



# Falconbrook School

## SEND Policy and Information Report

Updated September 2025

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

Falconbrook Primary School is a mainstream, community school with a strong commitment to inclusion. We aim to provide a safe, caring environment which supports creativity and encourages the aspirations of our children and our community. We want our children, our staff, and our communities to develop and achieve – constantly learning, reflecting and innovating so that we are delivering our best, and our best keeps getting better.

As a Wandsworth School we access services and support through the Wandsworth SEND Local Offer.

## 2. Legislation and guidance

This policy and information report 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 coordinators (SENCOs) and the SEN information report.

## 3. Definitions

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 the 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.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

Our Special Educational Needs Coordinator (SENCO) is Miss Katie McCombe (maternity covered by Miss Ruth Sargeant. She can be contacted by phone on 0207 2287706 or email at [admin@falconbrook.net](mailto:admin@falconbrook.net)

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for:**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

### **5.2 Identifying pupils with SEN and assessing their needs**

Class teachers, supported by the senior leadership team, make termly assessment of progress for all pupils. Through this process, we are able to identify children who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the attainment gap between the child and their peers.
- Widens the gap.
- Behavioural differences (SEMH).

This may include progress in areas other than attainment, for example, social needs.

Our first response to inadequate progress is to put in place some 'targeted interventions' such as a 'catch-up programme', opportunities for 'over-learning' or extra support in class or the playground.

If the child is still making less than expected progress after a reasonable period of receiving extra help, we then consider whether the child has Special Educational Needs. We can only decide that a child has significant learning difficulty through careful and rigorous assessment. At Falconbrook, this will usually be carried out by a specialist teacher, health professional or by our Educational Psychologist (EP). Parents are always consulted, and their permission sought before such an assessment is carried out. Their views and those of the child form an important part of any assessment. The assessments may reveal a learning difficulty and indicate that the child will need significant extra support in order to progress well. Under such circumstances the support given is considered to be Special Educational Needs Support.

### **5.3 Consulting and involving pupils and parents**

We know that parents know their children best and we listen and act when parents express concerns about their child's development. When a teacher has concerns about a child they always tell the parents and discuss

it with them. Parents will be consulted about steps to be taken to address the concerns. They will always be informed if their child is receiving Special Educational Needs Support and encouraged to attend and contribute to any meetings at school to do with their child, such as Individual Education Plan (IEP) meetings (as well as the normal parents' evenings when they speak to the Class Teacher about the child's classwork and general progress).

If you are worried about any aspect of your child's progress, it is best to first speak to the Class Teacher. However, you are always welcome to speak with the SENCO should you wish to do so.

When we are assessing children to find out about their strengths and needs, we always seek the child's views: we might ask them 'what do you enjoy doing at school?' or 'what things do you find difficult at school?' or 'how can we help you?' We choose a way of communicating these questions that suits the child and they respond using their favoured form of communication. We encourage self-assessment at Falconbrook and where appropriate children will be asked to suggest targets for themselves. Otherwise, targets are set, for example by the Speech and Language Therapist who will talk through them with the child in a language that they understand. Assessment is ongoing and involves the child – so at the beginning of a session of say, Speech and Language Therapy, the child will be reminded of their targets and at the end asked how they thought they did that day. The adult will share her views with the child. Where appropriate, children attend all or part of target-setting and review meetings.

## **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We recognize that transitions can be difficult for children with SEND, and we take steps to ensure that any transition is as smooth as possible.

### ***If your child is joining 2YO, Nursery or Reception***

- Home visits are made for all children when they join Nursery or Reception. This enables teaching staff to meet the child and gives them the opportunity to ask parents about any additional needs that they may have. This enables us to make all necessary preparations for your child before they start school.

### ***If your child is moving to another school:***

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be in place for your child.
- We will make sure that your child's records are passed on as soon as possible.
- A 'personal passport' may be created with the child to take from this school to the new school (See Appendix 3 for example of personal passport).

