



Molescroft Primary School

Special Educational Needs Policy

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, April 2006, January 2010, April 2012, October 2013, September 2016

1. INTRODUCTION

This policy document is written after consultation with the teaching staff and the Governor with responsibility for Special Educational Needs and is presented to the Local Education Authority and the Governing Body.

It is a working document, which reflects the ethos and practice within the school in relation to children with Special Educational Needs and Disability.

It has been written with due regard to the requirements of the Special Educational Needs and Disability Code of Practice 0-25years 2015, the Children and Families Act 2014 and the Equality Act 2010 and it will be monitored and evaluated according to changes within these Codes of Practice as and when they arise.

The SEND coordinator: Julie Hakner

SEND Intervention Team: Sarah Charlton, Teacher. Julie Robinson, Teaching Assistant

2. FUNDAMENTAL PRINCIPLES

The whole ethos of Molescroft Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability, race or gender.

Molescroft Primary school believes that :

- a child with SEND should have their needs met
- a child with SEND should (where it is in the child's interests) have the opportunity to learn and play with typically developing peers of the same age
- a child with SEND should have the chance to participate fully in the extra-curricular life of the school
- the SEND of children should be met in a mainstream school (where it is in the child's best interests)
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.



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3. ROLES AND RESPONSIBILITIES

The governing body should, in cooperation with the head teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. If the school acts in an unlawful way with regard to the Children and Families Act 2014 an appeal against the school governors may be made to The Special Educational Needs and Disability Tribunal (SENDIST). (<http://www.sendist.gov.uk/>)

The SEN Governor is Nicola Bailey.

The head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The head teacher should keep the governing body fully informed and also work closely with the school's SEND Co-ordinator and Intervention Team.

All teaching and non teaching staff should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

All teachers are teachers of pupils with special educational needs and disabilities and are responsible for the progress and attainment of all pupils. Teachers are responsible for differentiating the curriculum to meet the needs of pupils with special educational needs and disabilities in their class.

The SENDCO, working closely with the head teacher, senior management, Intervention Teacher and fellow teachers, is involved in the strategic development of the SEND policy and provision. The SENDCO has responsibility for day-to-day operation of the school's SEND policy and for coordinating provision, support and resources for pupils with SEND, particularly those on the SEN Register at School Support or who have an Education Health and Care Plan or Statement of Special Educational Need. The SENDCO in liaison with senior management is responsible for arranging the professional development of staff.

The **Intervention Teacher**, works closely with the SENDCO to develop, monitor and evaluate the effectiveness of the school's SEND provision map. The **Intervention Teacher** is responsible for the planning and delivery of bespoke learning packages for groups of children and individual pupils across school. The Intervention Teacher in liaison with the SENDCO plans for and supports the work of the **Intervention Teaching Assisitant**.

4. LINKS TO OTHER POLICIES

This policy should be read in conjunction with other relevant policies and published information which detail Molescroft School's commitment to Inclusion and supporting children with SEND.



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- Disability Equality Scheme
- Equal Opportunities Policy
- Equality Policy
- Inclusion Policy

<https://molescroftprimaryschool.wordpress.com/equality-policies/>

- Supporting Children with Medical needs

<https://molescroftprimaryschool.files.wordpress.com/2014/11/supporting-pupils-with-medical-conditions-policy.pdf>

- Molescroft School SEN Letter of Information
- Molescroft School Local Offer

<https://molescroftprimaryschool.wordpress.com/s-e-n-d/>

- Good Behaviour Policy

<https://molescroftprimaryschool.files.wordpress.com/2014/11/good-behaviour-policy1.pdf>

5. DEFINITION OF SPECIAL NEEDS

5.1 High-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. However, some children need educational provision that is additional to and different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. The Special Educational Needs Code of Practice January 2015 provides further guidance and is followed at Molescroft Primary.

A child has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made.

A child has SEN if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Education Authority.
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

5.2 Provision at Molescroft Primary for children with SEND

Under the Special Educational Needs Code of Practice 2015, the needs of and provision for children with SEND can be considered as falling into four broad areas:

Communication and Interaction

Children, who may have difficulty communicating with others. Difficulties understanding language, or unable to use the social rules of communication.

Cognition and Learning

Children who learn at a slower pace than their peers; even when appropriate differentiation is in place. This may include moderate, severe or complex learning difficulties: as well as physical disability or sensory impairment.

Social, Emotional and Mental Health difficulties

Children may present as withdrawn or isolated. Alternatively, they may be challenging, disruptive or display disturbing behaviours.

Sensory/Physical needs



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Children who may require special educational provision because their need prevents or hinders them making use of the educational facilities generally provided. These may include visual, hearing or multi-sensory impairments; or physical disabilities.

