



The Trumpington Federation



Our Responsibilities		Local Authority and SEND Support and Provision	
Universal	Employ a trained SENCo with QTS, who has a direct link to SLT	Publish information on the local offer via the LA web-site: https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/	
	Ensure SEN Policy, provision and practice is in place	SEND Specialist Services (SSS)	
	Have an accessibility plan in line with the Equality Act 2010	Provide strategy, guidance and policy	
	Provide information on inclusion and SEND to all parent/carers	Cambridgeshire Parent Partnership Service	
	Have a SEND governor		
	Maintain a SEND improvement plan		
	Ensure an inclusive ethos and curriculum		
	Incorporate a range of teaching strategies and learning opportunities		
	Provide a range of ICT equipment		
Ensure target setting and tracking of progress			
Our Responsibilities: <i>As above plus:</i>		Local Authority and SEND Specialist Support and Provision: <i>As above plus:</i>	
Child/Young Person with Special Educational Needs	<p>Assessment of:</p> <ul style="list-style-type: none"> • Learning environment • Grouping of children • Teaching styles • Curriculum materials • Individual and young person's physical, sensory and cognitive barriers • Children and young person's social emotional needs and other relevant circumstances <p>Additional and different provision:</p> <ul style="list-style-type: none"> • Individualised or small group planning • Increased use of ICT resources • Access to a range of Alternative Augmentative Communication (AAC) aids • Staff collaboration with specialists in school and outside agencies • Detailed planning that includes specialist advice • Increased classroom support and small group support • Environmental adaptations • Detailed planning and tracking • Individualised programmes in several areas including the curriculum and non-curriculum areas e.g. <ul style="list-style-type: none"> ○ Social Emotional Mental Health ○ Communication and Interaction ○ Cognition and Learning ○ Sensory and Physical • Additional small group and individual support including non-curriculum activities • Implement provision from EHC Plan • Conduct annual review of a EHC plan, submitting recommendations to the Local Authority <p><i>All other requirements identified in the SEND Code of Practice, 2015</i> https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</p>	<p>Range of commissioned services, including:</p> <ul style="list-style-type: none"> • School Improvement • Specialist Teachers • Early Years and Children's Centre • Educational Psychologist (EP) • School Support Service <p>Range of services accessible via Children and Young People's Services:</p> <ul style="list-style-type: none"> • Speech and Language Therapy (SaLT) • Occupational Therapy (OT) • Child and Adolescence Mental Health (CAMHS) • Health Visitor • School Nurse • Child Development Centre (CDC) • Children Centre 	



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Trumpington Federation: SEND Provision Map; Communication and Interaction

Social Communication					
Universal Provision	Pupil Needs	Intervention	Resources	Expected Outcomes	
	<ul style="list-style-type: none"> • Difficulty knowing how to talk and listen to others in a conversation • Difficulty making and maintaining relationships • Anxiety in busy unpredictable environments • Difficulty in coping with new and unfamiliar situations • Over/under sensitivity to touch, taste, sound, smell or colour 	<ul style="list-style-type: none"> • Say what you mean (Explain double meanings, avoid sarcasm) • Preparation for change of activity or lesson • Visual prompting and cues • Organisation of independent learning and tasks • Emotional literacy lessons in class • Clear rewards and sanctions including motivators • Overt expectations made explicit • Calm learning environment • Whole school awareness and training • Pastoral support • Forest schools 	<ul style="list-style-type: none"> • Visual timetables • Social stories • Role-play scenarios • Buddy system • Circle-time • Time out • Behaviour policy • Mentoring time • Toolkits for learning • Social Communication Groups • Incentives/motivators • Pragmatic and Semantics language support • Communicate in print 	<ul style="list-style-type: none"> • Reduced anxiety levels • Improved capacity for independent learning • Improved social interactions and friendships • Independent access and participation • Enhanced ability to work as a member of a group • Improved attention and focus • Improved behaviour 	
	Language				
	Pupil Needs	Intervention	Resources	Expected Outcomes	
<ul style="list-style-type: none"> • Difficulty when saying words or sentences • Difficulty understanding words or sentences • Difficulty processing instructions • Short attention span • Comprehension and or decoding affected in literacy • Language delay • No use of verbal communication 	<ul style="list-style-type: none"> • Clear and simple explanations • Chunking instructions • Extra time to process what has been said • Check understanding • Model correct sentences • Model correct elocution • Visual support across the curriculum • Broad range of sentence activities • Talking partner opportunities • Pre-teaching of subject/vocabulary • Guided reading for decoding and inference • Whole school awareness and training 	<ul style="list-style-type: none"> • Working walls • Key vocabulary cards • Communicate in print • Semantic cards • Assertive Mentoring • PECS/ Prompt cards • Visual Timetables/Daily diary • Task breakdowns • Synonym activities • Grammar Hammer • Toolkits for Learning • Range of ACC • Social stories 	<ul style="list-style-type: none"> • More contributions to class and group activities • Expanded oral and written sentences • Increased confidence • Improved listening and attention • Increase in confidence and self esteem • Increased processing of language • Improved understanding of the lesson • Enhanced comprehension • Improved verbal and non-verbal communication 		
Speech					
<ul style="list-style-type: none"> • Speech that is sometimes difficult to understand • Decoding often poor in literacy 	<ul style="list-style-type: none"> • Use and application of specific speech targets • SALT group 	<ul style="list-style-type: none"> • Good listening prompts • Letters and Sounds phases 1-6 • Making and breaking word activities 	<ul style="list-style-type: none"> • Correct pronunciation • Segmentation of oral words • Improved articulation and phonological 		



