

**Moor First School Special Educational Needs and  
Disability (SEND) Policy  
(incorporating the SEND Information Report)**

‘**T**ogether we unlock **p**otential and learn for **l**ife’



This policy was approved by the Governing Body of Moor First School at their meeting on:

.....

**Chair of Governors:**

**Print:** ..... **Sign:** .....

**Headteacher/SENDCo:**

**Print:** ..... **Sign:** .....

Review Frequency	Next review: Oct 2025
Every year	

# **Moor First School Special Educational Needs and Disability (SEND) Policy** **(incorporating the SEND Information Report)**

This is the SEND Policy for Moor First School which includes electronic links to our SEND Information Report on the Schools directory:

<https://apps2.staffordshire.gov.uk/scc/schooldetails/senddetails.aspx?SchoolID=124061>

## **Legislation**

This policy and information report complies with the statutory duty described in Special Educational Needs (Information) Regulations (Clause 64) and takes account of:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014 (2<sup>nd</sup> draft April 2014)
- Equality Act 2010
- Children and Families Act 2014
- Advice provided to Staffordshire schools on producing their school's local/core offer

## **Rationale**

At Moor First School, we promote inclusive education for all our pupils. We believe that Quality First Teaching (QFT) will address the needs of the majority of pupils in our school. The class teacher will provide high quality teaching, differentiated resources and in-class intervention. We fully acknowledge that pupils with specific needs should be given equal opportunity to access a broad and balanced curriculum. If required, we will make reasonable adjustments to meet the physical, emotional and intellectual needs of our pupils. We listen to the voice and views of all parents, carers and pupils to ensure that learning is progressive and skills are developed and embedded for the future.

We deliver a broad and balanced curriculum to prepare our pupils for lifelong learning. We aim to remove the barriers to help SEND pupils achieve the highest possible standards of academic achievement. We work with parents and outside agencies in supporting pupils with SEND. We listen and take heed of what SEND pupils and their parents/guardians say about their learning experience.

## **Definition**

A pupil has SEN if:

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‘...their learning or disability calls for special educational provision namely different from or additional to that is normally available to pupils of the same age’. (SEN Code of Practice 2014)

## **SEN Categories**

- Communication and Interaction;
- Cognition and Learning;
- Social, Mental and Emotional Health;
- Sensory and/or Physical.

## **Special Educational Provision**

- Provision that is additional to, or different from, that made for others of the same age in a mainstream setting in England.
- Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014.

## **Roles and Responsibilities for SEND at Moor First School**

Name	Position
Mrs Atherton	Headteacher: SEND Co-ordinator CPD: National Award of SEND Coordination through the University of Middlesex (2019.)
Rikki Gould	SEND Governor Teaching and Learning
Cheryl Smith	SEND compliance and safeguarding

## **Aims and Objectives**

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process

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- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals and individualised care plans and assistance if necessary
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- To enable all children, through reasonable adjustments, to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners

## **The needs of SEN pupils will be met through the following:**

- Standardised assessments for reading and maths to identify pupils' needs as early as possible;
- Further diagnostic assessment is carried out in the first half term to identify specific need or learning preference;
- Monitoring, tracking and evaluating provision for SEND pupils;
- Keeping detailed records such as Pupil Preferences, Provision Maps, Pupil Passports and an up-to-date Provision List;
- Effective intervention strategies to suit the specific learning preferences of the pupil – additional to general classroom learning scaffolds.
- Effective reading programmes which support progress for SEND pupils;
- That parents are consulted on a regular basis;
- That all pupils of SEND are entered for and gain achievement in public examinations;
- That SEN pupils are encouraged and become involved in the extra-curricular life of the

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school;

- That reasonable adjustments are made to the curriculum and environment.

## **Identification, Assessment and Provision**

Refer to appendix 1

The importance of early identification is paramount and cannot be overemphasised. We endeavour to be as fully informed as possible about our pupils before their point of entry and during their time at the school. This is achieved by:

- Contact with previous settings to gain all relevant information;
- Teaching and non-teaching staff highlighting a pupil as a concern which will be acted upon with the pupil being assessed by the SENDCo with parental permission
- Parental concerns will be taken seriously and acted upon accordingly which may lead to identification of a special educational need.

