

		Range 1	Range 2	Range 3
Communication and Interaction Needs:	Autistic Spectrum Conditions	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Part of normal school and class groupings and assessments. • Suggestions for differentiation through HNMBM and clear instructions given regarding e.g.: preparation for assessments, disruptions to routines and settling mechanisms • Learning Support may be involved in more specific assessments and observations. Extra time may be offered • Mainstream Class, shared class support <p>Planning and Progress</p> <ul style="list-style-type: none"> • Normal curriculum plans include individual/group targets • Parents involved regularly and asked to support targets at home • Student involved in setting and monitoring targets (recorded in planners and reviewed through tutoring and review day) <p>Human resources and staffing</p> <ul style="list-style-type: none"> • Flexible use of resources and staffing available in the classroom • Support to promote social skills and interactions with peers and over-learning of basic concepts • Support with recording of work 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • As Range 1plus • Involvement of education and non-education professionals as appropriate <p>Planning and Progress</p> <ul style="list-style-type: none"> • Learning Support Manager involved in coaching and supporting staff to support students • Additional steps taken to involve parents and pupil as appropriate • Learning Support help with student target setting • Flexibility with LSA to extract student for short periods if require (settling/quiet time) <p>Human resources and staffing</p> <ul style="list-style-type: none"> • LSA provides support in the classroom with recording of work and preparation for lessons/ assessments • Short term targets negotiated with teacher and LSAs and student to support success 	<p>Teaching and Learning</p> <p>As range 1 and 2 plus:</p> <ul style="list-style-type: none"> • Likely to have a key worker who will support differentiation and be part of planning/ will support movement around school/ times of transition • Possible inclusion in STAR groups to support and consolidate learning • May have a mentor to support preparation for e.g. enrichment days and assessments/ tracking/ visual timetables etc. <p>Planning and Progress</p> <ul style="list-style-type: none"> • Targeted support will be needed which may include unstructured parts of the day, e.g. start and end of school day, breaks, lunchtimes and trips out of school • Support for areas of sensory needs which may include 'time out' space and other environmental adaptations to reduce stress and anxiety <p>Human resources and staffing</p> <ul style="list-style-type: none"> • Advice/ training information from the Autism Spectrum Outreach Team will be sought via the re-referral process • Teaching approaches take account of difficulties identified within the range descriptors. • Key member of staff is available to work with a member of the ASC Team where re-referrals are made • Staff working directly with pupils have knowledge and training in good practice when

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Speech, Language and Communication Needs	<p>Teaching and Learning</p> <ul style="list-style-type: none"> Guidance from HNMBM to support learning in the mainstream classroom Shared support ensures instructions are communicated and heard EAL support as required LSA supports differentiation especially with literacy Staff encouraged to build in “talk time” and activities that support speech and making students feel comfortable with speaking <p>Planning and Progress</p> <ul style="list-style-type: none"> Mainstream classroom with attention paid to position in the classroom and acoustics Flexible pupil groupings; positive peer speech and language models Groupings reflect ability with modifications made to ensure curriculum access <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice from in class shared LSA or HNMBM LSAs routinely used to support flexible groupings and differentiation under the guidance of the teacher. LSAs actively support pupils by modifying teacher talk and scaffolding/modelling responses LSAs provide encouragement and support to collaborate with peers in curriculum activities 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> At IGS SLCN is often a secondary or associated need –if so all needs will be considered and supported through shared support or specialist advice as required. <p>Planning and Progress</p> <ul style="list-style-type: none"> Small group/individual work to target specific needs . <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Staff working directly with the pupil will have knowledge and training in good practice for teaching and planning provision for student with SLCN 	<p>working with students with communication and interaction needs/Autism</p> <ul style="list-style-type: none"> Further pastoral and bespoke education provided as required <p>Teaching and Learning</p> <ul style="list-style-type: none"> Provide evidence of monitoring and identification of pupil’s needs before making a referral for assessment and advice from a specialist teacher. Refer to Speech and Language Therapy Services (SALT) for further assessment and therapy. Reviews will consider the evidence based need to move towards EHC plan. Inclusion in STAR / SUPPORTED STUDY etc. groups as required <p>Planning and Progress</p> <ul style="list-style-type: none"> Regular, focussed, time limited small group/individual interventions <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Advice sought from Speech and Language Therapist to inform planning. Additional adult 1:1 support focussed on specific individual targets (Key worker) Close liaison with families

