

Rokeby Park Primary School



Policy for Special Educational Needs

Rokeby Park Primary School
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Introduction

This document is a statement of the aims, principles and strategies for the teaching of children with Special Education Needs at Rokeby Park Primary School. It gives information on the school's provision for children identified with Special Educational Needs and Disabilities and has been developed in response to the publication of the Code of Practice 2014. This policy should be read alongside the school's offer for SEN, Hull's Local Offer as well as the Single Equalities Scheme.

Aims

At Rokeby Park Primary School, our aims for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom. Through our high quality planning, teaching and provision we pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximized. At Rokeby Park Primary School, we ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning. We provide an accessible learning environment which is tailored to the individual needs of all pupils and helps to develop children's independence and life skills. At Rokeby Park Primary we regularly monitor the progress of children with SEND, using a child-centred approach. Our aim is to provide good quality and relevant training for all staff members supporting children with SEND. It is important we work in partnership with parents and carers and work closely with external agencies and other professionals to develop our provision for children with SEND.

Legislation and guidance

This policy for special educational needs is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definition of Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Principles and Objectives

At Rokeby Park Primary School, we believe that all pupils should have full access to a broad and balanced curriculum. In the case of pupils with Special Educational Needs this is no different. However, when planning for these children, small step targets from personalised learning programmes or an Education, Health and Care plan may have to be considered in order to provide the necessary resources to enable access to the wider curriculum.

In order to do this, we must:

- Monitor, observe and assess children to ensure early identification of any learning, communication, sensory, physical or emotional and mental health need;
- Ensure that all children are fully included within the main-stream classroom and wider school community;
- Liaise closely with parents, outside agencies and governors;
- Ensure that all children have access to a full curriculum through the processes of assessing, planning, supporting and matching of work;
- Ensure that we work in partnership with parents/carers and children to ensure that they continue to be involved in any course of action taken by the school. This will ensure they remain fully informed and that they understand the purpose of any programme of work devised for a child;
- Monitor and evaluate the Special Educational Needs provision.

Personnel Responsible for SEN

Mr Gary Shaw - Headteacher

Mrs Kerry Clark - SENCO

Mrs Hannah Stannard – SEN Governor

The Role of the Special Needs Co-ordinator

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively

- Liaising with parents of children with SEN
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date on CPOMs
- Ensuring children with SEN are making progress through the use of pupil tracking and data analysis
- Liaising with co-ordinators of other curriculum areas to ensure that children with SEN have full access to their curriculum area.
- Attending CPD relevant to the development of the role and feedback relevant information when necessary.
- Making staff aware of the training relevant to their own role in the development of SEN.

SEND Code of Practice (2014)

The Governing Body must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can, to meet children and young people's SEN needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.

- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN coordinator (SENCO).
- Inform parents when they are making special educational provision for a child.

Admission Arrangements

Pupils enter the school at the beginning of the school year in which they are five. We follow the Constellation Trust’s Admission Policy. Many of the pupils will have spent some time in the nursery and staff will have begun planning for pupils with SEN.

Admission to the Foundation Stage

Prior to starting in the Foundation Stage, staff carry out home visits. Whatever age pupils arrive at Rokeby Park Primary School we carry out a robust admissions process with parents in order to get the full picture of the child. Outcomes of these are recorded and a baseline judgement is made on each child. Where pupils are transferred from other schools a Pupil Transfer document is sent to the relevant school. This indicates if the child is on the SEN Register and at what stage. As relevant documentation is received, the office staff hands it to the class teacher and SENCO. The SENCO must be informed as soon as possible about any children who have been admitted with SEN. The SENCO may need to speak to the staff of the previous school.

Monitoring, Evaluation and Review

At Rokeby Park Primary we aim to provide a variety of approaches in order to maximise the achievement of all pupils with SEN. This should enable pupils to have access to a broad and balanced curriculum. Teachers’ planning and approaches should be flexible in order to recognise the needs of all these children to ensure that work is well matched and differentiated to the specific needs of individuals.

