reassesses individual progress using a range of materials.

### **Appendix 3: SEN Yearly Calendar**

#### **Diagnostic Assessments**

SEN assessment sheets

COP classroom observation procedure

Checklists - Phonics, initial letter phonemes/names, blends,

PHAB - Phonological Assessment Battery

SLD checklist see appendix 5

Number Diagnostic tests 5-7: Gillam

SPAR - spelling

IRA - Individual Reading Analysis: NFER  
Reading Recovery Level - Baseline Reading Kit:  
Self assessment tasks  
Unaided writing  
Neale Analysis

### **Summative Assessments**

Numeracy Progress tests 5-11: Vincent & Crumpler  
SATs Y2 - Y6  
Baseline -Foundation Stage Profile  
Termly Assessments  
NFER Reading Tests (GRT) Y3 - Y6  
Neale Analysis  
Spar Spell Y3-Y6  
Assessments at start and finish of intervention programmes

## **8. Partnerships with Support Agencies**

The objective is to provide integrated, high quality and holistic support, focused on the needs of the child. Services should adopt a child-centred approach to delivery.

The LA provides specialist support, assessment and advice for teachers, children and parents. This includes specialist teachers e.g. for pupils with hearing, visual or speech and language impairments, Aspergers, behaviour support, counselors, an educational psychologist, school nurse, speech and language therapist and specific ICT support . These can be accessed through the SENCO or Learning Mentor by completing a Common Assessment Referral (CAF).

Even when there are outside specialists involved the SENCO has overall responsibility for the provision for the child.

The LEA also assists parents in their quest for a statutory assessment or a statement for their child and advise them on the most appropriate route (see chapter 8). Statements are reviewed annually and the LEA is part of the review process. (See chapter 9).

The LA produces lists of voluntary agencies that might assist parents in the support of their child. Health Support Services are available to support both parents and schools; this includes speech and language therapists, occupational therapists and the school nurse. If a child has medical or physical conditions then the SENCO will need to be in close contact with a range of professionals.

## **9. Applying for a Statutory Assessment**

Chapter 7 of the SEN Code of Practice explains the procedure for applying for a Statutory Assessment for SEN. Westminster's Criteria for Statutory Assessment will also be referred to.

A very small number of children have needs which require a Statutory Assessment and possibly a Statement of SEN. A child may be brought to the LA's attention by a request for an assessment from the parents, the school or an outside agency. Evidence will be collated and parents need to be fully

involved in the process, the school case officer can be contacted for advice. The LA request parental views and follow a process, which is explained on page 77 in the SEN Code of Practice.

The LA decide whether to make a Statutory Assessment, in Westminster there is a multidisciplinary meeting by the Joint Coordinating Group (JCG) to agree the action that should be taken after each referral. Parents are entitled to appeal against any LEA decision - they should discuss their entitlement with the Case Officer at the LEA. See pages 82-85 [page 40 for pupils in the Foundation Stage] in the SEN Code of Practice.

## **10. Identifying Special Educational Needs**

Some children will demonstrate a range of these difficulties, the guidelines are to try and support staff and parents in understanding the range of types of special need. There are four categories of difficulty but many children have a combination.

### *Communication and interaction*

- \* Speech and language delay or impairments as well as difficulties which often are linked to Specific Learning difficulties (dyslexia, dyspraxia and the Semantic Pragmatic Spectrum)
  - Difficulties in the production of speech or finding the appropriate words to express their ideas
  - Delays in understanding or responding to verbal cues
  - Difficulties in the acquisition and expression of thoughts and ideas
  - Frustrations and anxieties arising from the a failure to communicate
  - Problems in communicating through speech and other forms of language
  - Low rates of progress particularly in literacy

### *Cognition and learning*

- \* General learning Difficulties (GLD)
  - Children show general low levels of learning and attainment
  - They find it difficult to acquire new skills as well as deal with abstract ideas
  - There may be other difficulties such as social and emotional or speech
  - Attainment consistently falls in the 2<sup>nd</sup> percentile / standardized score of <70
- \* Specific Learning Difficulties (SLD)
  - These often only affect part of a child's learning where performance is much lower than other areas i.e.: fine or gross motor skills, literacy or maths but not reasoning. Children often have poor self esteem or delays in forming concepts.
  - Dyspraxia - SLD in organizing controlled movements - fine motor, spatial and visual perceptual and sequencing skills. Linked to language difficulties, weak phonics, grammar, listening or speech, organization, sense of direction, lethargic
  - Dyslexia - SLD in learning to read, spell and write. Weak-literacy, phonics, sequencing, orientation, working memory and visual difficulties
  - Semantic Pragmatic Continuum (Aspergers Syndrome to Autistic Spectrum Disorders) A triad of impairments in social communication, interaction/relationships and imagination
  - Dyscalculia - difficulties in acquiring maths skills
  - Mild, Moderate, Severe or Profound Learning Difficulties

