



BRADFORD ACADEMY
TRUST



Our Vision
RESPONSIBILITY
RESPECT
RESILIENCE

**A shining light in our
community**

You are the light of the world. A city
on a hill cannot be hidden. - Matthew
5:14b

SEND Local Offer

Approved by:	Board	Date: October 2024
Last reviewed on:	September 2024	
Next review due by:	September 2025	
Related Documents		
Author	Rebecca Whiteley (SENCO)	

Bradford Academy	
Type of school	All-Through Academy (Nursery – Post 16)
Specialist provision on site	School Led Resourced Provision (SLRP)– Learners with Physical Difficulties (PD) School Led Resourced Provision (SLRP) – Learners with Autism Spectrum Condition (ASC) LA led Resourced Provision (LARP)- Learners with Social, emotional, mental health (SEMH)
Admissions We are a fully inclusive school. We aim to ensure all learners achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum. This is regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs. Children may have Special Educational Needs which require additional support. We implement a graduated approach based on the guidance from Bradford Metropolitan District Council’s Children’s Services for SEN. This is based on an Assess-Plan-Do-Review process which identifies support according to a range of need. Those learners with EHCPs have a separate admissions procedure overseen by Bradford’s SEND team. Those learners who have SEND but do not have an EHCP are admitted via the normal school admissions criteria. The Governing Body believes that the admissions criteria should not discriminate against learners with SEN/D and has due regard for the practice advocated in the Code of Practice, in that ‘<i>All schools should admit learners already identified as having special educational needs, as well as identifying and providing for learners not previously identified as having SEN. Learners with special educational needs but without statements must be treated as fairly as all other applicants for admission.</i>’ (CoP 1:33) Our admissions policy states: <i>“Where the number of applications for admission is greater than 230, applications will be considered against the criteria set out below.</i> <i>After the admission of pupils with statements of Special Educational Needs where the Bradford Academy is named on the statement, the following criteria will be applied in the order in which they are set out below:</i> <i>2. Pupils with special medical or social reasons for going to the Academy, if the Governors agree. These cases will have an independent professional recommendation and will be dealt with on a case-by-case basis.”</i> Detailed information and guidance of how to apply for a place at Bradford Academy <u>both</u> if your child has an EHCP, or if he/she has special needs but does not have a statement, can be found on the following links: guidance from Bradford Metropolitan District Council’s Children’s Services for SEN Primary Phase http://www.bradfordacademy.co.uk/nursery-to-year-6/admissions/ Secondary phase http://www.bradfordacademy.co.uk/years-7-to-11/admissions/ Bradford’s Local Authority Offer is published here: http://localoffer.bradford.gov.uk/	

<u>Links with Parents</u> Who are the best people to talk to about my child?	Form Tutors They are responsible for: • Checking on the progress of your child and liaising with the SEND team to ensure your child's need are addressed.
<u>Provision Unique to your school</u> <u>RP – Physically Disabled Students</u> The RP for PD is fully integrated into mainstream provision within the Academy. Each year the Local Authority will place up to two students within the RP PD to receive specialist support and provision through the school day. As well as providing 1:1 support, as required for the RP learners in their mainstream classes, we provide physiotherapy and intimate care as required. Learners may be supported before school to prepare them for the day, at breaks and lunchtimes, with feeding and hygiene and after school to access clubs and for help with Homework, as necessary. Wherever possible, RP students are included in mainstream lessons and activities. <u>RP – Autism</u> The RP, known in school as The A Space, is a unit catering for learners on the Autistic Spectrum within school. Each year the Local Authority will place up to two students within The A Space to receive specialist support throughout the school day. As well as providing 1:1 support for the RP learners in their mainstream classes, staff plan and deliver small group /1:1 interventions, to help learners develop their social and life skills, and manage their anxieties and anger. Learners may be supported before school to prepare them for the day, at breaks and lunchtimes to reduce the stress of unstructured times and after school to access clubs and for help with Homework, as necessary. Wherever possible, RP students are included in mainstream lessons and activities. <u>LARP- SEMH</u> The RP for SEMH is led by the Local authority. It is a separate unit which is situated on the school site. The unit caters for learners aged 11-16 and numbers of up to 24 places. The provision is led differently to the SLRPs consultations for places are sent to the LA, not the school. The provision works on a tiered level ensuring the learners who are able have access to mainstream lessons, as well as offering small group /1:1 interventions, to help learners develop their social and life skills, and manage their anxieties and anger.	