Detailed provision maps are in place showing all Wave 2 and Wave 3 interventions. These interventions take place alongside Quality First Teaching (QFT). Time is allocated during each term to monitor the delivery of teaching and interventions to ensure they remain focused on the needs of the child and to ensure interventions are evaluated for their effectiveness.

Children with special educational needs are set ‘small step’ targets against which progress can be measured. We would expect children to be making steady progress against these targets. Teacher assessments are also used to measure the progress of individual children and groups of children with SEN. The SENCO tracks the progress of pupils with SEN in English, maths and PSHE, termly as well as annually, and produces a data analysis report. This aims to identify the strengths in practice as well as the areas that continue to require development.

Academic targets for children with SEN are set at the beginning of the autumn term. A Steps curriculum is used to measure small steps in progress of the children termly and targets are taken from these to use in Assess, Plan, Do, Review (APDR) plans which are shared with parents. These are reviewed on a termly basis.

Pupils with SEND

All teaching and non-teaching staff have access to a copy of the register of the pupils receiving SEND support. The importance of confidentiality cannot be over-emphasised. The register is updated and analysed regularly by the SENCO.

The Stages - A Graduated Response

The Code of Practice (2014) recommends that schools should deal with children's needs using a 'Graduated approach', matching the level of help to the needs of the child. There are currently two categories of need defined within the code – those children with SEN catered for by the school's provision (now called SEN support) and those children for whom it is necessary to create an Education, Health and Care Plan (EHC).

A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

At Rokeby Park Primary School, it is the responsibility of the class teacher, after liaising with the SEN co-ordinator, to identify when a child has a special educational need which requires different or additional provision to be made for a child as 'every teacher is a teacher of SEN'

Class teachers are responsible for ensuring that the individual needs of the children are met. When the class teacher has a concern about a pupil and believes they should be placed on the school's SEN register, they should follow the SEND identification pathway. (appendix 1)

- Cause for concern logged on CPOMS and discuss with parents/carers and SENCO/Class teacher
- Quality First Teaching and use of Core Offer (see appendix 2) Class based intervention, support, reasonable adjustments and modifications made to the curriculum and impact reviewed
- If a pupil is not making expected progress or remains a significant cause for concern despite Quality First Teaching, class based intervention and support, the class teacher consults with SENCO and parent/carers and the Assess-Plan-Do-Review cycle of support/intervention introduced.
- A pupil file is created which includes:
 - Barriers to learning.
 - Referrals for external support.
 - The teaching strategies to be used.
 - The provision to be put in place.
 - How the targets will help the child in their learning.
 - Assess Plan Do Review (APDR) document.
- Children are placed onto a Steps curriculum to promote small steps of progress according to their individual needs. This ensures they have access to the curriculum at an appropriate level and experience success.

- If the child is still not making expected progress against APDR targets and remains a significant cause for concern, a Person Centred Planning (PCP) meeting will be held with key staff, parents (including outside agencies) and pupil where appropriate
- If the pupil is still not making progress against APDR targets and remains a significant cause for concern, The Hub pathway (appendix 3) is followed along with the statutory assessment pathway.

An Education, Health and Care Plan (EHCP)

If after considerable advice and support, it is felt the needs of the pupil remains so substantial that the school cannot meet them, then this concern will be brought to the attention of the Local Authority (LA) in the form of a request for an Education, Health and Care Plan (EHC plan).

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the pupil, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

When making a request for an EHC plan, the SENCO will provide the LA with:

- How and when the pupil's needs were first identified and the steps that have been implemented to support these needs
- Progress against Age Related Expectations (ARE)
- Educational and other assessments, for example Educational Psychologist
- A pen portrait of the pupil and the needs that they display within school
- Involvement of other professionals
- Any involvement of Social Care and Health professionals

Parents will be informed and given the contact details of the local parent partnership (KIDS) who will give them independent advice and support.

