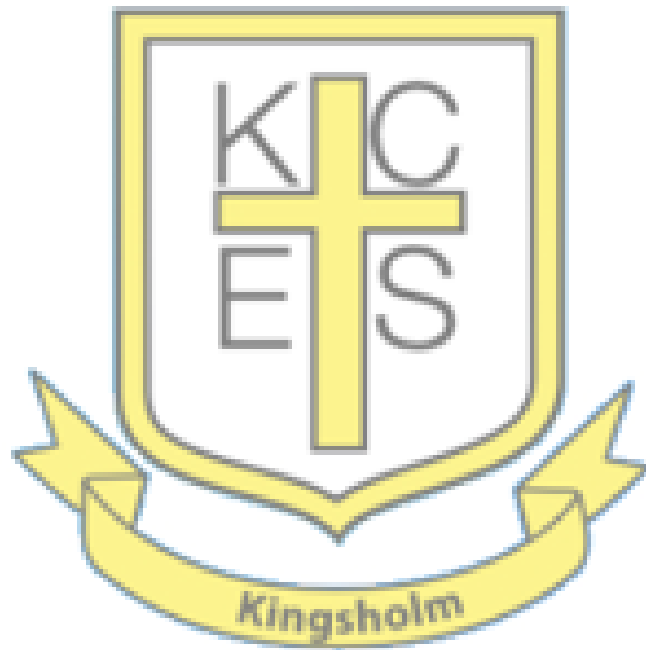




Kingsholm C of E Primary School and Nursery

SEND Information Report 2024 – 2025

Date: 08/11/2024

Review date: 09/11/2027

Reviewed by: Hayley Hanson (Deputy Headteacher) and Lucy Bennett (Sendco)

Updated by: The Inclusion Team

Our School

AN OVERVIEW OF THE SCHOOL

Kingsholm Church of England Primary School and Nursery is a large three form entry school in Gloucester City. There are currently 624 children on school roll and 65 on Nursery roll. The school is organised in seven separate year groups with nine infant and twelve junior classes. The nursery building is on site but not connected to the school building.

Our school buildings are modern and well-resourced. In addition to the classrooms and practical areas, we have 2 spacious well-equipped halls, library, intervention spaces and nurture rooms. Outside we have two large playgrounds, a MUGA, a large field, a separate Early Years play area, a quiet spiritual garden with outside worship space. We are also fortunate to have a wildlife area complete with a secret garden and pond. The school is easily accessible to the disabled, with most of the ground being set on one level. For the junior building, which is two storey we have lift access. Our Nursery is all on one floor and is easily accessible.

The long-term vision of the school is that all members of our community should **reach our goals and shine**. We want all of our children to be successful and to value the joy of learning as they discover how it can change their lives. Kingsholm is a nurturing community in which children are encouraged to do their very best, while at the same time developing respect and concern for others. Guided by the Christian values and ethos that underpin our work here, we aim to provide the best possible education for every child, alongside outstanding pastoral care and support. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.



Meet our SENDCO



The SENDCO is Mrs Lucy Bennett

If you would like to contact Mrs Bennett, please call school on **01452 530777** or email at sendco@kingsholm.gloucs.sch.uk



Meet our SEND Assistants



SENDCo assistant
Mrs Hayley Blackton



SEND AND Inclusion Assistant
Miss Joanna Hubbard



Special Educational Needs

At Kingsholm Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a fully inclusive school with an ethos which encourages and celebrates diversity and uniqueness.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Kingsholm, children are identified as having SEND through a variety of ways, usually a combination, which may include some of the following:-

- Liaison with pre-school /previous school
- Child performing below age-expected levels or equivalent (e.g. percentile rankings)
- Concerns raised by parent / carer
- Concerns raised by teacher, for example, behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/sensory issue, Speech and Language
- Health diagnosis through paediatrician
- Use of tools for standardised assessment such as: Sandwell Numeracy Test
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision made by the Local Education Authority.

We work closely as a team and if staff have a concern about a child, they fill in a cause for concern form and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and a My Plan will be written. You will be invited in for a meeting, where we will share the targets your child is working on and the support they are receiving. This provision may also be documented on a year group provision map. This informs the level of support your child will receive, identifies the nature and detail of that support, as well as monitoring the impact it has had in terms of your child's progress.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.