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Cognition and Learning Needs:	Moderate Learning Needs	<p>Teaching and Learning Part of normal school and class assessments.</p> <ul style="list-style-type: none"> • Parents and children involved in monitoring and supporting their targets. • Clear guidance from HNMBM <p>Planning and Progress</p> <ul style="list-style-type: none"> • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need e.g. listening/thinking. • Close attention to tracking and progress ensuring differentiation for learning need is happening <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from LSA and LSM • LSAs routinely used to support flexible groupings and differentiation (shared support) 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • LSM may be involved in more specific assessment and observations. • LSM may seek advice from education and non-education professionals as appropriate. <p>Planning and Progress</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement; progress is tracked via school tracking, learning walks, QA and student pursuits. • Pupil and parents are involved as above • There is systematic monitoring and recording of progress in terms of the effectiveness of interventions. • Advice from SEN team is reflected in targets. These are short term and manageable <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. • Additional adult, under the direction of 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • LSM takes advice from assessment by SEN team and the involvement of education and non-education professionals as appropriate. <p>Planning and Progress</p> <ul style="list-style-type: none"> • Curriculum plans and progress are closely monitored by LSM and other senior staff as appropriate. • Targets are individualised, short term and specific. • Reviews take note of evidence based need to move towards an EHC plan • Continued regular engagement of parents • Mainstream class, predominantly working on modified curriculum tasks. • Frequent opportunities for small group work based on identified need. • Daily opportunities for 1:1 support focused on specific targets. • Grouping is flexible and include positive peer models with input from Class teacher as well as additional adults • Tasks increasingly modified at an individual level • Part of STAR group, literacy /numeracy support or Supported Study • Alternative ways of recording success sought <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from LSM and advice from education and non-education professional as appropriate. • A consistent structured environment may include

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	<ul style="list-style-type: none"> Mainstream class with enhanced differentiation, regular targeted small group support. Time limited programmes of small group work based on identified need. Extra time likely for assessments Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. 	<p>teacher, provides sustained targeted support on an individual/group basis.</p> <ul style="list-style-type: none"> May include withdrawal on a time limited basis, entry and exit criteria clearly stated. 	<p>withdrawal, carefully monitored, planned by class teacher for a specific target/ involvement in extra support groups</p> <ul style="list-style-type: none"> LSA, under the direction of the teacher provides sustained targeted support on an individual/group basis. Clear monitoring of effectiveness of interventions. Additional adult to be trained to deliver interventions and support.
Specific Learning Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> In addition to normal classroom assessments the teacher will also discuss concerns as they arise with the LSM or key stage co-ordinators in Learning Support. As appropriate, screen for Irlen’s (coloured overlays), Dyslexia, Dyscalculia, Motor skills Difficulties. School Nurse referral <p>Planning and Progress</p> <ul style="list-style-type: none"> Normal curriculum plans to include strategies and adjustments to activities to remove any barriers difficulties may present Guidance to staff from HNMBM Time-table any one-to-one intervention into weekly routine as appropriate. Parents and children involved in monitoring and supporting their targets. Parents and children involved in monitoring and supporting their targets. Mainstream class with flexible grouping arrangements. Lexia and other opportunities 	<p>Assessment</p> <ul style="list-style-type: none"> LSM will use screening tools to establish a profile of the pupils strengths and weakness. This will inform areas for intervention and adjustments/arrangements required for access to the curriculum and exams. Differentiated curriculum with some modification which includes alternative methods of recording and accessing text. This will include ICT as appropriate e.g. word prediction, text-to-speech. <p>Planning and Progress</p> <ul style="list-style-type: none"> Teaching plans clearly show adjustments made for individual pupil to access the curriculum. This should include planning for additional adults supporting the pupil within the classroom. SENCO to oversee planning of a personalised possibly, multi-sensory intervention. This should be time-tabled and a private area made available. Systems are in place to monitor and review interventions so they can be adapted accordingly. 1:1 specific multisensory, cumulative, 	<p>Assessment</p> <ul style="list-style-type: none"> Progress is closely monitored by school tracked/ provision mapping. As part of the graduated approach reviews provide evidence of need and progress to inform possible EHC plan. Appropriate assessment for exam access arrangements. <p>Planning and Progress</p> <ul style="list-style-type: none"> LSM and class teacher to take advice from specialist teacher other professionals as appropriate. Regular communication with parents. Daily 1:1 intervention following specialist advice. 1:1 mentor support