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	<ul style="list-style-type: none"> Dysarthria -difficult or unclear articulation of speech Difficulties with speech sounds, articulation and phonological processing. 	<ul style="list-style-type: none"> Attention and Listening activities Oral blending and segmenting linked to reading and spelling 	<ul style="list-style-type: none"> Assertive mentoring system Black Sheep Press Visual support Social Communication Groups 	processing
Enhanced Provision	Social Communication			
	Pupil Needs	Intervention	Resources	Expected Outcomes
	<ul style="list-style-type: none"> Inability to cope with unstructured social situations and transitions Inability to use knowledge and skills functionally to cope with situations Difficulty predicting others and understanding their motives Inability to read the facial expressions of others Rigid thinking including strong routines and rituals Difficulty understanding the social rule of engagement Attention focussed on own needs and interests Extreme reactions 	<ul style="list-style-type: none"> Mentoring Access to time out Use of behaviour policy Regular breaks Social skills group Pre Teaching group Lunchtime enhanced provision Unstructured time support SALT assessment and delivery plan Lego therapy Spirals Time to talk School Start 	<ul style="list-style-type: none"> Mentoring time Social stories, social scripts and cartoon comic conversations Talking boxes SALT Social communication groups Forest Schools – small group intervention Intervention group support 	<ul style="list-style-type: none"> Pupils can manage effectively movements and transitions during the school day Increased social inclusion Reduction in distressed behaviours Skills in small groups used and applied in whole class/ large group situations Greater independence and supervision and playtime At least satisfactory progress
	Language			
Pupil Needs	Intervention	Resources	Expected Outcomes	
<ul style="list-style-type: none"> Considerable difficulties with receptive and or expressive vocabulary Short inaccurate sentences – oral and written Considerable difficulty understanding words, sentence and instructions 	<ul style="list-style-type: none"> SALT Social and Communication Intervention Groups Mentoring Pre-Teaching/ Writing discussion groups Numicon 1-1 and group phase intervention groups Talking Partners School Start Time to Talk Wellcomm 	<ul style="list-style-type: none"> All about me Letter and Sounds Floppy's Phonics Numicon Resources for word and sentence development VCOP: Big Writing Grammar Hammer Aide memoire Visual resources 	<ul style="list-style-type: none"> Improved production of speech sounds The ability to use and apply what is acquired in individual/group sessions to independent learning activities. 	