### *Behaviour, emotional and social Development*

Children who demonstrate disruptive or disturbed behaviour, who are isolated or withdrawn, hyperactive or lack concentration, or those who present challenging behaviour as a result of other

SEN, may require support and help to participate in everyday school life. These interventions may be possible through school action plus or via a statement.

*Sensory or Physical Needs*

There is a range of sensory, multi sensory and physical difficulties which will require sensitive and varied support, many of their needs can be met through school action plus.

*Medical Needs*

A medical diagnosis does not necessarily mean the child has SEN. Refer to page 89 for further details of how to manage a range of situations.

**REMEMBER**

- **All teachers are teachers of special needs**
  - o **SEN provision is additional to differentiation**
  - o **Display the alphabet, key words and numerals**
  - o **Teach and reinforce handwriting formation**
  - o **Be clear about the objective for the lesson**
  - o **Ask children to repeat instructions**
  - o **Use writing frames and key question words**
- **Children are entitled to have full access to the curriculum and to experience success**
- **Talk to parents**
- **Keep evidence**
- **Be positive and encouraging - you are there to help learn and not just to teach**

**IS THIS WORKING?**

The progress of our SEN pupils is monitored on a termly basis in line with our assessment policy. Action is taken if any individual is not progressing.

*Written and agreed by Governors: Spring 2002*

*Updated Spring 2004 by Alison Bowden: Special Needs Coordinator and Cathy Slater: Special Needs Governor*

*Updated July 2008: AB*

*Updated April 2010: AB*

Area of difficulty	assessment	strategies
Speech and Language delay or disorder - children unable to express themselves effectively, confused comprehension of tasks and questions or speech not clear	Refer to the Sp & Lang Therapist Benchmark Kit. Comprehension questions.	<ul style="list-style-type: none"> <li>□ identify key areas from the Therapist and add to IEP</li> <li>□ compensate for impact of difficulty</li> <li>□ articulate, comprehend and use language</li> <li>□ specialist identification with a planned programme in class</li> <li>□ specific multi-sensory programme focused on for example: phonological skills, visual skills, motor skills, kinesthetic reinforcement - similar to GLD</li> <li>□□□□□ use picture cues</li> <li>□ Group comprehension - guided read and discussion- Reciprocal</li> </ul>

		Teaching.
Visual perception -		<ul style="list-style-type: none"> <li>☐ Focus on key words / flash cards and repetition LCSWC</li> <li>☐ Look at the shape of words and group accordingly</li> <li>☐ Kims game - memory game</li> </ul>
Sequencing	<p>Number sequencing is poor</p> <p>Children unable to retell simple stories</p>	<ul style="list-style-type: none"> <li>☐ Use mats to order numbers / stick in order / make number lines</li> <li>☐ Matching games and jigsaws / number shark</li> <li>☐ Sequencing kits - retell, dictate, type or write a story sequence</li> </ul>
Gross Motor		<ul style="list-style-type: none"> <li>☐ Running, jumping, hopping, skipping, bikes and scooters</li> <li>☐ Walking upstairs, sitting without help, balancing bars/benches</li> </ul>
Fine Motor	<p>Child has delayed letter formation, poor tracing and colouring</p>	<ul style="list-style-type: none"> <li>☐ Daily practice of letters and numbers - over writing, identifying, roll, jolly phonics actions, linked to words to reinforce the meaning</li> <li>☐ Picking up tasks - with tongs / pegs</li> <li>☐ Using scissors</li> </ul>
Phonemes not read or identified by hearing	<p>Child not able to hear, recognize rhymes. Child not able to create CVC words. Phonological Assessment Battery.</p>	<ul style="list-style-type: none"> <li>☐ Daily reinforcement of phonemes initial - final - short vowel - blends - digraphs etc. see the progression in PAT</li> <li>☐ CVC recognition using games /</li> <li>☐ Spelling Made Easy Sound Activities worksheets</li> <li>☐ Word banks on display</li> </ul>