6. IDENTIFICATION and ASSESSMENT-Providing a GRADUATED RESPONSE

6.1 The early identification of children with Special Educational Needs and the diagnosis of their problems is facilitated by close observation by teachers and by reports from parents, nursery school or private and voluntary pre-school settings and from medical reports and by the monitoring of children's progression through the EYFS and National Curriculum programmes of study and Standard Assessment Tasks.

The SENDCo and Headteacher will also consider evidence, prior to a pupil starting Molescroft School, that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

6.2 Class teachers in liaison with the intervention teacher, SENDCo and senior managers are responsible for monitoring the progress and attainment of all pupils. A pupil should be identified and raised as a concern if they are making less than expected progress given their age.

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 child and their peers
- widens the attainment gap

6.3 When a child has been identified, as a concern, the initial response will be high quality first teaching targeting the areas of weakness.

6.4 If progress continues to be less than expected then the class teacher working with the SENDCo and Intervention Teacher will assess whether the pupil has SEN.

This more formal monitoring of progress will include;

- Gathering of evidence using observation and/or assessment
- Discussion with and the gathering of parents/carers views
- Discussion with and the gathering of the pupils views
- Additional teaching or intervention
- Support, guidance and possibly SEN standardised testing by the SEN Consultant
- Involvement of other agencies or professionals(if appropriate)

Following the period of monitoring and assessment of the pupil's area of need a decision will be made as to whether special educational provision is required for the pupil.

6.6 If it is agreed that special SEN provision/support is required for the pupil then they will be placed on the SEN register at SEN Support.



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An SEN Support Plan meeting will then be held with parents/carers, the child (if appropriate, or their views may be sought in an alternative way), class teacher, SENDCo, Intervention Teacher and any other appropriate professional. At the meeting outcomes will be set for the child and the support to be put in place to achieve them, with a date set for review. This will be revisited, revised and reviewed in a cycle of Plan-Do-Review. At Molescroft Primary School SEN Support Plan Meetings are held termly.

6.7 For children who have an Education Health and Care Plan or Statement of Special Educational Need; an SEN Support Plan meeting will be held termly as described above. In addition the School and LA must cooperate to renew the plan annually. Therefore for these pupils an Annual Review will be held in the term that the plan was originally made.

7. SEN PROVISION MAP

The type of provision made for a pupil will depend on his or her needs but may include:

- Working in class in a small group with an adult.
- Working in a bespoke learning group with the Intervention Teacher or Intervention Teaching Assistant.
- Working in an early morning booster group with the relevant year group teaching assistant.
- Following a specific intervention programme in class or outside the class in a small group or individually.
- The intervention will be led by an adult but could also involve periods of independent work for example through following a computer based programme.
- A child with significant and complex needs with a statement or EHC Plan may make use of a mixture of adult led group sessions, in class support, individual support and some time working on his or her own with peers to develop particular skills.

The Provision Map is developed by the SENDCo and Intervention Teacher in liaison with class teachers and other professionals (if appropriate). It gives details of the Interventions the children will receive, the member of staff who will deliver the intervention and when the intervention will take place.

The Provision Map is seen as a working document, it is reviewed and evaluated termly.

The impact of the Provision Map on the pupil's progress and attainment is evaluated by the SENDCo annually and this forms part of the Molescroft School Annual Standards Report.

8. FUNDING and RESOURCES

8.1 All schools receive funding for pupils with SEN in these main ways:

- The basic budget covers teaching and curriculum expenses for all pupils.
- A Notional SEN budget; allocated finance for pupils without an EHCP or Statement of Special Educational Need.

These funds are devoted to the purchase of: Teaching hours, Teaching Assistant hours and specialist equipment and resources where necessary.

- Specific funds allocated to some pupils with an EHC Plan or Statement of Special Educational Need. (High Needs SEN Pupil Top-Up)



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The funds attached to an EHCP or Statement of Special Educational Need purchase additional Teaching Assistant hours, (class time and/or lunchtime) and additional specialist resources and/or equipment.

The Governing Body, Head Teacher and SENDCo ensure that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

9. TRANSITION

9.1 Transition with Pre-School

The Foundation Stage teacher visits all settings in the summer term prior to the children starting school. At the visits there is opportunity for the staff to meet the children and also for the pre-school setting staff to talk to the teachers about the children.

For children with an EHC Plan/Statement of Special Educational Need, the SENDCo will attend early support meetings and/or transition reviews. If required, additional visits to school can be arranged for Children with Special Educational Needs.

Starting School Passport Books can be created for the children if required.