On an annual basis, an annual review will be held for a pupil with an EHC. Parents, teacher, SENCO and agencies involved with the pupil will be invited to the meeting. The targets will be reviewed and assessed, any new concerns are expressed and the views of parents and others are noted and discussed. New long term targets for the next 12 months are considered. The SENCO completes the documentation and sends via EDT (electronic document transfer) to the SEN section in the Local Authority.

Funding

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local Schools' Forum, which is also applied to local academies.

Within the overall school budget, a proportion of funding is allocated called the notional SEN budget.

At Rokeby Park Primary, provision for the children who are given any one-to-one support or who are regularly supported in small group interventions is funded through this budget as well as it being used to support groups of children with additional needs. A detailed provision map of intervention is available within school. This is reviewed regularly and progress of children receiving intervention is monitored closely.

Provision

Classrooms - We strive to meet the needs of all children within the classroom environment utilising quality first teaching (QFT) approaches. Teachers carefully plan and adapt provision to support the children in achieving their full potential in all areas.

The Hub - We acknowledge that every child possesses a unique array of strengths, qualities, differences, and needs. We understand that each child follows their own individual developmental journey. We have developed a central teaching provision at Rokeby Park Primary School to enhance the learning and wellbeing experiences of all of the children in our care.

The Hub is a morning-based provision with children returning to their classes in the afternoon. This is to ensure they have the full breadth of the curriculum alongside keeping their social groups. The majority of the pupils in this provision will have an EHCP and/or be working at a pre-key stage level. Within The Hub, there is a high adult to pupil ratio and staff are skilled in the delivery of specialised provision. The SENCO is the main teacher and oversees the teaching and learning within the Hub on a daily basis.

We follow a Hub Pathway that is an extension of our SEND pathway. The pathway shows entry and exit requirements to The Hub with our main aim of transitioning children back into the classroom full time. Children who access the Hub are working at a pre Key Stage level and range in age from year 1 to year 6.

Bespoke learning paths are tailor made to each individual child:

Explorers - Pupils follow a play based learning curriculum based on areas of learning within the EYFS curriculum. Small steps of progress are assessed using the EYFS framework, the Engagement Model and the Autism Education Trust (AET) progressive objectives. We use Tapestry to record learning and assessments for these children.

Adventurers - Pupils complete learning tasks that are adapted according to their ability and based on their classroom curriculum.

Access to the National Curriculum

At all stages, children should have access to the National Curriculum. This is achieved through careful planning, matching the correct task to the child's ability level, through structured assessment activities and the organised use of non-teaching staff. Personalised learning and steps, both of which employ a small-steps approach, feature significantly in the provision that we make in the school for children with SEND. By breaking down the existing levels of attainment into finely graded steps and targets. All children on the special needs register and below age related expectations are on the

Steps curriculum with individual targets. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. The engagement model will be used as an assessment tool to support pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation. Where appropriate, we will also use the Autism Education Trust (AET) progressive objectives to assess children with a diagnosis of autism. The engagement model replaces the use of p-scales.

Links with Support Services

The Headteacher and SENCO will be responsible for identifying and contacting outside agencies when appropriate. All staff will liaise as necessary with the SENCO, ensuring that all concerned are aware of any relevant information or paperwork.

The expertise of the following agencies may be sought:

Educational Services

Hull City Psychological Service – visits by EP to assess children and offer advice on strategies/support
FASS Team (Portage)
Children's Centre Nursery Classroom, Walker Street

Language Unit

The White House PRU Outreach Service', advice and support for children with behavioural and emotional difficulties. Children at risk of exclusion may be referred to the school and children may also be admitted if permanently excluded.

Integrated Physical and Sensory Service (IPaSS) – and an integrated advice and support service regarding children with physical, hearing and visual impairments.

Northcott Outreach – an autistic outreach service which works with schools in order to provide support for schools who have children with ASD.

Ganton School

Tweendykes School

Steps to Success – outreach support and placements where necessary for SEMH (social, emotional and mental health needs).