Area of Need	Range 1	Range 2	Range 3	Range 4
Cognition and Learning Needs				
Moderate Learning Needs	- Lessons within mainstream - Differentiated curriculum planning, activities, delivery and outcome - Quality First Teaching - Class teacher led differentiation. - Team teach / modelling - Progress Update Review meetings to discuss progress and intervention strategies - In-class targeted teacher support - Possible Access to ICT and specialist equipment - Increased visual aids / modelling etc - Access to whole school homework clubs - Revision classes - Exam concessions – Additional time and access to a Reader	- Most lessons within mainstream - Individual strategies in place to support learning - Observation schedules for individual students in place to analyse need. - Literacy coach interventions - Small group - Numeracy intervention – small group - Reduced/ increasingly individualised timetable - Exam concessions – Scribe to record responses Plus Range 1 provisions	- Multi-professional meetings to discuss provision and progress - Differentiated curriculum planning, activities, delivery and outcome through information provided on the Individual Provision Maps - Targeted support within the classroom - Intervention to accelerate progress - Literacy interventions - 1:1 - Advice from Educational Psychologist / Specialist teacher or teams - Tasks and presentation, increasingly individualised and modified in an inclusive curriculum Plus Range 2 provisions	- Annual Review updates and recommendations in addition to the Progress Update Review cycle to set targets and track progress - Differentiated curriculum planning, activities, delivery and outcome through information provided on the Statement and advice from specialist staff - Carefully chosen groupings through recommendations on the statement - Opportunities for small group based on identified need - A variety of groupings may be used to ensure learning - One to One Learning Assistant support as required encouraging independence - Access to Specialised/Personalised Learning Provisions as required Plus Range 3 provisions
Specific Learning Difficulties <i>Including:</i> Dyslexia Dyscalculia	- Lessons within mainstream - Differentiated curriculum planning, activities, delivery and outcome	- Most lessons within mainstream - Individual strategies in place to support learning	- Multi-professional meetings discuss provision and progress - Dyslexia workshop with Literacy coach	Annual Review updates and recommendations in addition to the Progress Update Review