### ***When moving from one class to the next:***

- Class teachers meet and talk through every child including useful tips and important information.
- SENCO meets with class teachers at the beginning of the year and talks through children's needs (including medical).
- SENCO facilitates setting up of intervention timetables for each class.
- A 'personal passport' may be created. You will be asked to read through it with them at the end of the summer holiday.

### ***Transition to Secondary School***

#### ***In Year 5***

- SENCO supports parents of Year 5 children with an EHCP (and other Yr 5 children with SEN) in researching Secondary Schools - facilitates/joins visits.
- Year 5 EHCP Annual Reviews with Wandsworth EHCP case-worker – EHCPs updated to reflect the child as they are now.

#### ***In Year 6:***

- The SENCO will discuss the specific needs of your child with the SENCo of the child's receiving secondary school.
- Secondary school SENCOs will be invited to Year 6 Annual Review Meeting for children with an EHCP.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Children with Special Educational Needs and Disabilities can expect:

- to be fully included in class lessons and school life.
- to work on the same curriculum as the other children in their class.

- additional lessons or activities, tailored to their individual needs.

To ensure that class teachers can successfully include pupils with SEND in lessons they:

- are provided with detailed information about the Special Educational Needs of children in their class.
- participate in all meetings concerning the child.
- are part of a supportive teaching team with great shared expertise.
- receive on-going training aimed at developing their own understanding of special needs.
- are supported by teaching assistants, who have knowledge and expertise in working with children with SEND and who also receive on-going training.
- have access to a wide range of teaching and learning materials in their classrooms.
- use a whole school teaching approach which suits a wide range of learning styles and abilities.

We will also provide the following interventions:

- Speech & Language Therapy
- Occupational Therapy
- Numeracy
- Literacy
- Social skills
- Therapeutic intervention and support.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adjustments - for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- We always seek the advice of healthcare professionals working with a child to know what adjustments we need to make to enable children with SEND to fully participate in lessons, playtimes and school-life.
- We plan well ahead with the pupil's needs in mind when arranging a particular school activity. This enables us to assess any risks and barriers and think about what steps we can take to remove these, so that the pupil can take part. If this is not possible, the school should consider arranging a more inclusive alternative activity for all the pupils.
- A Personal Emergency Evacuation Plan is put in place and regularly practiced and reviewed to ensure that the child is able to exit the school building safely in the event of an emergency.
- When children do formal tests, such as termly NFER tests, the Wandsworth Test and SATS, we make adjustments so that they are not disadvantaged. For example, in a maths test, a child with poor reading skills will have an adult to read the questions to them – in this way the child is able to show their mathematical ability.
- Sometimes we have to be imaginative in how we assess children's learning – if a child does not speak, for example, we might ask them to point at answers.
- Ground floor is accessible by wheelchair and has one wheelchair accessible toilet.
- Fire-alarms are fitted with strobes.

## 5.8 Safeguarding

**We are aware that children with SEND may be especially vulnerable to abuse, unaware of abuse or have difficulty in communicating concerns. With this in mind:**

All staff are aware that they need to:

- be extra vigilant when working with children with SEND to spot and report potential signs of abuse.
- provide children with a range of communication strategies to express concerns such as drawing or acting.
- adults who work closely with SEND children routinely ask after their well-being on a daily basis and respond accordingly, using appropriate means of communication.

Please see our Accessibility Policy for further information.

## 5.8 Additional support for learning

### Speech, Language and Communication Needs

Children with SLCN have difficulty in communicating with others. This may be because:

- they have difficulty saying what they want to
- understanding what is said to them *or*
- they do not understand or use social rules of communication e.g., taking turns.

We are well supported by [Wandsworth Speech and Language Therapy Service](#) who provide training, advice and direct intervention and assessment as needed.

Falconbrook follows a topic-based curriculum which is ideally suited to children with language difficulties. By linking subjects by a common topic, children get a chance to hear and practice the new vocabulary and concepts associated with that topic thereby enabling them to remember it and use it appropriately in a range of contexts.