See appendix 1 for Kingsholm's SEND identification process



Our approach to teaching children with SEND

All pupils are taught in mainstream classes alongside their peers with the majority of learning taking place in lessons incorporating adaptations and/or personalisation. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.

Children who receive additional support are either taught within the class situation or are withdrawn for intensive support from a member of the Inclusion Team, Learning Partner or Learning Partner SEND, individually or in small groups. If children are receiving Learning Partner support they liaise very closely with the class teacher and SENDCo.

Kingsholm follows a 'Waves of support' approach as outlined in Gloucestershire's Intervention Guidance:

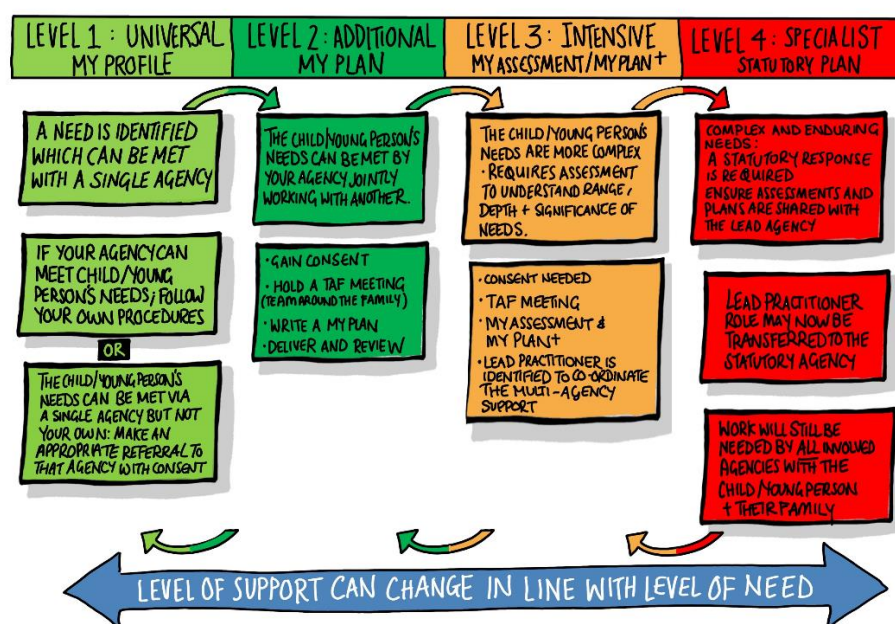
- Level 1 (Universal Provision) describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing adaptations or scaffolding and creating an inclusive learning environment.
- Level 2 (Targeted Provision) describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.
- Level 3 (Specialist Provision) describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

In the case of a child who has severe learning or medical needs and where strategies and interventions have not been effective, we may approach parents to agree to apply for an Education Health and Care Plan (EHCP).

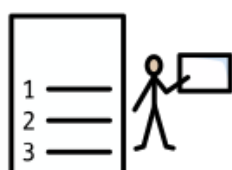
For those children who have been awarded an EHCP or awaiting assessment. It may be appropriate that an adapted individualised programme/curriculum, to meet EHCP outcomes, is provided to support

learning throughout the school day. This may happen in a separate intervention space, including our Inclusion Hub provisions. One of these provisions provides targeted support for children with complex Communication and Interaction and/or Cognition and Learning needs, this is known as 'The Reef'. For younger children with similar broad areas of need, we have 'The Nest.' Children with Social and Emotional Needs may have access to a structured and safe learning environment. 'The Burrow' provides this for younger children and 'The Den' for children in Key Stage Two.

Such provision needs will have been discussed with parents during planned review meetings.



For a more detailed representation of how the curriculum can be adapted to meet the needs of an individual pupil according to their specific need, see Appendix 2



Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Ear defenders



Timers



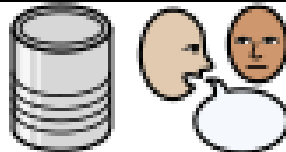
Word banks



Explicit instruction



Adapted equipment



Talking tins



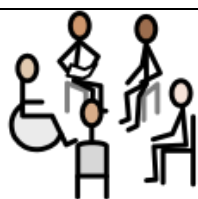
Visual resources

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment according to their specific needs.

The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate. We also seek advice and equipment from outside agencies as and when the need arises.

Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, visual resources.

The Senior Leadership Team and Governors agree priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.



Parent Consultations

At Kingsholm Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home with their learning, to make a difference.