Specialised Provision	Speech			
	Pupil Needs	Intervention	Resources	Expected Outcomes
	<ul style="list-style-type: none"> Speech difficult to understand Speech difficulties are impeding literacy development 	<ul style="list-style-type: none"> SALT Social and Communication Intervention Groups Mentoring Pre-Teaching of vocabulary Writing discussion groups Numicon 1-1 and group phase intervention groups Talking Partners School Start Time to Talk Wellcomm 	<ul style="list-style-type: none"> AAC Letter and Sounds Floppy's Phonics Numicon Resources for word and sentence development VCOP: Big Writing Grammar Hammer Aide memoire visual resource 	<ul style="list-style-type: none"> Improved production of speech sounds Use and application Ability to segment vocabulary and identify syllables, rhyme and phonemes
	Social Communication			
	Pupil Needs	Intervention	Resources	Expected Outcomes
	<ul style="list-style-type: none"> Unable to cope with close proximity to others Physical outbursts, if stressed Echolalia Lack of response inhibitions Physically challenging behaviour Unusual reactions to sensory stimuli Difficulties with independence skills e.g. dressing, toileting, eating 	<ul style="list-style-type: none"> Paired or 1-1 tasks with TA support differentiated by the teacher Individualised work-station Individual programme including additional advice and support from outside professionals 1-1 support 	<ul style="list-style-type: none"> Specialist Teacher Educational Psychologist Alternative/PT/ placements Behaviour Support Personalised intervention programme 	<ul style="list-style-type: none"> Ability to access mainstream curriculum Improved behaviour Reduced frustration Improved communication/ self-management strategies
Language				
Pupil Needs	Intervention	Resources	Expected Outcomes	
<ul style="list-style-type: none"> Severe difficulties with receptive and expressive vocabulary May speak and understand at single picture, word or phrase level Difficulty in formulating an oral sentence. Severe difficulty understanding words, sentences and instructions Very early levels of CLL 	<ul style="list-style-type: none"> Individualised SALT programme Use of specialised communication devices/tools PECS, Makaton, AAC Individual Phonics/Vocabulary programme Recommended programmes as result of advice and support 	<ul style="list-style-type: none"> SALT programme Specialist ELCAN trained TA Visual resources Makaton Individualised programmes Speech and language therapist 	<ul style="list-style-type: none"> Personal needs met Improved communication Improved comprehension of basic language instructions Improved curriculum access Reduced frustration/anxiety 	
Speech				



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Pupil Needs	Intervention	Resources	Expected Outcomes
<ul style="list-style-type: none"> • Speech is incomprehensible to an unknown adult or peer • Significant impact on literacy 	<ul style="list-style-type: none"> • Individualised SALT programme • Use of approved system to communicate needs based on individualised assessment • Consistent support from teacher and TA to apply speech sounds throughout the day, 	<ul style="list-style-type: none"> • Advice and programme from SALT • Adult support for speech and communication application throughout the day • Specialist advice from ICT • Training for all staff • Part time specialist placement 	<ul style="list-style-type: none"> • Improved articulation of speech sounds • Improved communication • Reduced frustration/anxiety



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Trumpington Federation: : SEND Provision Map; **Cognition and Learning**

	Pupil Needs	Intervention	Resources	Expected Outcomes
Universal Provision	<ul style="list-style-type: none"> • Low levels of attainment and progress • Difficulty acquiring new skills particularly in Literacy/numeracy • Difficulty in dealing with abstract ideas • Some speech and language difficulties e.g. generalising information, understanding abstract language • Some difficulties with fine motor or gross motor skills • Some signs of frustration • Difficulties involving specific skills such as sequencing, ordering, word-finding • Limited skills in verbal exchanges • Avoidance strategies 	<ul style="list-style-type: none"> • Pupils name and eye-contact given before giving instructions • Clear and simple instructions breaking down longer instructions and giving one at a time • Clarify, display and refer back to new and or/difficult vocabulary • Pre-teach vocabulary • Check for understanding • Consistent use of positive language • Jot down key points instructions • Give time before response is needed • Visual cues and prompts • Collaborative working opportunities • Key vocabulary displayed/available • Time given for processing • Consistent use of terms • Repetition and reinforcement of skills • Tasks simplified or extended • Whole school awareness and training • Visually supportive learning environments – learning walls word mats, toolkits • Supportive social and emotional development • Positive marking • Access and record information in a variety of ways including IT • Talking partners • Talking maths • CLLD • Accelerread/Accelerwrite • Expanded • Paired reading • 1st Class @ number • Spirals - Maths • Structured phonic programme • Consistent implementation of behaviour policy 	<ul style="list-style-type: none"> • Sound buttons • Laptop-Ipad • AAC • Vocabulary cards • Writing frames • Spellcheckers • Mathletics • Visual prompts • Modified resources • Individual white boards • Toolkits • Writing Frames • Letters and Sounds • Circle time • Buddies • Clear rewards and sanctions • Coloured resources, overlays • Reading rulers • Number lines • Maths equipment • Music to aid concentration • Aide memoire 	<ul style="list-style-type: none"> • Increased. Equal access to the curriculum • Increased retention of key instructions and information • Improved access to learning • Able to predict/recount content of a lesson • Improved social inclusion • Ability to work independently • Able to record information in a variety of ways • Increase in confidence and self esteem • Reduction in anxiety • Improved listening and attention