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher/SENDCo and all other members of staff, particularly class teachers and teaching assistants, who have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting, previous school or local authority and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

## **Equal Opportunities and Inclusion**

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In line with the Equality Act 2010, through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences Teachers respond to children's needs by:
- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage and own their behaviour and to take part in learning effectively and safely
- Helping children to manage their emotions, particularly trauma or stress, and to take part in learning
- Encouraging tolerance and respect of all types of diversity

## **Managing provision for pupils with SEND**

- The Provision List is reviewed termly and updated accordingly;
- Parents are contacted when there is a change of intervention for their child;
- Parents/guardians of pupils with Education, Health & Care Plans are invited to a yearly review to discuss the needs of their child in accordance with statutory requirements;
- Parents/guardians of pupils with SEND are invited to a review APDR'S/child profiles every 7 weeks.
- Pupils with SEND and those below age related expectations are supported through targeted intervention either by the SEND team or outside agencies.
- The school complies with its duties under the 2010 Equality Act and will make reasonable adjustments to ensure that pupils with a medical condition or disability are fully supported in the learning environment including school trips;

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## **The Role of The SENDCo and what Provision Looks like at Moor First**

The Special Educational Needs Disabilities Co-ordinator's [SENDCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Support teachers with the co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with local middle schools so that support is provided for Y4 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEN.
- Making visits to classrooms to monitor the progress of children registered as receiving External support.
- To support members of staff in recognising and understanding disabilities

## **Monitoring Children's Progress and Evaluating SEND provision**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Moor First will adopt a graduated response. When any concern is initially noticed, it is the responsibility of the class teacher to

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take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 7 weeks with a midpoint review.

The four parts of this approach are as follows:

1. Assess – as already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so
2. Plan - the teacher and our SENDCo will plan the support needed, involving the pupil and their parents. A review date will be agreed
3. Do – our SENDCo will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved
4. Review – everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

If interventions prove ineffective and no progress is noted after this time then the SENDCO is advised. Consequently, the child may be added to the school SEN register with parental permission.

The class teacher, after discussion with the SENDCo, will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. Targets for pupil's next steps will be taken from the child's individual learning journey. The class teacher will record the steps taken to meet the needs of individual children through the use of an Individual Learning Plan (APDR) and Pupil Passport. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCo, parents and young person. The SENDCo will have responsibility for ensuring that records are kept and available when needed.

The SENDCo will monitor progress made by children with additional needs half termly.

If there is no or little progress following structured interventions, school will liaise with the SEND Hub and start the process of Enhanced, Assess, Plan, Do Review (EAPDR). This may include the involvement of specialist expertise from an external agency.

If we refer a child for an Education Health and Care Plan needs assessment, we will provide the Local Authority with a record of our work with the child to date.

Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted to a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.



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- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties and continues to make little or no progress.
- Has behavioural/emotional needs which impact daily life.
- Regular meetings are held with the SEND team to discuss the progress of all pupils receiving intervention;
- All interventions – academic and social/emotional – are scrutinised by the SENDCo;
- Half-termly, the SENDCo evaluates intervention and reports to the Senior Leadership Team (SLT) on the progress pupils make;
- The governing body report to parents annually on the school's SEND provision;
- The SEND policy is reviewed yearly and adjusted accordingly.

## **SEND training for staff**

- To maintain the quality of SEND provision, staff are encouraged to participate in training provided by the school or outside agencies;
- SEND staff are offered opportunities to develop their expertise in an area of special needs;
- In order to remain up to date with current (local and national) practice the SENDCo attends (local and national) SEND Network meetings.

## **Education Welfare Service**

The education welfare service supports the school in the areas of pupil attendance and pupil welfare if requested. The responsibilities of the Educational Welfare Officer (EWO) are:

- Management in response to individual referral of poor attendance;
- Involvement with implementing strategies to promote school attendance
- Offering advice about pupil welfare;
- Ensuring that the 'The Education (Pupil Registration (England) Regulations 2006' is adhered to.

## **Accessibility**

(to be read in conjunction with the school's Accessibility Policy)

- We make every effort to ensure that all pupils with SEND are given the opportunities to fully participate in school life;

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- We endeavour to uphold the school's ethos of providing an inclusive learning environment.

## **Partnership with parents**

The school recognises the importance of good communication between parents and school. Parents provide valuable information regarding their child's needs. Inclusive Learning values the contribution parents give their children in providing support at home to allow the child to reach their potential. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The SENDCo and her team provide parents with information about the services available to support their child's specific needs.

## **The Nature of Intervention**

The child's class teacher and SENDCo will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with TA support or other interventions such as Precision Teaching
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and they will have specific time slots to discuss Individual Learning targets and progress with the SENDCo.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

## **The use of outside agencies**

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These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress.

These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Individual Learning Plan (Pupil Passport) continues to be the responsibility of the class teacher.

## **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

Meetings with parents/carers are always consulted before referrals to outside agencies are completed.

## **School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

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- Previous individual education plans/ Learning Passports/ Individual Learning Plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in English and Maths.
- Educational and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs or Education Health Care Plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to middle school, the SENDCo from the middle school will be informed of the outcome of the review.