The class teacher will meet with you formally, as part of parents' evenings, in the Autumn and Spring Term. Progress will be more formally communicated in the form of a written school report in the Summer Term. An appointment can be made with the SENDCo to discuss support in more detail if required.

Your child may have a My Plan or a My Plan+ that will have individual targets. Parents will be invited to discuss this document with the class teacher and/or the SENDCo on a termly basis and are provided with a

	copy. The conversation will also provide suggestions as to how you can support your child's learning at home. If your child has complex SEND they may have an Education Health and Care Plan (EHCP). In such instances an additional, formal meeting will take place to discuss your child's progress and a report will be written annually.						
 Child Consultations	Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. As a school, we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. Children who have a My Plan or a My Plan+ discuss their targets with their class teacher, their LP or the SENDCo and are asked for their views on their education which form part of their My Plans. If your child has an EHCP (Education Health and Care Plan) their views will be sought before any review meetings. Pupils are given regular opportunities to: <table><tr><td></td><td></td><td></td></tr><tr><td>Self-assess how they are doing</td><td>Attend meetings and help decide the support needed.</td><td>Feedback and Review progress/interventions.</td></tr></table>				Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.
							
Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.					
 Evaluating Provision	As a school we track and analyse the children's' progress in learning against national expectations and age-related expectations on a termly basis. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery through to Year 6, using a variety of different methods. Pupil Review Meetings are held each term. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed. Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth or capture additional diagnostic data such as Age Standardised Scores. The Deputy Headteacher and SENDCo report regularly to the Governing Body to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all						

times. We have a governor who is responsible for SEND, who meets regularly with the SENDCo and reports back to the Governing Body.



Staff Training

The school has a duty to provide continual professional development opportunities for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues. Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.

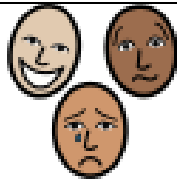
When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly monitoring needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

We employ our own qualified Speech and Language Therapist who works in school twice a week.

If your child needs specialist support from an outside agency, such as the Advisory Teaching Service (ATS), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas:

			
Drawing and talking	Lego Therapy	Thrive	Unlocking Letters and Sounds Phonics
			
Autism (Level 1)	Reciprocal Reading	My Happy Mind	Team Teach
			
Specific Learning Difficulties	Medical awareness training	Emotional Literacy	Speech and Language



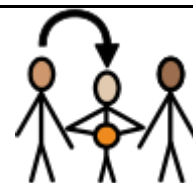
Positive
Behaviour



Loss and
Bereavement



Sensory
Integration
Occupational
Therapy



Intensive
Interaction



Transition Support

We encourage all new children to visit the school prior to starting.

Nursery to Reception

For children starting in Reception, a series of visits for children are planned throughout the Summer Term as well as the opportunity for parents to meet individually with the class teacher, in order to help children, parents and staff get to know each other. Intake in September is staggered in order to ease transition into our setting.

Teachers will visit pre-school settings where appropriate and the SENDCo will meet and liaise with pre-school setting SENDCo's for those children with additional needs. Teachers and reception LP's conduct home visits to meet our new intake. The SENDCo accompanies any children identified with specific needs.

If your child has complex needs, then an EHCP review may be used as a transition planning meeting to which we will invite staff from both settings.

End of Year transition

When children move up a year, we provide transition booklets which include photos of the teacher, learning partner and classroom environment.

We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their new teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers, learning partners and SENDCo meet with each other during the summer term to discuss the needs of the children and share plans.

Secondary Transition

We liaise very closely with secondary settings to ensure that the transition from primary school to the secondary school is as smooth as possible. Some children may require additional transition days to their new secondary setting, this will be discussed and arranged with you and your child. A professional from the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEN support. Many secondary schools also run summer programmes specifically tailored to aid transition for