<p>Concepts of print. Reading Strategies are not used</p>	<p>Child not able to read independently. Reading Recovery Assessments.</p>	<ul style="list-style-type: none"> <li>☐ 1 to 1, book order, identify letters and words and parts of words, punctuation and value of pictures</li> <li>☐ use pictures (context),</li> </ul>
<p>Suspected SLD</p>	<p>Use the check list. Unaided writing.</p>	<ul style="list-style-type: none"> <li>☐ organize a regular time for a multi-sensory programme at the level the child is having difficulty - <ul style="list-style-type: none"> <li>o VISUAL - shape of letters and words</li> <li>o AUDITORY - sounds of phonemes</li> <li>o ORAL - saying the sounds and words</li> <li>o KINESTHETIC - tracing touching and writing</li> </ul> </li> </ul>
<p>Social and Emotional</p>		<ul style="list-style-type: none"> <li>• can the child recognize the emotions of others?</li> <li>• consider choices</li> <li>• training in making 'good' choices</li> </ul>

## Appendix 4

# SEN RESOURCES

## Maths and Literacy games in upper resource room.

### Maths games

Conservation of number sorting cards  
x2  
Denis Frost's number games.  
Times table boards and cards  
Money snap  
Times table puzzles x9  
Division puzzles x9  
Colour and shape sorting cards  
Maths bingo cards of various sorts  
Add for luck  
Number Tri-tiles  
Roll and number  
Times table tape.

### Literacy games

Visual perception set  
Sequence and rhythm boards (1-8)  
Roll and write  
Magnet boards  
Swap games x34  
Pelmanism build a shape x2  
Busy bee- Spelling games  
Sorting boxes - Initial blends  
- Final blends  
Cryptic compounds  
Blends match  
Advanced rhyming bingo x2  
Making inferences  
Mountain rescue  
Tell about it  
And then

Word making cards  
Lets match-blends  
-spell  
Happy words  
Happy families  
Picture alphabet cards  
Sort and sound-word making cards x9  
Vowel sounds snap game x2  
Sentence completion reading games  
x2  
Symmetry and reversal pairing cards  
x2  
Picture and word grouping cards  
Discrim picture and shape sorting  
cards x4  
Hereward observation grouping card  
Picture matching cards  
Word and picture matching x2  
Blend matching cards  
Picture sequencing  
What's Wrong? - picture cards  
CVC spin  
Onset and rhyme-shake a word  
CVC-shake a word

Teaching Resources in SEN  
filing cabinet

**Literacy**

Out of Sight R words  
Completely out of sight y1 and y2 words  
Comprehension - Looking and thinking  
Reading and thinking -Comprehension  
Reading resources  
Catchwords x3  
Listening skills  
Sound activities level 1  
Reading for meaning x4  
Key word fun  
Sequences Galore  
Reading activities  
Reading recovery guide to book selection  
Write from the start  
P.A.T Beginners  
P.A.T levels 1-3  
Snap  
P.A.T Learning to read with Nursery rhymes  
Spelling made easy 1-3  
Sound activities worksheets level 1-2  
Handbook for the gamz player  
The Write Reason  
Reading Roundabout  
Ace Spelling Kit  
Reading Comprehension 1&2

Sentence tracking activities  
Word tracking activities  
Alphabet sequencing  
Word shake  
Spotlight on Blends  
Jolly Phonics

**General**

Brain Gym  
Providing access for all - a guide to differentiation  
Circle time  
Socially speaking  
The New Social Story Book  
Easy Type-touch typing

**Maths**

Using number lines  
Number bonds fun year 1 and 2  
Mega math's -tables  
Fraction Discs  
Time worksheets

**ICT**

Touch-typing  
Word shark  
Star Spell  
Clicker 4  
Number shark

## Assessment

### **Diagnostic**

SEN assessment sheets  
COP classroom observation procedure  
PHAB - Phonological Assessment Battery  
Number Diagnostic tests 5-7: Gillam  
SPAR - spelling  
MIST - Middle Infant  
IRA - Individual Reading Analysis: NFER  
Benchmark Reading Kit:  
Reading Recovery Resources.

### **Summative**

Numeracy Progress tests 5-11:  
SATs Y2 - Y6  
GRT (NFER General Reading Test) Y3-Y6  
Termly Assessments  
SPAR Reading  
SPAR Spelling  
NFER