Constellation Trust

Health Services

Children and Adolescent Mental Health Service (CAMHS)

Headstart (age 10 upwards)

Health visitor – The nursery staff and SENCO work with health visitor on children who are a cause for concern

Children's Learning Disability Team

Physiotherapy

Occupational Therapy

Speech and language Therapy – can be referred by school, parents or health authority. Programmes in school delivered through Microsoft TEAMS with ASA (achievement support assistant) with the child.

School Nursing Service – Wednesday afternoons – the school nurse meets with parents and pupil to look at HCP and health needs across the school.

Primary Mental Health

Social Care: Advice and support as required, may involve DSL (Designated Safeguarding Lead)

Voluntary Organisations

Barnardos

NSPCC

Children and Families Disabilities Team

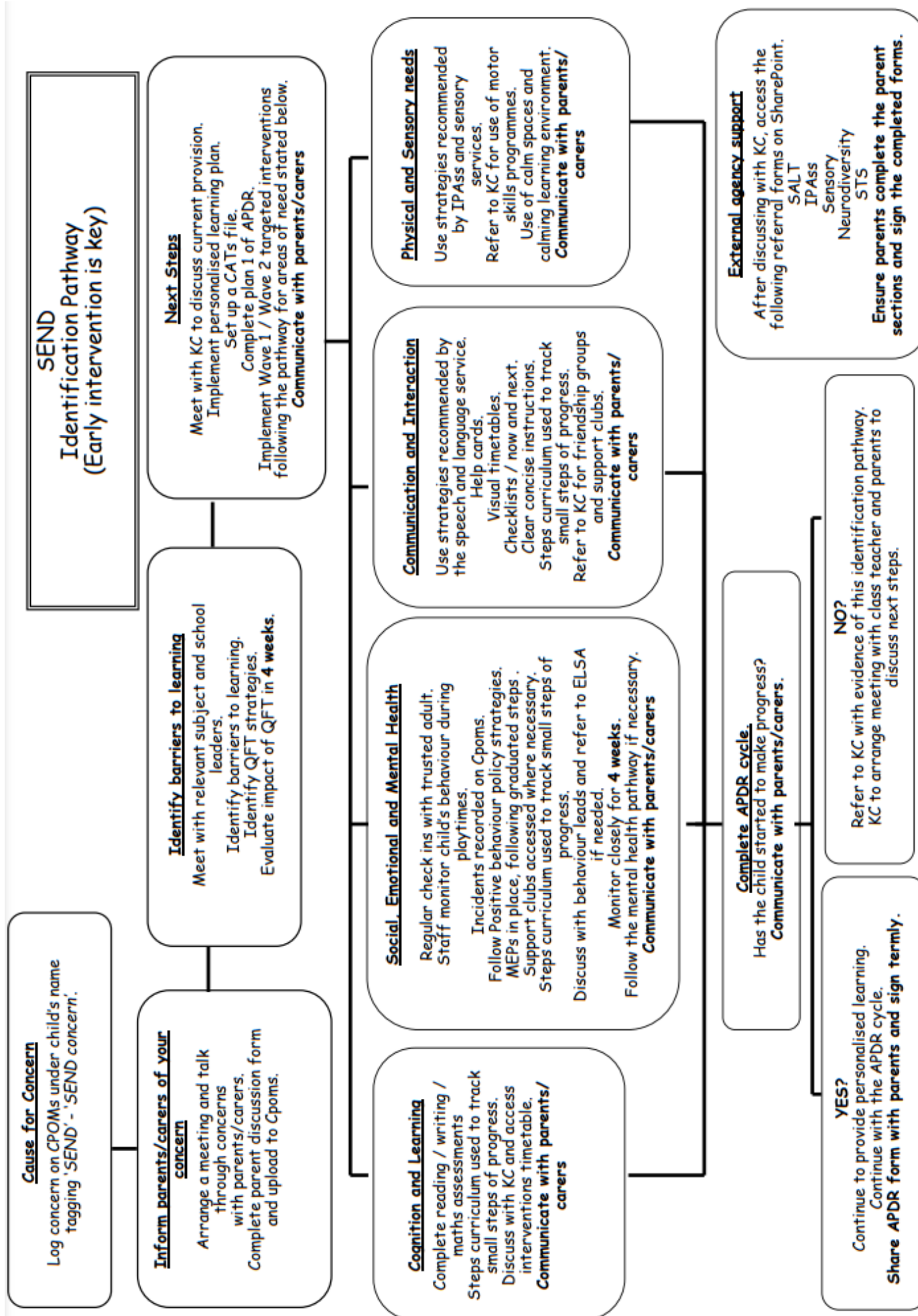
KIDS – parent partnership service offering support and advice to parents