All SEND records are passed from the Pre-School setting to School.

9.2 Transition between classes;

Where possible, the receiving teacher will attend the summer term Support Plan Meeting for pupils in their class identified on the SEN register. In addition, towards the end of the summer term, the previous and receiving teacher will also meet to discuss all the pupils. These meetings are held to share data, academic and pastoral information.

A class passport book can be created, if required.

A class passport book can be created, if required.

9.3 Transition to Secondary School:

Meetings take place between the Year 6 teachers and the feeder secondary school.

In the summer term for children identified on the SEN register a meeting will be held between the SENDCo and the feeder secondary school SENDCo, parents are invited to attend this meeting.

Additional visits to secondary School can be arranged, and a secondary school passport book can be created.

For children with an EHCP or Statement of Special Educational Need, the Secondary School SENDCo will be invited to attend the Y5 and/or Y6 Annual Review.



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10. LIST OF APPENDICES

- I. SENCO Job Description
- II. Contact list
- III. Intervention/Resources list
- IV. Publications/Websites



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I. SENCO JOB DESCRIPTION

Molescroft Primary School

Name: Julie Hakner

Post Held: Special Educational Needs Co-ordinator

Date: April 2007

Special Education Needs and Disabilities Co-ordinator (SENDCO)

SENDCOs with the support of the headteacher and governing body, take responsibility for the day-to-day operation of provision made by the schools for pupils with SEN and provide professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

1. Have knowledge and understanding of:

- The characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupil achievement and promoting their spiritual, moral, social and cultural development and their good behaviour, and how those strategies can be used to support pupils with SEN;
- How information and communication technology can be used to help pupils gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching pupils with SEN;
- Relevant research, national inspection evidence and legislation, including the SEN Code of Practice and equal opportunities legislation and how these apply to pupils with statements as well as those without;
- The requirements to communicate information effectively to LEAs, external agencies, parents and other schools or colleges on transfer;
- How to contribute to the professional development of other staff in relation to pupils with SEN; including how to recognize and deal with stereotyping in relation to disability or race;
- The purpose of individual education plans, including leading their formulation and planning their implementation and review.

2. Planning and Setting Expectations

- Analyse and interpret relevant national, local and schools data plus research and inspection evidence to inform the SEN policy, practices, expectations, targets and teaching methods.



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- Work with pupils, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for pupils with SEN.

3. Teaching and Managing Pupil Learning

- Identify and disseminate the most effective teaching approaches for pupils with SEN.
- Monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of pupils with SEN.
- Support the development of improvements in literacy, numeracy and information and communication technology skills to support pupils in their ability to work independently and learn more effectively.
- Identify and develop study skills to support pupils in their ability to work independently and learn more effectively
- Lead and develop effective liaison between schools to ensure there is good continuity in terms of support and progression in learning when pupils with SEN transfer.

4. Assessment and Evaluation

- Collect and interpret specialist assessment data gathered on pupils and use it to inform practice.
- Devise, implement and evaluate systems for identifying, assessing and reviewing pupils' SEN in relation to the school's SEN policy.
- Provide regular information to the Headteacher and Governing Body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision making and policy review.

5. Pupil Achievement

- Support staff in understanding the learning needs of pupils with SEN and the importance of raising their achievement.
- Monitor the progress made in setting objectives and targets for pupils with SEN, assist in the evaluation of and the effectiveness of teaching and learning and use the analysis to guide further improvement.
- Ensure the establishment of opportunities for themselves, learning support assistants and other teachers to review the needs, progress and targets of pupils with SEN.

6. Relations with Parents and the wider community

- Develop and maintain effective partnerships between parents and the school's staff so as to promote pupils' learning; communicate effectively; providing information to parents about targets, achievements and progress.



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- Develop effective liaison with external agencies in order to provide maximum support for pupils with SEN.

7. Managing own Performance and Development

- Chair reviews, case conferences and meetings effectively.
- Judge when to make decisions, and when to consult with others including external agencies.
- Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues.
- Take responsibility for their own professional development.

8. Managing and Developing Staff and other adults

- Encourage all members of staff to recognize and fulfil their statutory responsibilities to pupils with SEN.
- Advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to pupils with SEN and provide support and training to trainee and newly qualified teachers in relation to pupils with SEN, understanding their needs and importance of raising their achievement.
- Support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, disseminating good practice in SEN across the school in relation to standards for the award of Qualified Teacher Status, Career Entry Profile and standards for induction.
- Support staff in developing pupils' understanding of the duties, opportunities, responsibilities and rights of citizens.
- Support staff in developing constructive working relationships.