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		<ul style="list-style-type: none"> Opportunities for small group work based on identified need e.g. reading/maths/motor skills <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice from LSM. Full inclusion within the curriculum through use of differentiation and small group support. Delivery will incorporate highly multi-sensory strategies and be broken down into accessible steps. Activities planned with emphasis on concrete, experiential and visual supports. Activities and materials differentiated to address area(s) of weakness. For example, reading materials should be reading age appropriate and supported by visual aids; support should be in place to address writing difficulties; tools to aid organisation and structure of tasks/daily activities. Dyslexia friendly school strategies and IDP strategies. No copying from the board 	<p>structured programmes to support the acquisition of literacy, cursive handwriting, numeracy and motor skills (</p> <ul style="list-style-type: none"> Clear advice to teachers regarding groupings /opportunities for mixed groupings as pupil’s cognitive ability is likely to be higher than their literacy skills might indicate. <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> As Range 1 provision plus Trained staff to deliver 1:1 programme a LSA, under the direction of LSM , provides sustained targeted support on an individual/group basis. 	<p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Staff to create modified resources. Trained specialist to deliver specialist programme as advised by specialist teacher and practitioner Increasingly bespoke timetables dependent on need
Behavioural, Emotional and	<p>Behaviour Needs</p> <p>Emotional and Mental Wellbeing</p> <p>Social Needs</p>	<p>Assessment</p> <ul style="list-style-type: none"> Assessment will continue as part of normal school and class assessments, while the LSM may initiate more specific assessment and observations: Records kept include observations and assessments of context, structured and 	<p>Assessment</p> <ul style="list-style-type: none"> as range 1 plus: More detailed and targeted observation i.e. interval sampling, use and analysis of assessment tools (Boxall, SDQ) and assessment related to interventions Positive handling plans in place where 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more systematic application of assessment tools to gain detailed evidence over time with reviews Involvement of BESD specialist teacher to support (by referral) Behaviour and curriculum plans closely track

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	<p>unstructured times, frequency, triggers etc.</p> <ul style="list-style-type: none"> • Involvement of Skilled Helper Team and flagged on SIMS as well as HNMBM • Behaviour plans/risk assessments may be in place for more difficult times of the school day • Individual Provision map in place demonstrating that an increasing range of individual support is in place that is additional to and different from mainstream • Progress measured by changes in behaviour and learning following each review cycle and should be regularly shared with parents • Learning styles be re-visited with adjustments made to accommodate them • A planned programme of support in place related to assessments, with pupils involved in setting and monitoring their own targets • Parents involved on a regular basis and encouraged to support targets at home <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Students will continue to be in a mainstream class with attention paid to organisation and pupil groupings as follows: • Opportunities for small group work based on identified need e.g. listening/thinking/social skills 	<p>appropriate, providing careful details about</p> <ul style="list-style-type: none"> • safety, the trained staff who will be involved with the plan, the circumstances in which positive handling might be used, and how it will be recorded and communicated to parents or carers • Assessment of progress in response to interventions • Pupil self-assessment, and wider assessments for learning/other SEN • More detailed recording, monitoring of frequency, intensity, • Other agency involvement identified e.g. CAMHS, paediatric assessments, Family Support, Social Care • Individual Provision map continues to be in place demonstrating that an increased range of individual support that is additional to and different from mainstream is necessary to ensure full inclusion and progress with learning • Planning includes individually focused plans/provision maps with clear targets and with appropriate steps taken to engage pupil and parents <p>Teaching and Learning</p> <ul style="list-style-type: none"> • In addition to the provision at range 1, identified regular support to teach social skills/emotional literacy in order to support the behaviour learning targets • Mainstream class with regular, time limited programmes of small group work based on 	<p>levels of achievement, and all IEP/IBP targets are individualised and SMART</p> <ul style="list-style-type: none"> • Individual provision map continues to be in place demonstrating provision at range 1-3 to support a student with long term needs that are likely to require further specialist assessment. Provision Map clearly evidences support is in place • Consideration given to referral to Behaviour Panel/BAC for further advice • Effective multi-agency working in place <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Mainstream class but predominantly working on modified curriculum tasks with regular and consistent 1:1 support focused on specific BESD/learning targets • Frequent opportunities for small group work based on identified need - SEAL small group