If a child has difficulty understanding or using language their teacher may provide:

- sessions in a language booster group
- additional adult support in class to help break down instructions, etc.

If a child continues to have language difficulties, we will seek parental permission to refer them for a Speech and Language Assessment. If this reveals that the child has significant language difficulties the child can expect the following:

- A programme of intervention planned by the Speech and Language Therapist which will be delivered at least weekly by a trained Teaching Assistant.
- Termly or half-termly monitoring and reviewing of the programme by the Speech and Language Therapist.
- Termly updates with parents and teachers to discuss progress and outcomes of intervention and reviews.



## Autism

We work with the [Wandsworth Autism Advisory Service \(WAAS\)](#) to meet the needs of our pupils with autism.

Falconbrook provides an environment that can benefit children with autism in that:

- Very clear routines are in place in the classroom and across the school.
- The school is peaceful.
- Our behaviour policy is applied consistently, and all pupils understand the rules.
- All classes use a visual timetable.
- Our teaching includes the use of visual information (pictures) as well as words.
- We have a Sensory Room.

Some children with autism are able to fully participate in lessons and school life with minimal support whilst others may need a higher level of support and differentiation. An individual intervention plan will be put in place according to the child's specific needs with help from the professionals who are working with them.

## Cognition and Learning Needs

Our core teaching programmes for writing and mathematics are ideal for children with special needs as they use a multi-sensory approach, can incorporate children at different stages of their learning and offer opportunities for practice and over-learning. Children use a variety of ways of recording so that those who have difficulties with language or writing are not disadvantaged. We use a phonics programme to teach children to read which works well for most children.

If children are struggling with reading, spelling or mathematics, their class teacher will put additional support in place such as extra reading or spelling sessions. Children who have trouble with counting and remembering number facts can be helped by 5 minute practice sessions daily. Memory aids, such as word-banks and calculators are available so that children who have difficulty 'learning things off by heart' do not waste time.

At Falconbrook we are supported by specialist teachers from the Wandsworth Literacy and Numeracy Support Service. They provide staff-training, advice, screening, and individual assessments. If a child continues to struggle with reading, writing or mathematics we can refer them to one of these teachers who will:

- carry out a detailed assessment (this includes meeting parent)
- set up an individual work programme
- deliver a weekly lesson which will then be reinforced through daily practice with a Teaching Assistant.

## Social, Emotional and Mental Health Needs

Falconbrook places a high priority on the emotional well-being of our pupils. We recognise that if children are anxious or troubled this will impact on their learning and their behaviour. Our children benefit from:

- A positive behaviour policy which encourages pupils to develop self-help strategies.
- PATHS (Promoting Alternative Thinking Strategies) programme for all year groups.
- Rigorous safeguarding procedures whereby any concerns about a child's well-being are picked up and addressed quickly.

Additional support for children who are experiencing difficulties may include:

- An individual behaviour support plan.
- 1:1 pastoral interventions
- 1:1 Therapeutic support (e.g play therapy).
- Group therapeutic support (e.g play, art, music therapy).
- Additional pastoral support
- Social skills group.

We work with a range of services and professionals who help us to support children as needed:

- Assessment and advice from the **Educational Psychologist** who uses her specialist knowledge of how children learn and behave to advise us on how to help the child in school.
- A referral to [CAMHS](#) (Child and Adolescent Mental Health Service) who may provide intervention: parenting work, family therapy or individual therapy & counselling.
- [Victoria Drive Pupil Referral Unit](#) – outreach workers/etc
- [ADHD Clinic](#)

## Sensory and Physical Needs

To meet children's sensory or physical needs we make adjustments that will enable them to fully participate in school life. To do this, we draw on the expertise of health professionals including [Wandsworth Occupational Therapy](#), [Hearing Support](#) and [Vision Support Services](#).