Transfer of Documents

When children with SEN transfer to secondary school the class teacher and/or SENCO will liaise with the staff of the prospective secondary schools and hand over all SEN documentation prior to the new term beginning. The secondary school staff are invited to final review meetings of the Year 6 pupils. Where children with SEN transfer to another primary school SEN records will be forwarded within 15 days of the child ceasing to be registered at our school. All data handling and sharing will be in full compliance with the General Data Protection Regulation 2016(GDPR) legislation and guidelines.

Review of this Policy

This policy will be reviewed annually in response to the evaluation of ongoing monitoring. It will be reviewed in response to need and as the legislation surrounding SEN is updated.



SEND
Identification Pathway
(Early intervention is key)

Cause for Concern
Log concern on CPOMs under child's name tagging 'SEND' - 'SEND concern'.

Inform parents/carers of your concern
Arrange a meeting and talk through concerns with parents/carers. Complete parent discussion form and upload to CPoms.

Identify barriers to learning
Meet with relevant subject and school leaders. Identify barriers to learning. Identify QFT strategies. Evaluate impact of QFT in 4 weeks.

Next Steps
Meet with KC to discuss current provision. Implement personalised learning plan. Set up a CATs file. Complete plan 1 of APDR. Implement Wave 1 / Wave 2 targeted interventions following the pathway for areas of need stated below. Communicate with parents/carers.

Coagition and Learning
Complete reading / writing / maths assessments. Steps curriculum used to track small steps of progress. Discuss with KC and access interventions timetable. Communicate with parents/carers.

Social, Emotional and Mental Health
Regular check ins with trusted adult. Staff monitor child's behaviour during playtimes. Incidents recorded on CPoms. Follow Positive behaviour policy strategies. MEPs in place, following graduated steps. Support clubs accessed where necessary. Steps curriculum used to track small steps of progress. Discuss with behaviour leads and refer to ELSA if needed. Monitor closely for 4 weeks. Follow the mental health pathway if necessary. Communicate with parents/carers.

Communication and Interaction
Use strategies recommended by the speech and language service. Help cards. Visual timetables. Checklists / now and next. Clear concise instructions. Steps curriculum used to track small steps of progress. Refer to KC for friendship groups and support clubs. Communicate with parents/carers.

Physical and Sensory needs
Use strategies recommended by IPAss and sensory services. Refer to KC for use of motor skills programmes. Use of calm spaces and calming learning environment. Communicate with parents/carers.

Complete APDR cycle.
Has the child started to make progress?
Communicate with parents/carers.

External agency support
After discussing with KC, access the following referral forms on SharePoint.
SALT
IPAss
Sensory
Neurodiversity
STS
Ensure parents complete the parent sections and sign the completed forms.

YES?
Continue to provide personalised learning. Continue with the APDR cycle. Share APDR form with parents and sign termly.

NO?
Refer to KC with evidence of this identification pathway. KC to arrange meeting with class teacher and parents to discuss next steps.