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	<ul style="list-style-type: none"> • Time limited mainstream classroom programme of support, which relates to assessments • Small group work to teach appropriate behaviours and emotional regulation • Individual programme based on specific need identified through assessments • A quiet area in the classroom available for individual work or to support pupils to calm/refocus • A nurturing classroom environment in which attention is paid to nurturing principles • Level and pace of instructions simplified with attention paid to appropriate amount of teacher talk – chunked instructions, simple sentences <p>Planning and Progress</p> <ul style="list-style-type: none"> • Short, achievable targets negotiated with student and parent <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Support/advice from LSM with assessment, observation and planning • Appropriately skilled additional adults routinely used to support flexible groupings, observe pupils, differentiation and some 1:1 • Close monitoring to identify “hotspots” through observation with results used in planning • Support for times identified by risk assessments and strategies implemented to manage these • Close liaison and common approach with parents/carers and Pastoral Teams • Strategies developed are formally shared with school staff, parent/carer and are documented • Increased differentiation of social, emotional and behavioural learning as well as academic 	<p>identified need</p> <ul style="list-style-type: none"> • On-going opportunities for 1:1 support focused on specific individual targets • Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution • Part of STAR group or other small group for support • Involvement of outside therapies (boxing, rugby, hand in hand etc.) <p>Planning and Progress</p> <ul style="list-style-type: none"> • Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional need rather than chronological age <p>Provision of opportunities for play, creative activities, drama/role play</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Key worker, under the direction of LSM, provides sustained targeted support on an individual/group basis • Increased parental/carer involvement, multi-agency support to plan and regularly review individual plans 	<p>work or nurture group provision (if in place and assessments indicate appropriateness)</p> <p>Planning and Progress</p> <ul style="list-style-type: none"> • Small steps targets within group programmes • 1:1 work task completion with adult support • Targets monitored with pupil daily <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Daily access to staff in school with experience of BESD, e.g. behaviour support worker, lead behaviour professional (AHT Inclusion) • Increasingly bespoke timetable • reinforcement of classroom routines and expectations • Ed Psych/ CAMHS etc. referrals and possible

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		curriculum <ul style="list-style-type: none"> • LSA facilitates any changes and the need for clear routines so that children feel safe 	<ul style="list-style-type: none"> • Encouragement and inclusion in extra-curricular activities • Develop a multi-agency approach • Communication to all staff increases 	support to visit
Sensory and Physical Needs:	Hearing Impairment	<p>Assessment / Teaching and Learning/Planning and Progress</p> <ul style="list-style-type: none"> • Part of school and class assessments • Normal curriculum plans include individual/group targets • Mainstream class • Attention to seating, lighting and acoustics • Full inclusion within National Curriculum • Entry in HNMBM and with Skilled Helper Team <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher • Agreed joint written Advice from CCG(Health) and Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management. Advice given by hospital audiologist. 	<p>Assessment /Teaching and Learning/Planning and Progress</p> <ul style="list-style-type: none"> • Part of school and class assessments • Discussion of whether the case is active or if not make a school request • Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to STDC • Normal curriculum plans include individual/group targets • Mainstream class • Attention to seating, lighting and acoustics • Full inclusion within National Curriculum • Teaching methods which facilitate access to the curriculum, social/emotional development and class participation <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher Specialist teacher of the deaf will on referral: • Contact family • Visit school: • Observe pupil in class • Speak to pupil 	<p>Assessment /Teaching and Learning</p> <ul style="list-style-type: none"> • Part of school and class assessments • May require modification to the presentation of assessments • Advice from TOD on the modification to the presentation of assessments <p>Planning and Progress</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement and includes individually focused target • Mainstream class • Attention to seating, lighting and acoustics • Opportunities for 1:1 and small group work • Full inclusion within National Curriculum • Possible differentiation by presentation and/or outcome • Opportunities for explanation, clarification and reinforcement of lesson content and language • Specific interventions for speaking, listening and teaching of phonics • Implement advice from external specialists <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher Teacher of the Deaf on referral will: • Contact family • Visit school: <ul style="list-style-type: none"> Observe pupil in class Speak to pupil Speech discrimination