Dyspraxia	• Quality First Teaching • Class teacher led differentiation. • Dyslexia friendly classroom environment • Progress Update Review meetings to discuss progress and intervention strategies • Possible Access to ICT and specialist equipment • Increased visual aids / modelling etc • Use of writing frames • Use of coloured overlays • Exam concessions – Additional time and access to a Reader	• Literacy coach interventions - Small group • Observation schedules for individual students in place to analyse need. • Top tips provided for staff to meet the needs of individuals through carefully planned and differentiated lessons • Exam concessions – Scribe to record responses Plus Range 1 provisions	• Differentiated curriculum planning, activities, delivery and outcome through information provided on the Individual Provision Maps • Use of preferred learning styles and multi-sensory resources • Targeted support within the classroom, as required • Intervention to accelerate progress in small groups as required • Dyscalculia/Dyspraxia interventions as required following diagnosis • Advice from Educational Psychologist / Specialist teacher or teams • Tasks and presentation, increasingly individualised and modified in an inclusive curriculum. Plus Range 2 provisions	cycle to set targets and track progress • Differentiated curriculum planning, activities, delivery and outcome through information provided on the Statement and advice from specialist staff • Carefully chosen groupings through recommendations on the statement • Opportunities for small group based on identified need. • A variety of groupings may be used to ensure learning • One to One Learning Assistant support as required encouraging independent learning skills • Access to Specialised/Personalised Learning Provisions as required Plus Range 3 provisions
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Area of Need	Range 1	Range 2	Range 3	Range 4
Communication and Interaction Needs				
Autistic Spectrum Conditions	- Progress Update Review meetings to discuss progress and intervention strategies - Possible Access Arrangements for Exams through testing - Differentiated curriculum planning, activities, delivery and outcome - Regular meetings to discuss progress and intervention strategies with 'A' Space staff - Structured school and class routines - Lessons within mainstream - Access to supervised social area during non-contact times ('A' Space) - Possible Access to ICT and specialist equipment - Flexible use of resources and staffing within the classroom - Support to promote social skills and interactions with peers - Quality First Teaching - Class teacher led differentiation - Differentiated curriculum - Increased visual aids / modelling etc - Flexibility may be needed in expectations to follow instructions/record work - Preparation for any changes to the routine	- Observation schedules, as required for individual students to analyse need. - Reporting regularly through Progress update Review meetings on progress from interventions - Individual strategies in place to support learning - ASD Team Top Tips used by all teaching staff - Most lessons within mainstream - Some withdrawal for specialised provision input - Possibly some small group work/concentration skills/ social skills/listening skills/conflict resolution within the classroom - Possibly some specialised learning provision for particular lessons; support with Literacy (Reading/Writing/Speaking and Listening) - Additional training for staff to support curriculum modifications and social interaction, social communication and social understanding. - Support that uses solution focused /re-tracking/motivational approaches - Possible access to Learning Assistant support where necessary	- Multi-professional team meetings to discuss provision and progress - Involvement of education and non-education professionals, as appropriate - Whole school understanding of learner needs - Differentiated curriculum planning, activities, delivery and outcome through information provided on the Individual Provision Maps - Use of preferred learning styles and multi-sensory resources. - Opportunities for specialised support to prepare for the school day - Mainstream class with targeted support - Possible withdrawal for small group work/concentration skills/ social skills/listening skills/conflict resolution - Small group or 1:1 support for language - Possible targeted support within the classroom, as required - Use of support to implement specific interventions, as appropriate - Possible additional provision from 'A' Space services - Input from external specialised services including Educational Psychologist, Autistic Spectrum	- Annual updates and recommendations in addition to the Progress Update Review cycle to set targets and track progress. - AS specific assessment tools/approaches are likely to be needed to inform teaching and learning - Likely to include detailed assessment of life skills and sensory needs - Differentiated curriculum planning, activities, delivery and outcome through information provided on the Statement and advice from specialist staff - Whole school understanding of learner needs through area based training, Inclusion Development Plan, Autism Awareness training, etc - Specific approaches are likely to be needed to aid planning in order to support the learner during the school day - Targets may be highly individualised, short term and specific. - If required increased access to the 'A' Space, maintaining attendance in mainstream classes, with targeted support, as appropriate - Carefully chosen groupings through recommendations on the statement

	Reduction in the use of complex language	Teaching approaches should take account of difficulties in the understanding of social rules and expectations within the classroom, slow processing of information and organisational issues Plus Range 1 provisions	Disorder Team, Child, Adolescent, Mental, Health Service (CAMHS) Specialist teachers or teams - Speech and Language support / advice - Increased use of clearly structured approaches - Visual Timetable, as required - Advice from specialists on curriculum and environment modification to meet the needs of the individual learner. - May require 1:1 teaching for the introduction of new concepts and the reinforcement of positive behaviours - May need enhanced Personal, Social, Health, Economic Education (PSHEE) teaching to ensure skills are embedded Plus Range 2 provisions	- Opportunities for small group based on identified need - A variety of groupings may be used to ensure learning, including time in a quiet, distraction free environment for learning new skills and concepts - Sustained daily opportunities for small group and 1:1 teaching as required - Opportunities and environments available for learners to manage their own anxieties - One to One Learning Assistant support, as required, encouraging independent learning skills - Availability of staff trained and/or experienced in working with children with Autistic Spectrum condition - Staff in DSP trained and experienced in Team Teach/other similar - Additional training of mainstream staff to support curriculum modifications and social interaction, social communication and social understanding - Use of support to implement specific materials, approaches and resources, as appropriate, eg social skills groups - Support from other agencies as appropriate, eg Autism Team, Speech and Language therapy (SALT), Educational Psychology - Increased regularity of Home-School contact may be necessary
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Speech, Language and Communication Needs	• Lessons within mainstream • Differentiated curriculum planning, activities, delivery and outcome • Quality First Teaching • Class teacher led differentiation. • Differentiated curriculum • Progress Update Review meetings to discuss progress and intervention strategies • Possible Access to ICT and specialist equipment • Increased visual aids / modelling etc • Visual timetables • Structured school and class routines	• Observation schedules, as required for individual students to analyse need • Reporting regularly through Progress Update Review meetings on progress from interventions • Most lessons within mainstream • Possibly some small group work/concentration skills/ social skills/listening skills/conflict resolution within the classroom • Possibly some specialised learning provision for particular lessons; support with literacy (reading/writing/speaking/listening)	• Multi-professional team meetings to discuss provision and progress • Withdrawal for small group work/concentration skills/ social skills/listening skills/conflict resolution • Small group or 1:1 support for language • Learning Assistant targeted support within the classroom as required • Additional provision from The 'A' Space services. • Support with literacy and social and emotional development programmes	• Annual updates and recommendations in addition to the Progress Update Review cycle to set targets and track progress • Differentiated curriculum planning, activities, delivery and outcome through information provided on the Statement and advice from specialist staff • Carefully chosen groupings through recommendations on the statement • Opportunities for small group based on identified need • A variety of groupings may be used to ensure learning