Strategies employed to enable the child to progress will be recorded within a Individual Learning Plan which will include information about:

- The child's personal details
- The area of need
- Baseline assessments of the child's current abilities
- The outcomes expected
- The small step targets used to achieve these outcomes.
- The teaching strategies to be used.
- The provision to be put in place.
- The review date.

The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

### **Pupil Involvement**

We believe that pupils should have the right to participate in decision making about the provision made to meet their educational needs. Therefore, pupils are:

- Involved in setting targets to support their progression;
- encouraged to understand their responsibility for their own progress;
- Encouraged to attend and contribute to review meetings;
- informed as to how external agencies play a part in supporting their needs;
- kept informed of their progress.

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## **Access to the Curriculum**

See appendix 2 – SEND curriculum statement.

See appendix 3 – Reasonable adjustments

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs.

Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

Individual Learning Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Most children on the special needs register have an Individual Learning Plan with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **Allocation of resources**

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care Plans. The headteacher/SENDCo informs the Governing body of how the funding allocated to support special educational needs has been employed.

## **The role of the Governing Body**

The Governing Board challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. The SEND Governor meets termly with the SENDCo/HT and reviews finances, attendance, attainment and impact of CPD. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing board decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The governing body reviews this policy annually and considers any amendments in light of the annual review findings.

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## **Concerns/complaints**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. If at any point a parent/carer has concerns about how their child's needs are being met, they should contact the class teacher/SENDCo. However, if a parent/carer feels that their concern or complaint has not been dealt with satisfactorily further details can be found within our Complaints Policy which is available on our website.

## **SEND Information Report and Local Offer**

This policy, along with our annual SEND Information Report (a summary of how this policy has been implemented over the previous year), forms our 'local offer' of support for pupils with SEND and disabilities at the School. You can find all this information on our school website and on Staffordshire schools directory:

<https://apps2.staffordshire.gov.uk/scc/schooldetails/senddetails.aspx?SchoolID=124061> *SEND Information Report.*

Further information about the support available to all children and young people in Staffordshire with SEND, and their families can be found at:

• **Website:** [Staffordshire Connects SEND Local Offer](#) • **Email:** [Localoffer@staffordshire.gov.uk](mailto:Localoffer@staffordshire.gov.uk) • **Facebook Page:** [Staffordshire SEND Local Offer](#)

## **Appendix 1:**

### **Pathway for the Early Identification of Special Educational Needs**

*These notes accompany the flowchart*

#### **Earliest Identification of Need**

- Induction Process e.g. on entry in nursery, reception
- Transition points year on year
- Through paperwork e.g. induction paperwork & meetings with parents, home visits etc.