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		<ul style="list-style-type: none"> • Speech discrimination • Gather data on progress • Advise staff (class teacher / LSM) • Written report circulated to school, family, hospital • Additional support if needs change on request from school 	<p>Gather data on progress Advise staff (class teacher / LSM)</p> <ul style="list-style-type: none"> • Written report circulated to school, family, hospital • Annual electroacoustic hearing aid checks • Monitoring visit to speak to student/Learning Support • Issue radio aid • Monitor radio aid use • Possible input from non-education professionals e.g. SALT
Visual Impairment	<p>Assessment / Teaching and Learning/ Planning and Progress</p> <ul style="list-style-type: none"> • A specialist qualified teacher of the visually impaired (QTVI) will make an initial visual assessment and write a report. • The report written by a QTVI and Habilitation Officer, will be shared with all stakeholders, and will include information as outlined in the Universal offer. • The school will make the report available to all appropriate staff. • The school will ensure that all staff are aware that the pupil may be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately • The school will monitor pupil progress in this respect. • Mainstream class. • Attention to seating position in classroom 	<p>Assessment / Teaching and Learning/ Planning and Progress</p> <ul style="list-style-type: none"> • Full inclusion within mainstream class. • Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. • School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil. • Eg. oral descriptions of visual materials • ICT is used to increase access to the curriculum, where appropriate • Attention to seating position in classroom. 	<p>Assessment / Teaching and Learning/ Planning and Progress</p> <p>Planning based on current visual performance and prognosis of possible changes. Mainstream class. Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate Full inclusion within mainstream class.</p> <ul style="list-style-type: none"> • Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. • School staff make adaptations to curriculum delivery to facilitate access for a visually impaired pupil. e.g.. oral descriptions of visual materials. • School staff provide some modification / differentiation of learning materials to facilitate access. e.g.. attention to speed of lesson delivery and speed of working of VI pupil. • ICT is used to increase access to the curriculum, where appropriate

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	Range 1	Range 2	Range 3
	<p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> LSAs are deployed appropriately to increase pupil success and independence. 	<p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> LSAs are deployed appropriately to increase pupil success and independence. 	<p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> All LSAs and Additional adults are deployed appropriately to increase pupil success and independence.
Multi-Sensory Impairment	See HI and VI guidance	See HI and VI guidance	<p>ALSO:</p> <ul style="list-style-type: none"> Part of school and class assessments Visual and hearing assessments Functional sensory assessment As appropriate to needs; on-going assessment of communication, cognition, mobility, social and emotional development Curriculum plan closely tracks levels of achievement IEP targets are individual, short term and specific IEP targets jointly formulated and monitored with QTMSI Daily opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons Significant modification to learning materials and curriculum delivery Individual mobility and independence/life skills programmes <p>Human Resource and Staffing</p> <ul style="list-style-type: none"> Daily access to individual support, trained to meet the needs of pupils with MSI Frequent visits from QTMSI Input from mobility/rehabilitation officer Input from other educational and non-educational professionals as appropriate Need for balanced approach to support and intervention to facilitate social inclusion .

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	Range 1	Range 2	Range 3
Physical Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> • Part of settings and Foundation Stage assessments. LSM may be involved in more specific assessment and observations. • Regular review of personal educational plan • Pre referral advice from the teaching support service <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Mainstream class with flexible approach to grouping and or some individual work. • Circle time activities to help build self-esteem. • Pre handwriting assessment and relevant skills practice if appropriate • Access to gross motor skills assessment. • May need access to basic equipment such as pencil grips, stubby handled paint brush. <p>Planning and Progress</p> <ul style="list-style-type: none"> • Settings curriculum plans including individual/group targets. • Parents/carers involved regularly and support targets at home. • Child involved in setting and monitoring their targets. <p>Human Resources/Training Specialist Staff trained Able to support across the curriculum and extra-curricular</p>	<p>Assessment</p> <ul style="list-style-type: none"> • As for range one but with advice from teaching support service and possibly health care professionals. <p>Planning and Progress</p> <ul style="list-style-type: none"> • Normal curriculum planning in addition to closely focussed and monitored IEP targets for <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Full inclusion within the National Curriculum Guidance for the Foundation Stage through enhanced use of differentiation and group support. • Circle time activities to help boost self-esteem. • Access to appropriate ICT equipment. • May need specialist seating and or furniture or equipment. 	<p>Assessment</p> <ul style="list-style-type: none"> • For mobility and curriculum access to be carried out by both educational and health colleagues. • May need specialist seating • May need ICT assessment to aid with future curriculum recording. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Programme to support pre handwriting and handwriting skills. • Differentiated writing materials and equipment. • Differentiation to PE curriculum. • Dressing and undressing skills programme. • ICT equipment to aid recording and possibly AAC. • Will need specialist seating and or furniture or equipment. <p>Planning and Progress</p> <ul style="list-style-type: none"> • Curriculum planning now closely linked to IEP targets. <p>Modified PE/outdoor play curriculum is likely to be needed.</p> <ul style="list-style-type: none"> • Mainstream classroom setting. • Small group or one to one adult input to practice skills. • Individual skills based work may need to take place outside the classroom. • Bespoke programme as discussed

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