		<ul style="list-style-type: none"> Multi-sensory approaches 		
Enhanced Provision	Pupil Needs	Intervention	Resources	Expected Outcomes
	<ul style="list-style-type: none"> Increasing phonological and short term memory difficulties Widening gap in attainment and progress Increasingly low self esteem Episodes of frustration and or aggressive behaviours Episodes of disengagement Difficulty in forming concepts Requires first hand experiences 	<ul style="list-style-type: none"> Targeted guided sessions – Literacy and Numeracy Reinforcement and practice input Use of a range of reinforcement programmes Multi-sensory groups for reading and spelling Structured phonics programme and intervention Pre-teaching concepts Additional group literacy support Alternative methods of recording e.g. mind mapping role play and video Additional time and focus on key curriculum areas Develop a range of working memory skills Dyslexia screener 	<ul style="list-style-type: none"> All about me Specialist Teacher Educational Psychologist Alternative/PT/ placements Behaviour Support Personalised intervention programme Mentoring time Increasing range of specialist equipment IT Use of specialist programmes to make Letters and Sounds Range of specialised programmes Dragon dictate ACC Numicon Aide memoire 	<ul style="list-style-type: none"> Increased capacity for independent learning Improved self esteem Developing I Can attitude Decrease in number of frustrated /aggressive behaviours Desire to learn Developing bank of secure concepts Clear strategies for what to do when unsure or unclear about learning Narrowing gap in attainment between peers Improved short term memory
Specialist Provision	Pupil Needs	Intervention	Resources	Expected Outcomes
	<ul style="list-style-type: none"> Significant difficulty in retaining learning or applying learning Regular episodes of frustration and evidence of damage to self esteem caused by these difficulties Disengagement from learning, non-attendance and or behavioural difficulties 	<ul style="list-style-type: none"> Planned 1-1 support Structured 1-1 teaching of specific skills Personalised learning programme Precision teaching for Literacy and Numeracy A range of targeted interventions Additional planning and arrangements for transition Modified curriculum Additional time for tests Individual mentoring/counselling 	<ul style="list-style-type: none"> Specialist Teacher Educational Psychologist Specialist support and advice Specialist interventions Advisory teacher OT Individualised reading and maths programmes 	<ul style="list-style-type: none"> Able to access mainstream curriculum with clear differentiation More able to retain information that has been regularly over learnt Able to apply learning in familiar context with some support Less frequent episodes of frustration Improved feelings of self worth Increased engagement, and motivation Improved attendance at school



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Trumpington Federation School: SEND Provision Map; SEMH				
	Pupil Needs	Intervention	Resources	Expected Outcomes
Universal Provision	<ul style="list-style-type: none"> Experiencing difficulty in remaining on task Seeking frequent adult support Low level disruptions or attention seeking behaviours Failure to make the progress anticipated Showing signs of frustration and early indications of disaffection and disillusion Difficulty in making and maintaining healthy relationships with peers Presenting as withdrawn or tearful 	<ul style="list-style-type: none"> Clear and consistently applied behaviour policy Consistent use of rewards and sanctions A range of opportunities for social and emotional development Reinforcement of rules and visual prompts Class and school mediation strategies Social seating and proximity to teacher Flexible approaches to a range of behaviours Time out system Use of choice and motivation Supportive Peer systems Structured routines and clear guidelines Clear communication with parent/carer 	<ul style="list-style-type: none"> Visual prompts for positive behaviours Reward Chart system Whole school development of positive intervention strategies Time out SEAL 	<ul style="list-style-type: none"> Increased levels of independence Improved concentration Improved social interaction Greater interest in learning Improved engagement Able to work collaboratively Accelerated progress and good levels of attainment
Enhanced provision	<ul style="list-style-type: none"> Increasing disturbances during lessons Significant fluctuations in mood and increasing unpredictability over attitudes to learning Uncooperative or defiant Increasing inability to follow instructions and routines Presenting as significantly unhappy or stressed 	<ul style="list-style-type: none"> Small group settings 1-1 work Family Support Worker Careful monitoring and targeting Individual targets and PSPs SMART targets Enhanced personal social and health education programmes Programmes to support managing and controlling behaviour Anger management programmes Counselling and peer to peer support 	<ul style="list-style-type: none"> All about me SEAL Individual behaviour plan Behaviour care plan/risk assessment PSP for children who are at risk of disaffection or exclusion Pupil coaching/mentoring Early Help Assessment Personalised curriculum and structured activities e.g. Forest schools 	<ul style="list-style-type: none"> Feeling safe in school Drop in anxiety levels Staff stress levels decrease Clear emergency and care plans shared with staff and parents Improved friendships and relationships Able to identify emotions that are both comfortable and uncomfortable Better able to manage feelings such as anger Able to resolve conflict peacefully