<h2 style="text-align: center;">Rokey Park Primary School Provision Map</h2>			
<p>✓ My Story on admission ✓ Rokeyby - non negotiables ✓ Rokeyby - behaviour policy ✓ Whole school reward system (class dojo) ✓ MAPA approaches- response continuum ✓ Steps CATS curriculum</p>		<p>✓ Small group teaching ✓ Breakfast provided if barrier to learning ✓ Child Centred Approach ✓ Relationships focus building</p>	
<p style="text-align: center;">Core offer of support</p>			
<p style="text-align: center;">Wave 1 - Quality First Teaching + differentiation</p>			
<p>Social, Emotional and Mental Health (SEMH)</p>	<p>Cognition and Learning (C&L)</p>	<p>Communication and Interaction (C-I)</p>	<p>Physical and Sensory (P&S)</p>
<p>Emotion check in if barrier to learning</p> <p>VERY clear and consistent boundaries</p> <p>Positive reinforcement and praise</p> <p>Tasks broken down into chunks (timers, stop watch, countdowns)</p> <p>Frequent work breaks- brain break exercises - if needed</p> <p>Consistent positive regard (approachable and patient)</p> <p>Reminder of expectations using "if, then"</p> <p>Give student jobs/individual responsibilities (opportunities to move around room)</p> <p>Limited choices (2-3 choices)</p> <p>Apologise if you make an error/ model mistakes</p> <p>Be present (give them time and show them you are listening e.g- paraphrasing)</p> <p>Additional structured rewards, personal goals</p> <p>Time out/in with trusted person</p>	<p>Individualised success criteria</p> <p>Overlays and reading rulers</p> <p>Dyslexia friendly text (14+ font, wide spaced lines, comic sans, pale yellow paper and navy blue font)</p> <p>Writing frames/sentence starters</p> <p>Increased modelling (peer examples/mini whiteboards/pre-printed examples)</p> <p>Alternative recording of information: bullet points, mind map, ICT, highlight information instead of taking notes</p> <p>Scaffold questioning</p> <p>Word banks/key vocabulary cards</p> <p>Live marking/verbal feedback</p> <p>Personalised work to interest</p> <p>Games to learn (Snap, Whiteboard games, board games, number/word bingo)</p> <p>Concrete equipment (kinaesthetic resources and hands on learning)</p> <p>SDI (same day intervention)</p>	<p>Keep it visual (visual timetables, practical displays, working walls, photos, illustrations, diagrams and video)</p> <p>Check as you go (allow time for processing, encourage questioning, pause-repeat-rehearse)</p> <p>Explain clearly (brief instructions, link new ideas to previous learning, simple language and avoid metaphor)</p> <p>Break it down (task sheets/success criteria, structure activities, provide examples)</p> <p>Maintain a lesson routine, Starter, teacher input, independent work, plenary</p> <p>Use students name before giving instructions or addressing group</p> <p>Preparation for change (visual reassurance e.g- key person)</p> <p>Feelings fan or communication tool if needed</p> <p>Live marking- visual indicators of success</p> <p>Body language, eye contact and tone of voice</p> <p>Check for understanding (Please tell me what I have asked you to do)</p>	<p>Calming music, lighting, temp and no overwhelming smells</p> <p>Subtitles used with audio clips</p> <p>Tidy, clutter free space with equipment and books already out</p> <p>Additional time given to complete activities</p> <p>Pre-cut worksheets/LOs</p> <p>Alphabet and number lines always available</p> <p>Use of ICT as an alternative</p> <p>Sensory breaks or calm space if needed</p> <p>Fidget cube/stress balls if needed</p> <p>Minimise noise or use white noise</p> <p>Fine motor- hand/ body stretches if needed</p> <p>Opportunities to move around if needed</p> <p>Pencil grips and handwriting pens if needed</p>
<p style="text-align: center;">Wave 2 - Above + targeted, time limited interventions</p>			