	• Exam concessions	• Individual strategies in place to support learning • Some withdrawal for specialised provision input for literacy, The 'A' Space <i>Plus Range 1 provisions</i>	• Input from external specialised services including Educational Psychologist , Speech and Language Therapy Team, Child, Adolescent, Mental, Health Service (CAMHS), Specialist teacher or team • Speech and Language support / advice • After-school programme • Visual organiser <i>Plus Range 2 provisions</i>	• One to One Learning Assistant support as required encouraging independent learning skills • Individualised timetable of study • Access to Specialised/Personalised Learning Provisions as required <i>Plus Range 3 provisions</i>
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Area of Need	Range 1	Range 2	Range 3	Range 4
Social, Emotional and Mental Health Needs				
Social, Emotional and Mental Health Needs	- Differentiated curriculum planning, activities, delivery and outcome - Systems in place to ensure effective class and behaviour management strategies - Effective links between pastoral support, personal and social education, SEN and the curriculum - Accurate assessment of teaching and learning which includes emotional and developmental factors - Records kept should include observations and assessments of context, structured and unstructured times, frequency, triggers, ABCs - Behaviour plans/risk assessments may be in place for more difficult times of the school day - Progress should be measured by changes in behaviour and learning following each review cycle and should be regularly shared with parents through Progress Update Review - Possible Access arrangements for Exams through testing - A planned programme of support in place related to assessments, with learners involved in setting and monitoring their own targets	- More detailed and targeted observation i.e. interval sampling, use and analysis of assessment tools and assessment related to interventions - Assessment of progress in response to intervention - Learner self-assessment, and wider assessments for learning/other SEN - Planning includes individually focused plans/provision maps with clear targets and with appropriate steps taken to engage learners and parents - Some withdrawal for specialised provision input for literacy, SEAL, The 'A' Space - Most lessons within mainstream - Possibly some small group work/concentration skills/ social skills/listening skills/conflict resolution within the classroom - Advice sought from BESD specialist teaching team as appropriate (advice rather than referral at this stage) - Other agency involvement identified e.g. CAMHS, paediatric assessments, Family Support, Social Care - Possible access to Learning Assistant support where necessary - Report cards and reward systems involving regular	- Involvement of BESD specialist teacher to support (by referral) - Multi-professional team meetings to discuss provision and progress - Behaviour and curriculum plans closely track levels of achievement, and all IPM/IBP targets are individualised and SMART - Individual provision map showing that provision at range 1-3 is in place with up to 16.5 hours of support - Consideration given to referral to Behaviour Panel/BAC for further advice - Effective multi-agency working in place - Individual reward system - Withdrawal for small group work/concentration skills/ social skills/listening skills/conflict resolution - Mainstream class but could be working on modified curriculum tasks with Learning Assistant support as required - Frequent opportunities for small group work based on identified need - Through Step out Provision or e;merge - LA targeted support available within the classroom as required	- Assessment in a specialist environment where appropriate - Statutory assessment process (EHCP) has begun/is complete - Referral to Behaviour Panel/BAC for further advice - Annual updates and recommendations in addition to the Progress Update Review cycle to set targets and track progress. - IPM, PSP, or provision map detailing strategies and appropriate short term targets - Planning meetings may include parents, any offsite providers and are multi-agency - Reduction in the attendance at mainstream classes if required - Opportunities for learner to engage in specialist provision within the mainstream environment for part of the week - Where appropriate managed move of school considered alongside SEN and other agencies - One to One Learning Assistant support as required encouraging independent learning skills - Specialised/Personalised Learning Provision which could include: - Flexible Accreditation provision - Foundation Learning provision