9. Managing Resources

- Establish staff and resource requirements to meet the needs of pupils with SEN, advise the headteacher, senior management team and governing body of likely priorities for expenditure and allocate resources made available with maximum efficiency to meet the objectives of the school and SEN policies to maximize pupils' achievements and to ensure value for money.
- Deploy, or advise the headteacher on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other expertise.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.



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10. Strategic Leadership

- Contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Ensure the objectives of the SEN policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated, and reviewed.
- Set standards and provide examples of best practice for other teachers in identifying, assessing and meeting pupils' SEN.

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II. USEFUL CONTACT LIST

Mr Marcus Brown Consultant SEN teacher	Contacted via school
School Nurse	Manor Road Health Centre Beverley
East Riding Local Authority SEN Team	County Hall Beverley HU17 9BA Telephone 01482 392163
Educational Psychology	Education Inclusion Service County Hall Beverley HU17 9BA 01482 392254
Autism Inclusion Practitioners	Education Inclusion Service County Hall Beverley HU17 9BA Telephone 01482 392254
East Riding Sensory and Physical Teaching Service	Skirlaugh Council Offices Main Road Skirlaugh HU11 5HN 01482 392436
Physiotherapy	Children's Physiotherapy Team, East Riding Community Hospital, Swinemoor Lane HU17 OSA Telephone 01482 478888
Speech Therapy	Beverley Health Centre Manor Road Beverley HU17 7BZ 01482 347866
Occupational Therapy	Paediatric Occupational Therapy East Riding Community Hospital, Swinemoor Lane HU17 OSA 01482 478898
SENCO –Longcroft	01482 862171
SENCO – Beverley Grammar	01482 881531



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III. INTERVENTIONS/RESOURCES LIST

Intervention Suite: Cupboard 2: Literacy Tools, Fine/Gross Motor Skills

- Scissor Skills Programme
- Fine Motor Control Programme
- Toe by Toe Handbook
- Hornet Literacy Book
- The Word Wasp Book
- Active Literacy Kit
- Basic Rules for Grammar Book 1,2,3,4
- Reading Comprehension – Folder of resources KS1&2
- PAT Masters – Beginners and level 1,2,3,4,5
- Early Literacy Support Folder
- Spelling and Phonics – Folder of resources KS1&2
- Vowel Diagraphs – Folder of resources KS1&2
- Sentence Structure and Punctuation – Folder of resources KS1&2
- Listening Skills – Folder of resources KS1&2
- Super Spelling Book 1-6
- Writing and Handwriting Books
- Taking Off: Sequencing Book
- Taking Off: Position and Direction Book
- New Treasury of English Books 2-5
- Teodorescu Perceptuo Motor Programme Book 1&2
- Inspirations for Grammar Book
- Basic Rules of Grammar Books 1-4
- Phonic Word Bank
- Year 5 Sentence Level Work
- Year 1 – 100 Literacy Framework Lessons
- KS2 Literacy Activity Book
- Learning Difficulties in reading and writing a teachers manual
- Developing Non Fiction Skills
- Simple Modern Hand – Handwriting Resource
- National Literacy Strategy Folder
- National Literacy Strategy Phonics Guide
- National Literacy Strategy Spelling Bank
- National Literacy Strategy Developing Early Writing
- National Literacy Strategy Grammar for Writing
- National Literacy Strategy Additional Literacy Support – Modules 1-4
- National Literacy Strategy Further Literacy Support – Modules 1-3
- National Literacy Strategy Progression in Phonics
- Circle Time for the very young



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Intervention Suite: Cupboard 3: Mathematics Tools and Games, Literacy and Social Language Games

- National Numeracy Strategy – Guidance to support pupils with specific needs in daily maths lessons.
- National Numeracy Strategy – Maths activities for the foundation stage
- National Numeracy Strategy – Spring board 3 – catch up for children in year 3
- National Numeracy Strategy – Springboard 5 – catch up for children in year 5
- National Numeracy Strategy – supporting more able pupils in year 5
- National Numeracy Strategy – mathematical challenges for able pupils in KS1&2
- Plus 1 Programme
- Power of 2 Programme
- Times Tables Programme
- Maths Made Easy – Folder of resources
- Algebra Book – year 3-6
- Maths through literacy – Teddy Bears eat out
- Ready Teddy Go programme
- Cambridge Primary Maths – Module 1
- Number Connections Text Book 1-3
- Calculated to please book
- Specific learning difficulties in maths – a classroom approach
- Developing Mental Maths year 6
- Curriculum Bank – KS1 Number
- Sharing maths with Parents
- SANTA CLAUS – Maths problem solving
- Collins mental maths book
- Level 4 – Investigations and puzzles
- Developing mental maths with 5-7 year olds
- Pattern Block Resource Book 1&2
- Using and Applying Shape and Space
- 40 Thinking Games to make and play
- Photocopiable materials for numeracy
- Maths Made Easy – Time
- 100 Maths Lessons – Year 3
- CGP – Year 6 maths homework book