Social, Emotional and Mental Health (SEMH)	Cognition and Learning (C&L)	Communication and Interaction (SLCN)	Physical and Sensory (P&S)
<p>Key Worker to support vulnerable children</p> <p>Support at break/lunch- if needed (sensory, lego and library club)</p> <p>Individual rewards (see behaviour policy)</p> <p>Support with transitions</p> <p>Yoga/Mindfulness (after school club)</p> <p>1:1 or group ELSA:</p> <p>Anger/Emotional awareness/Managing Emotions/Friendship Skills/Self Esteem/Growth Mindset/Independence/Executive Functioning/Social and Life Skills</p>	<p>English:</p> <p>Reading</p> <p>Phonics intervention</p> <p>Reading Fluency intervention</p> <p>Reading Inference</p> <p>Fresh Start</p> <p>Writing</p> <p>Spelling, grammar and punctuation (Beat Dyslexia)</p> <p>Maths:</p> <p>1st Class @ Number</p> <ul style="list-style-type: none"> ✓ Written Calculations ✓ Number Facts and Fluency <p>Precision Teaching</p>	<p>Picture exchange communication (PECS when necessary)</p> <p>Expressive and receptive language:</p> <ul style="list-style-type: none"> ✓ Talk Boost ✓ Vocabulary enrichment ✓ NELI <p>Social Communication:</p> <ul style="list-style-type: none"> ✓ LEGO Therapy ✓ Friendship groups ✓ Social Stories 	<p>Fine motor:</p> <p>Handwriting /keyboard skills</p> <p>Gross motor:</p> <p>Physical activities (SEE IPASS Books to support)</p> <p>Sensory needs:</p> <p>Sensory diet (see sensory cheat sheets)</p> <p>Yoga</p> <p>Weighted activity sessions- gym, Opportunities for structured play</p> <p>Sessions that give strategies to manage sensory needs (sensory lunch club)</p> <p>Sensory circuits</p>
Wave 3 - Bespoke and individualised support			
<p>Social, Emotional and Mental Health (SEMH)</p> <p>Access to Rising Stars Outreach</p> <p>ELSA Teacher and school nurse to support pupils</p> <p>MEP/BAP in place</p> <p>Bespoke interventions based on the results of:</p> <ul style="list-style-type: none"> ✓ Boxall Profile- Nurture Plan ✓ MAPA Plan ✓ My Star <p>Interventions recommended by external support services:</p> <ul style="list-style-type: none"> ✓ CAMHS/ ADHD pathway ✓ Educational Psychology ✓ Headstart checklist 	<p>English:</p> <p>Reading</p> <p>Phonics intervention</p> <p>Reading Fluency intervention</p> <p>Reading Inference</p> <p>Fresh Start</p> <p>Writing</p> <p>Spelling, grammar and punctuation (Beat Dyslexia)</p> <p>Maths:</p> <p>1st Class @ Number</p> <ul style="list-style-type: none"> ✓ Written Calculations ✓ Number Facts and Fluency <p>Precision Teaching</p>	<p>Picture exchange communication (PECS when necessary)</p> <p>Expressive and receptive language:</p> <ul style="list-style-type: none"> ✓ Talk Boost ✓ Vocabulary enrichment ✓ NELI <p>Social Communication:</p> <ul style="list-style-type: none"> ✓ LEGO Therapy ✓ Friendship groups ✓ Social Stories 	<p>Fine motor:</p> <p>Handwriting /keyboard skills</p> <p>Gross motor:</p> <p>Physical activities (SEE IPASS Books to support)</p> <p>Sensory needs:</p> <p>Sensory diet (see sensory cheat sheets)</p> <p>Yoga</p> <p>Weighted activity sessions- gym, Opportunities for structured play</p> <p>Sessions that give strategies to manage sensory needs (sensory lunch club)</p> <p>Sensory circuits</p>
Wave 4 - Intensive support			
<p>Steps to Success outreach and/or placements intended to provide a complete bespoke package of support that re-engages students in learning. These students have complex SEND needs in addition to complex social care and/or safeguarding needs.</p>			



The Hub Pathway

At Rokeby Park Primary School, we continually monitor the progress of all pupils and take steps to intervene where there is evidence that individuals or groups are falling behind. Where a pupil meets the entry criteria, the pathway below will be followed. A bespoke 'Curriculum around the Pupil' (CAP) will then be in place through The Hub provision.