	the more vulnerable pupils at the end of the primary stage of education. <u>Mid-Year new starters</u> When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.
 Outside Agencies	We work with the following agencies to provide support for children with SEND: • Advisory Teachers • Educational Psychology • Speech and Language Therapists • Play Therapy and Alternative Provision • Occupational therapists and physiotherapists • General Practitioners and Paediatricians • School nurse • Child and adolescent mental health services (CAMHS) • Navigation Hub • Early Help We will ask your permission before we arrange for any outside agencies to come in and work with your child.
 Clubs and Trips	All our extra-curricular activities and school visits are available to all our children, including our breakfast and after-school clubs. All children are encouraged to go on our trips such as residentials and day trips. All children are encouraged to take part in sports day, school competitions, performances, and workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council No child is ever excluded from taking part in these activities because of their SEN or disability. Please read the school's accessibility plan for further information about the steps we have taken to help children with SEND access our school.
 Complaint Procedure	Your first point of contact is your child's class teacher and/or year group lead. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCo. If the issue cannot be resolved, you can arrange a meeting with the Deputy Headteacher. In the event of a formal complaint, parents are advised to follow the School's Complaints Policy and Procedure available on the school website and from the school office.



Gloucestershire Local Offer

The Gloucestershire's Local Offer for Parent & Carers can be found at:
[Glosfamilies Directory](#) | [Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers](#)

SENDIASS	01452 427566
Gloucestershire parent carer forum	07572 986353
Gloucestershire Carers Hub	0300 111 9000
Gloucestershire Young Carers	01452 733060

Assess

Identifying SEND in EYFS-Y6

Baseline assessments upon entry. Does a child appear to be lower ability?

Identify a child in your class who is finding something particularly difficult in class - note as an initial concern. Look at QFT strategies that could support them with this difficulty and add to an Initial Concern form.

Plan

Yes

No

Consider, could a focused intervention also be given to address concern? Something short term. E.g. small group work on learning 2, 5 & 10 times tables, EAL support on use of past tense etc. *This is in addition to QFT.

No My Plan needed

Do

After half a term of additional targeted support, has the child made progress?

Yes

No My Plan needed

Review

No

Has the additional support been consistent and of a high quality?

Yes

No

Consider a My Plan in discussion with SENCo and provide support above and beyond QFT.

Continue with SMART targets and ensure consistency and quality.

Appendix 2 - The following tables outline the provision available at Kingsholm Primary School for each of the 4 strands of the Code of Practice;



Cognition and Learning

Wave 1 (Universal Provision)	Wave 2 (Targeted Provision)	Wave 3 (Specialist Provision)
→Quality First Teaching – a differentiated/ personalised curriculum which takes account of individual need →Modified classrooms that take account of learning needs →Adult support on an ad hoc basis, or limited adult support e.g. targeted teacher time, LPs, HLLPs, adult volunteers →Peer support systems e.g. playground buddies, talk partners →Carefully considered classrooms groupings and seating arrangements →Focused small group support (known as 'scoop groups' within our setting) →Homework Club →Other out of hours learning opportunities e.g. lunchtime and after school clubs →Special arrangements in place for testing and assessments as required →Encouraging learning behaviours through our Behaviour Policy →Praise and encouragement so that self-esteem is enhanced e.g. Use of whole school House point System, DoJo points →Careful consideration given to language to promote vocabulary	→Modifications to the classroom and whole school environment to meet individual need e.g. workstations →Additional adult support e.g. 1:1 or targeted small group work →Close home-school liaison and parental involvement →Multi-sensory learning styles e.g. hands on, sensory experiences →Adaption of texts and materials e.g. readability and access to text considered →Pre-teaching e.g. topic vocabulary →Staff training for those working with children that have specific needs →Delivering instructions in short chunks and checking for understanding, including allowing the child time to process language and instructions, and respond →Explicit teaching of listening skills, turn-taking e.g. small turn-taking groups →Individual and/or highly structured, evidence based reading programmes → Individual and/or highly structured, evidence based spelling programmes e.g. Nessy →Individual and/or highly structured, evidence based Maths programmes e.g. Numicon, Breaking Barriers, Third Space Learning, Precision Teaching	→Highly modified learning environment to meet individual needs →Highly personalised resources to meet pupil need →Personalised/ individualised timetable →Built in sensory/movement breaks →High levels of adult support →Highly structured and individualised/personalised learning programmes, often tailored by outside agencies e.g. the Speech and Language Team →High levels of care and supervision →Individualised programmes used to support learning throughout the school day →A secure, structured and safe learning environment