If children are having problems with things such as dressing, attention and listening, focus, handwriting, or co-ordination our first response is to try activities and resources recommended by the Wandsworth Occupational Therapy Service. Children may have:

- Short sessions with a Teaching Assistant (individual or group) to practise a particular skill.
- Use of extra equipment such as: a wobble cushion' (to help them sit still), a pencil grip, a fiddle object, sloped writing desk, easy-grip scissors, timers, ear-defenders etc.
- Sessions in our **sensory room or senso cubes**.
- Movement breaks.

If the problems persist, a referral to the Occupational Therapist (OT) can be made. If accepted the child will undergo a detailed assessment and an individual programme will be put in place if needed. This may include:

- A block of therapy with an Occupational Therapist.
- A programme of activities designed and monitored by the Occupational Therapist and delivered by a trained Teaching Assistant.

## 2.9 Medical Needs

- We ensure that everyone knows the important details by circulating a list of all children with long-term medical needs to all staff including those who run clubs. It states the child's name, date of birth, condition, medication and where the medication is kept in the school. This list is updated when there is a change. It is circulated to all staff including those who run clubs.
- Each child has a care-plan with details of treatment. A copy is kept in the child's classroom and in the school office which is accessible to all staff.
- Appropriately trained staff are designated to administer treatment.
- Our [medical care policy](#) explains procedures in place to keep children with medical needs safe.
- New teachers are taken through the medical needs of the children in their class.
- Staff receive training from the school nurse or other medical professionals.
- Our school nurse keeps a record of children with medical needs and will support parents and staff as needed.

## 5.9 Expertise and training of staff

### SENCO

Miss McCombe and Miss Sargeant are an experienced SENCOs and experienced class teachers.

### TEACHING ASSISTANTS

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provisions and support children in the classroom or playground.

In the last academic year, staff have been trained in Autism Awareness, a range of Speech and Language programmes/strategies, attachment, learning and behaviour, Selective Mutism, positive-handling.

We use specialist staff for literacy, numeracy, language, speech, physical needs and disabilities and emotional or social needs.

## 5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term (IEPs)
- Reviewing the impact of interventions.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.

## 5.11 Arrangements for the admission of pupils with SEND

- All pupils whose education, health, and care (EHC) plans name the school will be admitted before any other places are allocated.
- Falconbrook has agreed to adopt the principles of the In Year Fair Access Protocol which includes children with special educational needs, disabilities, or medical conditions (but without a statement or Education, Health and Care Plan). Details can be found in our Admissions Policy.

## 5.12 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

## 5.13 Contact details of support services for parents of pupils with SEN

Wandsworth Information Advice and Support Service

<http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=0RJPI4Z9sEY&familychannel=0>

## 5.14 Contact details for raising concerns

Headteacher: Mrs Sarah Pieniek-Jones

## 5.16 The local authority local offer

Our local authority's local offer is published here:

<https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2>

## 6. Monitoring arrangements

This policy and information report will be reviewed by Katie McCombe (SENCO) every year. It will also be updated if any changes to the information are made during the year.

## 7. Links with other policies and documents

This policy links to the following documents

- Accessibility Plan
- Behaviour policy
- Equality Policy and Equality Objectives
- Supporting Pupils with Medical Conditions Policy
- Anti-Bullying Policy