Maths Games

- Pop to the shops
- Innumerable – Number Game
- What Time
- Shopping Game
- Time Dominoes
- Dominoes
- 24 hour Clock Game
- 24 Game – Single Digit
- 24 Game – Multiply/Divide
- My first puzzle Sums



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- River Crossing – Problem Solving
- Multiplication Fact Dominoes

Literacy Games

- Scrabble
- Sound Activity Cards
- Pictionary
- Junior Pictionary
- New Phonics Blending 1
- New Phonics Blending 2
- Easy Special Vowels
- Change the Word
- Antonym Puzzles
- Synonym Puzzles
- Phonic HELP educational games – Scoop
- Phonic HELP educational games – Plunder
- Syllabification Game

Social Language Games

- Emotion Cards
- Preposition Cards
- Social Sequence – At School
- Photo Emotions
- Things that go together
- Things that go together at school
- Opposites set1 cards
- Look and Hear
- Tense Sequencing
- Opposite Concepts
- Teach Kids About Feelings
- Sequencing Sounds
- Strength Cards – Emotional Support
- 100 Sensory Minutes
- 100 Mindful Minutes

Intervention Suite: Cupboard 4: Specific Needs, Speech and Language

- Access to Education for children with medical needs folder
- Practising Inclusion: A good Practise Guide
- SENCO Training Pack
- Index for Inclusion
- SEN Toolkit
- The Basics of Special Needs folder



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- The SENCO File
- Changing Behaviour Book
- Medical Conditions Book
- First Steps to Inclusion Book
- Here Today, Here Tomorrow – Promoting attendance
- The Secret C – Straight Talk about Cancer
- Together for Reading Book
- HIV in Schools Book
- Language in Pictures Folder
- Makaton/PEC's Resource folder
- PEC's Communication Book
- PEC's Communication System Video
- Speech Therapy Folder of Resources
- Social and Emotional Learning in circle time folder
- Downs Syndrome Resource File
- ADHD and Dyspraxia Resource File
- Williams Syndrome Resource File
- Deafness Resource File
- Dyslexia Resource File
- Bilingual Resource File
- Aspergers and Autism Resource File

IV. USEFUL PUBLICATIONS/WEBSITES

- *Department for Education*
<https://www.gov.uk/government/organisations/department-for-education/services-information>
- *SEN Code of Practice 2015*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- *Children and Families Act 2014*
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- *The Local offer for the East Riding of Yorkshire*
<http://www.eastridinglocaloffer.org.uk/>
or by following the link from the Molescroft School Website
<https://molescroftprimaryschool.wordpress.com/s-e-n-d/>



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- East Riding Family Information Service
<http://www2.eastriding.gov.uk/living/children-and-families/the-family-information-service-hub/>
- East Riding Voices in Partnership (ERVIP)
<http://www.eastridinglocaloffer.org.uk/care-and-support/care-and-support-local-offers/?entryid124=432066>
- *Fact Sheets for Parents*
<http://www.irwinmitchell.com/personal/protecting-your-rights/social-healthcare-law/the-children-and-families-act-2014/factsheets-and-template-letters>
- *Up to Date Resources, Research and Reviews*
www.specialneedsjungle.com/
- *Summaries of Educational Research and Interventions*
<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>
- *Up to Date Resources and Interventions*
<http://www.sendgateway.org.uk/>
- *Contact a Family*
<http://www.cafamily.org.uk/>
- *Downs Syndrome Association*
www.dsa-uk.com
- *The British Dyslexia Association*
<http://www.bda-dyslexia.org.uk/>
- *The Dyspraxia Foundation*
<http://www.dyspraxiafoundation.org.uk/>
- *RNIB*
<http://www.rnib.org.uk/>
- *RNID*
<http://www.rnid.org.uk/>
- *MENCAP*
<http://www.mencap.org.uk/>



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- *National Autistic Society*
<http://www.nas.org.uk/>
- *National Deaf Children's Society*
<http://www.ndcs.org.uk/>
- *British Epilepsy Association*
<http://www.epilepsy.org.uk/>
- *Disability Rights Commission*
<http://www.drc.org.uk/drc/default.asp>
- *National Association for Special Educational Needs*
<http://www.nasen.org.uk/mainpg.htm>
- SEND Handbook by Jane Friswell-NASEN 215