Communication and Interaction

Wave 1 (Universal Provision)	Wave 2 (Targeted Provision)	Wave 3 (Specialist Provision)
→Quality First Teaching – a differentiated/ personalised curriculum which takes account of individual need → Scaffolding and /or adaptations →Use of appropriate ICT programmes to support language and communication e.g. Communication in Print →Personalised learning targets →Classroom and whole school environment modified to take account of communication and interaction needs (e.g. Topic Vocabulary, English/Maths Vocabulary visually displayed, friendship benches, outdoor reflection areas) →Some adult monitoring/support to promote social skills and interactions with peers. →Targeted small group work within class to support specific aspects of the curriculum ('scoop groups') →Curriculum access facilitated by modification of task presentation. →Transition between tasks and specific use of visual communication systems (e.g. visual timetable, Now and Next Boards) →Flexible use of staffing and resources to support access to learning and teaching. →Behaviour Expectations clearly displayed and consistently referred to →Praise and encouragement so that self-esteem is enhanced e.g. Use of whole school House point system, DoJo points →Staff appropriately prepare students for routine changes (e.g. change in lessons, change in activity, and change in teaching staff, visual timetables). →Staff model appropriate social behaviour and interaction. →Clear, simple and positive instructions with visual support if necessary, e.g. visual timetable. →Appropriate use of visual prompts, to show what behaviour	→Small group work within class to support aspects of differentiated curriculum →Teaching of specific social interaction skills and social use of language with opportunities to generalise the skills used on a daily basis through individual and small group work →Close home-school liaison to ensure reinforcement of strategies and the generalisation of skills →Peer support e.g. buddy systems →Simplification of verbal explanations with visual or concrete support →Adaption, key wording and pre-teaching to introduce, teach and reinforce specific vocabulary and concepts →Adaption of tasks to take account of preferred learning styles e.g. planned strategies to ensure cooperation in less preferred areas of curriculum →Simplification or repetition of instructions, additional visual cues, symbols or gestures →Significant adaptation/ personalisation of spoken and written language, activities and materials in class, including the use of ICT →Structured language interventions which may be devised in consultation with external agencies e.g. Advisory Teachers or Speech and Language Therapy → Individual and/or highly structured, evidence based Social Skills programmes e.g. Talkabout →Visual approaches to develop social understanding e.g. Comic Strip Conversations or Social Stories →Individual personalised visual prompts e.g. 'Now and Next' →Use of one of the Inclusion Rooms to support pupils who need sensory aids or social support	→A highly structured and personalised teaching environment →A high level of care and supervision →A consistent approach to multi-sensory communication →Individual programmes to manage emotional and behavioural needs throughout the school day →Key staff/Inclusion Team trained and skilled in responding to very challenging behaviours →Positive Behaviour chart →Risk Assessments →Staff trained in 'Team Teach' - Positive Handling →Personalised Thrive intervention programme →Use of 'The Reef' (Inclusion Room/Sensory room) personalised to meet individual need →Individualised/ personalised visual cues/ prompts →Sensory stimuli to support personalised need e.g. chewllery, theraputty,

and actions are expected. →Reduce anxiety through adapting and structuring the learning and social environment as appropriate. →Teaching strategies take into account difficulties with social understanding and the generalisation of skills. →Language is given priority in planning to facilitate effective curriculum access.	→Withdrawal from the classroom to a 'safe base' ('The Reef') when anxious or in need of personalised support	
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Social, emotional and Mental Health

Wave 1 (Universal Provision)	Wave 2 (Targeted Provision)	Wave 3 (Specialist Provision)
→Quality First Teaching – a differentiated/ personalised curriculum which takes account of individual need →Personalised learning targets →Classroom and whole school environment modified to take account of Social and Emotional needs (e.g. Class Charter, School Values) →Use of Thrive Approach at a whole school level →Behaviour Expectations clearly displayed and consistently referred to →Consistent behaviour management by staff including reinforcement of positive behaviours through the use of whole school House point system, Dojo points →Appropriate adaptations of the curriculum to ensure that children are motivated to learn and to minimise emotional, social and behavioural difficulties →Class wide approaches to develop social and emotional well-being e.g. use of Circle Time, PSHE curriculum →Peer support systems e.g. peer mediators, playground buddies, talk partners →In class targeted teacher support	→Further modifications to the classroom and whole school environment to take account of individual needs e.g. 'Colour monster' Emotions display, →Attention paid to seating arrangements which facilitate appropriate social contact, access to materials etc. →Support through flexible grouping strategies →Reduced levels of language →Provision of a distraction free work area e.g. workstation approach or area on the edge of a group →Activities broken into small, achievable tasks e.g. Task management board, Now-Next board →Brain/ movement breaks →Timed activities or use of visual prompts e.g. good sitting, good listening →Close home-school liaison to ease transition and ensure continuity →Peer support e.g. buddy systems →Out of hours Social Support e.g. Homework Club where applicable →Individual and/or highly structured, evidence based Self Esteem programmes e.g. Talkabout, Lego Therapy →Thrive Group Sessions	→A highly structured and personalised teaching environment →A high level of care and supervision →Individual programmes to manage emotional and behavioural needs throughout the school day →Key staff/Inclusion Team trained and skilled in responding to very challenging behaviours →Positive Behaviour chart →Behaviour Risk Assessments →Staff trained in 'Team Teach'- Positive Handling →Personalised Thrive intervention programme →Play Therapy →Lego Therapy →Therapists provided from external agencies →Use of 'The Hub' (Inclusion Room/Safe Base) personalised to meet individual need e.g. Emotion self-registration, colour monster →Mental Health Journals →Individualised/ personalised visual cues/ prompts →Sensory stimuli to support personalised need e.g. chewllery, theraputty, →Use of transitional object