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	Pupil Needs	Intervention	Resources	Expected Outcomes
Specialist Provision	<ul style="list-style-type: none"> • Non- attendance • Frequent episodes of aggression towards adults and peers 	<ul style="list-style-type: none"> • Personalised curriculum and or timetable • Care plan regularly reviewed with pupil and parent • Identified Key adults • Common approach by all staff • Regularly reviewed behaviour targets • Emphasis on social and emotional learning • Regular involvement of external agencies • PSA support • Talk about developing self esteem • Interventions such as art/play/drama therapeutic approaches 	<ul style="list-style-type: none"> • Specialist Teacher • Educational Psychologist • Specialist support and advice • Access to 1-1 support time • Small group intervention • Counselling • Forest school outdoor learning 	<ul style="list-style-type: none"> • Decrease in incidents from records • Beginning to feel safe • Beginning to feel special and have needs met • Beginning to trust adults • Beginning to participate and contribute to small group • Better understanding of needs

Trumpington Federation: SEN Provision Map; Physical and Sensory				
	Pupil Needs	Intervention	Resources	Expected Outcomes
Universal Provision	<ul style="list-style-type: none"> • Difficulty listening • Missing spoken information • Difficulty retaining information • Poor phonological awareness • Processing of unknown language takes longer • Fluctuating hearing loss • Difficulty with new social situations • Reduced visual impairment • Difficulty with handwriting/fine motor control 	<ul style="list-style-type: none"> • Reduce background noise to improve acoustic environment • Preferential seating plan • Uncluttered and well organised learning environment • Good Lighting • Access to lip reading/subtitles audio visual materials • Choice making opportunities • Clearly organised learning environment • Specialist vocabulary available • Spelling support • Allow thinking time • Summarise key points at beginning and end of lesson • High colour contrast materials • Pre-writing activities • Letter formation and fine motor skills activities • Grip development • Additional scaffolding of work 	<ul style="list-style-type: none"> • Visual aids and prompts • Subject vocabulary dictionary • Development of visual learning environment • Use of furnishings to support acoustics • Vocabulary cards and cues • Disability awareness training • Clean whiteboards and good quality pens • Sloping boards • Environmental audit • Range of pencils and grips • AAC • Sensory objects 	<ul style="list-style-type: none"> • Increased equal access to the curriculum • Improved speech discrimination • Increased subject vocabulary • Increase in understanding spoken language • Increased retention of key instructions and information • Improved access to learning • Improved social inclusion • Improved acoustics • Reduced visual fatigue • Ability to work independently • Able to record information
Enhanced provision	<ul style="list-style-type: none"> • Difficulty listening at a distance of more than 2 meters away from the speaker • Moderate visual impairment 	<ul style="list-style-type: none"> • Mentor support • TA to support revision of key concepts • Use of Radio aid • Scribe • Training and technical support • Modified resources such as large print • Training and intervention from staff • Laptop • Sensory Circuits 	<ul style="list-style-type: none"> • All about me • TA support • Differentiated curriculum • Radio Aid • Teacher of the deaf support • Signing and Makaton training • Large print books • Electronic books • Low vision aids • Personal laptop • VI team support • School Nurse • Sensory and environment audit 	<ul style="list-style-type: none"> • Uses Radio aid to better speech discrimination • Improved levels of achievement • Able to access learning and school environment • Improved self esteem and social emotional development



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	Pupil Needs	Intervention	Resources	Expected Outcomes
Specialist Provision	<ul style="list-style-type: none"> Severe profound hearing loss Unable to listen process skills and write at the same time Poor semantic knowledge Weak phonology Profound visual impairment 	<ul style="list-style-type: none"> Small group work Variable TA support Review of semantics and syntax of curriculum texts Live speaker/translator Mentor supporting social inclusion Specialist training Specialist teaching sessions Adaptation of materials Personal/revised timetable 	<ul style="list-style-type: none"> Timetabled support Teacher of the Deaf support/time Specialist advice and support Disability awareness TA support to review language and notes Individual and small group sessions VI/HI team time School Nurse 	<ul style="list-style-type: none"> Improving language and literacy skills Increased confidence in approaching new situations Able to access the curriculum Improved results and progress and attainment Improved phonological awareness