- Teaching and Learning Policy
- Complaints Policy

## SEND: Overview of Provision

### SEND: Overview of Provision

FALCONBROOK PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY PROVISION				
AREA OF NEED	WHOLE SCHOOL STRATEGY	UNIVERSAL (ALL PUPILS)	TARGETTED	SEN SUPPORT
SPEECH, LANGUAGE & COMMUNICATION	Quality First Teaching  Visual prompts/resources used routinely  Specialist advice and training from:  <a href="#">Wandsworth Speech and Language Therapy Service</a>  <a href="#">Wandsworth Autism Advisory Service</a>  <a href="#">Children's Development Centre</a>	Curriculum contextualises, reinforces and practices key vocabulary and concepts  Multi-sensory approach to the teaching of vocabulary	Language/communication groups:  Explore & Talk (EYFS)  Teach Talk (KS1)  Word Aware (KS2)  Lego Therapy (All ages)	Specialist Assessment and individualised programme.  Direct support from Speech and Language Therapist and/or Wandsworth Autism Advisory Service  Increased adult support in class as needed.
COGNITION AND LEARNING	Quality First Teaching  Lessons are pitched to meet the needs of all learners  Strategies in place to support SEN children in class  Curriculum progress is tracked for all pupils  Ongoing assessment of all children	LITERACY		
		Daily literacy lessons  Storytelling/Talk for Writing approach to teaching of writing.  Library  E-library	Reading, spelling & handwriting & catch-up groups  1:1 reading with Reading Volunteer  Individual assessment by SENCO (formal & informal) informs targeted interventions  Group screening  <u>Programmes/resources:</u>	Educational Psychologist Assessment and Advice – explores reasons for slow progress/ learning difficulties and offers advice to help the child move forward.

	Targets are set effectively for all pupils		Rapid Reading Blitz Literacy Programme Read Write Inc Dandelion Phonic Reading Programme Games Magnetic letters & boards	Increased adult support in class as needed.
	Additional adults support learners			
	Specialist advice and training from:	NUMERACY		
	<a href="#">Wandsworth Literacy &amp; Numeracy Support Service</a>  <a href="#">Wandsworth Educational Psychology Service</a>  Related Policies:  <a href="#">Teaching and Learning Policy</a> <a href="#">Reading, Writing, Maths, Science &amp; Humanities</a> policies <a href="#">Assessment Policy</a> <a href="#">Accessibility Plan</a> <a href="#">SEND Policy</a>	Daily maths lessons  <a href="#">Maths Mastery Approach</a>	‘Keep-up’ interventions before or after lessons  Individual assessment by SENCO (informal) informs targeted interventions  <a href="#">Additional intervention programmes:</a>  <a href="#">Plus One</a> & <a href="#">Power of Two</a>	Educational Psychologist Assessment and Advice – explores reasons for slow progress/ learning difficulties and offers advice to help the child move forward.  Increased adult support in class as needed.
SOCIAL, EMOTIONAL AND MENTAL HEALTH	Safeguarding the well-being of all children of paramount importance.  Specialist advice and training from:  <a href="#">Wandsworth Schools and Community Psychology Services</a>	PSHE Curriculum: Promoting Alternative Thinking Strategies (PATHS) lessons  Circle Time, assemblies, role-play, stories  Pastoral support	An individual behaviour support plan  1:1 pastoral intervention delivered by HLTA in liaison with EP (e.g Cool Connections Programme) 1:1 Therapeutic support (e.g play therapy)	Victoria Drive Pupil Referral Unit (PRU) – outreach support in school or off-site at Victoria Drive  Future Skills – 1:1 mentoring  Educational Psychologist – assessment/advice/work with children in school

	<a href="#">Wandsworth Child &amp; Adolescent Mental Health Service (CAMHS) ADHD Service</a>  Related Policies: <a href="#">Behaviour Management policy</a> <a href="#">Anti-bullying policy</a> <a href="#">Child Protection &amp; Safe-guarding policy</a>		Group therapeutic support (e.g play, art, music therapy)  Additional pastoral support  Social skills group	CAMHS intervention/support
PHYSICAL & SENSORY	Physical education and sport an integral part of the curriculum, valued for the contribution it makes to the holistic development of young people.  In receipt of Sports Grant  Specialist advice and training from:  <a href="#">Occupational Therapy Service</a>  <a href="#">Physiotherapy Service</a> <a href="#">Developmental Paediatric Team</a>  <a href="#">ADHD Service</a>	PE lessons  All classes take part in the 'daily mile' to enhance fitness  Lunchtime and after-school sports clubs	Group/individual sessions to develop physical skills.  Strategies in place to support pupils who have difficulty with focus and attention.  Aids such as cushions, pencil grips, fiddle-toys as needed.  Sensory Room	Specialist Assessment by health professional.  Individually planned therapies to address needs and enable child to make the most of their abilities and skills.