Social, Emotional and Mental Health Needs (Continued)	• Support that uses solution focused /re-tracking/motivational approaches • A quiet area in the classroom available for individual work or to allow learners to calm/refocus • Attention paid to learning styles/any learning adjustments that may be necessary • Attention paid to emotional, social health and wellbeing • Behaviour/attendance report cards and reward systems involving regular monitoring and support if necessary. Tutor level. • Possible Access to ICT and specialist equipment • Support/advice from SENCo with assessment, observation and planning • Appropriately skilled additional adults routinely used to support flexible groupings, observe learners and provide differentiation • Close monitoring to identify “hotspots” through observation with results used in planning by Pastoral workers • Lessons within mainstream • Quality First Teaching • Whole school reward and sanctions systems • Use of behaviour targets within the classroom	monitoring and support if necessary. DOPL level. • Time-out • Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional need rather than chronological age • Modify level/pace/amount of teacher talk to learner’s identified need • Individual targets within group programmes and/or 1:1 • A nurturing approach within the classroom which takes account of difficulties in the understanding of social rules and expectations • Emphasis on increasing differentiation of activities and materials and account taken of individual learning styles • Short term individual support focusing on listening, concentration, social skills • Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution Plus Range 1 provisions	• Support with literacy and social and emotional development programmes • After-school programme • Short Term placement at another educational setting. • Anger management • Advice from EP / Specialist teacher or team • Pastoral support plan • Reduced in-school timetable • Input from external specialised services including EP, SEBD, CAMHS • Teaching focuses on both SEMH and curriculum outcomes throughout the school day • Tasks and presentation differentiated and personalised to learner’s needs • Modified and individualised level/pace/amount of teacher talk • Possible 1:1 teaching for the introduction of new concepts and the specific teaching and reinforcement of classroom routines and expectations • Small steps targets within group programmes • 1:1 work task completion with adult support as required • Targets monitored with learner daily by Pastoral Support Worker Plus Range 2 provisions	○ Nurture Plus provision – full time ○ PLP programme ○ Work placement ○ College placement ○ External provision Specialised Provision including some 1:1 • Behaviour/attendance report cards and reward systems involving regular monitoring and support if necessary. Behaviour director level. • Learner’s curriculum is personalised and learners may be disapplied from some aspects of the national curriculum • Activities may focus on key skills and SEMH outcomes throughout the school day • Some lessons outside mainstream timetabling with increasing access to alternative provision Plus Range 3 provisions
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Social, Emotional and Mental Health Needs (Continued)	• In class more targeted differentiation of the curriculum and supporting materials to enable full access • Increased emphasis on identifying and teaching to preferred learning style • Planned opportunities for learners to reinforce social and emotional skills • Preparation for any change and the need for clear routines so that children feel safe			
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Area of Need	Range 1	Range 2	Range 3	Range 4
Sensory and Physical Needs				
Physical Difficulties	- Progress Update Review meetings to discuss progress and intervention strategies - Lessons within mainstream - Differentiated curriculum planning, activities, delivery and outcome - Quality First Teaching - Class teacher led differentiation. - Staff aware of implications of physical impairment - Accessible classroom environment - Flexible teaching arrangements - Pencil grips - Improved accessibility of building - Possible Access to ICT and specialist equipment - Exam concessions	- Observation schedules, as required for individual students to analyse need. - Reporting regularly through Progress Update review meetings on progress from interventions - Most lessons within mainstream - Some withdrawal for specialised provision input for Literacy - Possibly some small group work/concentration skills/ social skills/listening skills/conflict resolution within the classroom - Individual strategies in place to support learning - Possible access to LA support where necessary - Support that uses solution focused /re-tracking/motivational approaches - Adapted or specialised equipment available - Individualised exercise programme - Adapted practical activities - Keyboard skills training - Additional fine motor skills practice - In class support for supporting access, safety Plus Range 1 provisions	- Multi-professional team meetings to discuss provision and progress - Withdrawal for small group work/concentration skills/ social skills/listening skills/conflict resolution - Small group or 1:1 support for language - LA targeted support within the classroom - Individual support in class during appropriate subjects e.g. Science, PE and lunch time - Support with literacy and social and emotional development programmes - Input from external specialised services including, Educational Psychologist , Speech and Language Therapy Team, Child, Adolescent, Mental, Health Service (CAHMS), Specialist teacher or team - After-school programme - Qualified care team for personal and hygiene needs - Visual organiser Plus Range 2 provisions	- Annual Review updates and recommendations in addition to the Progress Update Review cycle to set targets and track progress. - Differentiated curriculum planning, activities, delivery and outcome through information provided on the Statement and advice from specialist staff - Carefully chosen groupings through recommendations on the statement - Opportunities for small group based on identified need - A variety of groupings may be used to ensure learning - One to One Learning Assistant support as required encouraging independent learning skills - Physiotherapy programme - Occupational therapy programme - Speech and Language support / advice - Individualised timetable of study - Access to Specialised/Personalised Learning Provisions as required Plus Range 3 provisions