	→Visual approaches e.g. Comic Strip Conversations or Social Stories →Use of Emotion Prompt Cards/ Anger Thermometers for children to signal emotional changes non-verbally →Awareness of pupils' individual needs shared across staff team, as appropriate. →Use of the Inclusion Rooms ('The Hub') to support pupils who need brain breaks, SEMH support, throughout the day →Use of the Inclusion Rooms ('The Hub') to support pupils in the mornings who needs their basic needs met/ SEMH support →Use of Inclusion Team members and Pastoral Team to support pupils with SEMH needs →Withdrawal from the classroom to a 'safe base' ('The Hub') when anxious or in need of personalised support	
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Physical and Medical needs

Wave 1 (Universal Provision)	Wave 2 (Targeted Provision)	Wave 3 (Specialist Provision)
→Quality First Teaching – a differentiated/ personalised curriculum which takes account of individual need →Personalised learning targets →Appropriate classroom and whole school environment established- Kingsholm C of E Primary School promotes accessibility to the curriculum and the entire school premises, for every child →Disabled Toilet and lift →Wide, open corridors →Whole school medical awareness training	→Personalised Health Care Plan →Personalised Medical Notice published in the staffroom to alert staff to a high priority need, as appropriate →Some classrooms modified to meet individual need →Grouping strategies which are used flexibly →Classroom management which responds to the child's physical and medical needs (e.g. modifications to routines and organisation) →Classroom management takes account of social relationships →Appropriate support to ensure equal access to the curriculum and out-of-hours learning opportunities e.g. Homework Club, →Appropriate support agencies (e.g. ATS, OT, NHS) may be involved in providing advice on strategies or staff development	→Personalised Health Care Plan →Personalised Medical Notice published in the staffroom to alert staff to a high priority need, as appropriate →A high level of adult support to; manage very severe and complex needs to achieve equal access (where feasible) to the curriculum →aid safe curriculum access and response -meet primary care needs e.g. feeding, continence management →ensure safe access to school life →Enable advice from Health professionals to be implemented (e.g. physiotherapy/mobility/OT programmes) →Support the use of specialist equipment and/or a structured, personalised curriculum →Enable development of medical protocols and manage

	and training, aimed at introducing more effective strategies →The nature and extent of additional help required will be determined by the child's needs →Planned strategies to combat fatigue e.g. rest/ movement breaks →Individual and/or highly structured, evidence based Motor Skills programmes e.g. Fizzy →Appropriate physical exercise following medical/ external agency guidance →Appropriate programme of support to develop self- help skills such as toileting and dressing →Measures which help the child to negotiate the school environment safely and as independently as possible →Appropriate level of adult support to meet personal care needs →Appropriate use of alternative equipment to meet physical and medical needs e.g. Writing Slopes, Seat Wedges, Pencil Grips, Specialist Scissors →Support to attend educational trips and school visits	highly specialised individual health care – →Manage complex and critical health needs on a daily basis - Support/perform hand control/physical tasks in response to significant/ profound fine motor skill/ gross motor/ mobility difficulties →Enable the child to participate with peers in response to challenges in the school environment →Ensure safe access to out-of-hours learning opportunities or extra-curricular activities →Follow external agencies and support services advice on curriculum access and/or individual programmes
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