Hearing Impairment	• Lessons within mainstream • Differentiated curriculum planning, activities, delivery and outcome • Quality First Teaching • Class teacher led differentiation. • Progress Update Review meetings to discuss progress and intervention strategies • Possible Access to ICT and specialist equipment • Exam concessions • Access to whole school homework clubs • Revision classes	• Reporting regularly through Progress Update Review meetings on progress from interventions • Top tips provided for staff to meet the needs of individuals through carefully planned and differentiated lessons. • Receptive and Expressive language interventions - Small group • Numeracy intervention – small group • Personalised Receptive and Expressive language intervention programmes • Individual strategies in place to support learning • Possible access to Learning Assistant support where necessary • Most lessons within mainstream • Plus Range 1 provisions	• Multi-professional meetings to discuss provision and progress • Differentiated curriculum planning, activities, delivery and outcome through information provided on the Individual Provision Maps • Targeted support within the classroom • Intervention to accelerate progress • Language For Thinking interventions – small group • Advice/observations from Educational Psychologist / Specialist teacher or teams • Care and maintenance of specialist equipment • Tasks and presentation increasingly individualised and modified in an inclusive curriculum. Plus Range 2 provisions	• Annual Review updates and recommendations in addition to the Progress Update Review cycle to set targets and track progress. • Differentiated curriculum planning, activities, delivery and outcome through information provided on the Statement and advice from specialist staff • Carefully chosen groupings through recommendations on the statement • Opportunities for small group based on identified need • A variety of groupings may be used to ensure learning • One to One Learning Assistant support as required encouraging independent learning skills • Training for specialist equipment as required. • Access to Specialised/Personalised Learning Provisions as required Plus Range 3 provisions
Visual Impairment	• Progress Update Review meetings to discuss progress and intervention strategies • Possible Access Arrangements for exams through testing • Specialist equipment for Specific learning difficulties. • In-class targeted teacher support • Access to whole school homework clubs	• Top tips provided for staff to meet the needs of individuals through carefully planned and differentiated lessons • Literacy interventions - Small group • Numeracy intervention – small group • Personalised Literacy intervention programmes	• Multi-professional meetings to discuss provision and progress • Targeted support within the classroom • Intervention to accelerate progress • Personalised interventions - 1:1 • Advice from Educational Psychologist / Specialist teacher or teams	• Annual Review updates and recommendations in addition to the Progress Update Review cycle to set targets and track progress • Differentiated curriculum planning, activities, delivery and outcome through information provided on the Statement and advice from specialist staff

	• Revision classes • Increased visual aids, including writing frames • Modification of resources to match the need of visual impairment • Lessons within mainstream • Differentiated curriculum planning, activities, delivery and outcome • Quality First Teaching • Possible Access to ICT and specialist equipment	• Individual strategies in place to support learning • Possible access to Learning Assistant support where necessary • Most lessons within mainstream <i>Plus Range 1 provisions</i>	• Tasks and presentation increasingly individualised and modified in an inclusive curriculum <i>Plus Range 2 provisions</i>	• Carefully chosen groupings through recommendations on the statement • Opportunities for small group based on identified need • A variety of groupings may be used to ensure learning • One to One Learning Assistant support as required encouraging independent learning skills • Access to Specialised/Personalised Learning Provisions as required <i>Plus Range 3 provisions</i>
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