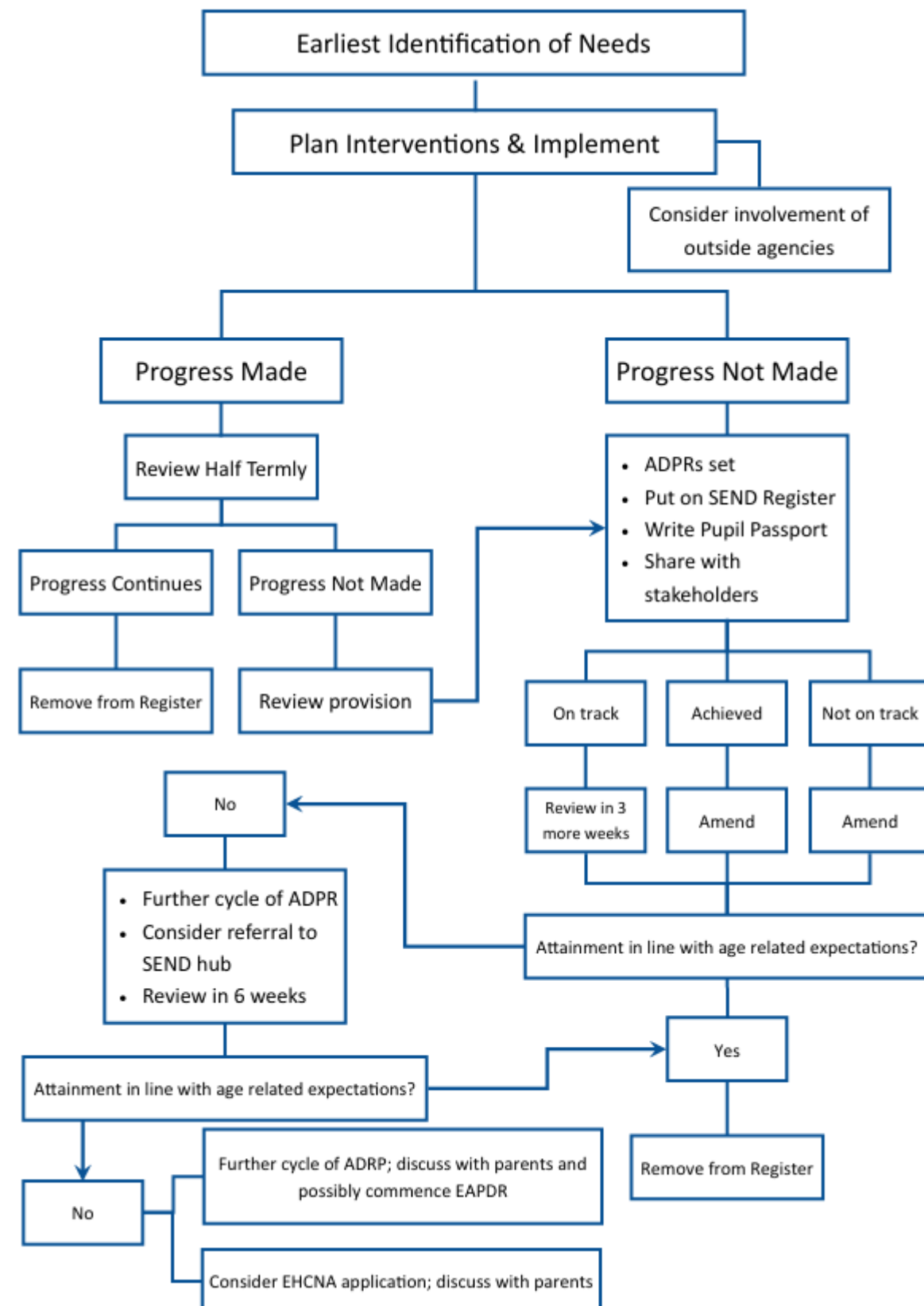
#### **Plan Interventions & Implement**

- Inform parents
- Child to go on 'additional needs register' with a provision map put in place (written by class teacher & monitored by SENDCo)
- Consider involvement of outside agencies if appropriate **Progress made**

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- Continue with quality first teaching
- Compose pupil passport if appropriate **APDR's**
- Assess, Plan, Do, Review
- Staffordshire Hub - EAPDR
- This should be provision that is additional to and different from that of the peers
- Involve and share with Stakeholders and ensure you have their input (parents, staff, TA and child)
- Staff to sign to say that they have read these
- Any staff member going in to a class **MUST** read the SEND file containing pupil passports
- Pupil Passport **MUST** have input from parents, staff, TA and child

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## **Appendix 2**

### **Curriculum SEND statement Sept 2024**

Curriculum SEND Statement Children with SEND are fully integrated into the mainstream curriculum using high quality differentiated teaching and learning strategies that provide access for all. Leaders and teachers adapt the curriculum to the individual needs of our children, therefore, withdrawal from lesson time is avoided and is only ever replaced with high quality targeted intervention, which has a measurable impact on progress. We foster and promote a culture of inclusion where every child has an equal opportunity to succeed and become the best that they can be. We have high expectations for every single child regardless of background or circumstance, and we foster a belief in our children that they can break any aspirational glass ceilings. Our curriculum pinpoints individuals as unique and diversity is viewed as a positive. Our curriculum extends beyond subject knowledge to include social and emotional competencies and communication skills, which we believe are crucial in order to ensure that children are happy and successful in school and their personal life. As such, we want children to have the knowledge that equips them with the skills to make a positive contribution to society following their education.

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## Appendix 3: Reasonable adjustments

<b>Name:.....</b> <b>Date .....</b> I am neurodivergent* and the following reasonable adjustments marked by an 'X' are helpful to me to access, engage and feel comfortable in education sessions. The following adjustments are ideas and should be personalised, agreed and built on through discussion. <i>Please note: Educational establishments have a duty to make reasonable adjustments.</i>		Put an X in this column next to adjustments you would like to have, and leave blank if not applicable
<b>COMMUNICATION</b>	Clear, precise communication, eg information broken down, instructions explicit, awareness that I can struggle with jokes and sarcasm or anything unclear	<input type="checkbox"/>
	Lengthy information to be summarised in bullet points – post it notes (small steps)	<input type="checkbox"/>
	Time to process information before responding	<input type="checkbox"/>
	The option of a quick catch up after a session to check understanding and to know who to contact if I have further questions	<input type="checkbox"/>
	Having a 'scaffolding' outline to help me structure my work and using a clear structure to notes provided.	<input type="checkbox"/>
	Closed questions or to be provided with options	<input type="checkbox"/>
	Having clear deadlines so I am clear on the expectation - timers	<input type="checkbox"/>
	Patience- I can find it hard to explain information or how I am feeling	<input type="checkbox"/>
	Communication in writing / verbally is my preferred way.	<input type="checkbox"/>
<b>HEALTH</b>	Coloured paper as I struggle reading black text on white paper	<input type="checkbox"/>
	To be able to use assistive technology software e.g. screen reading, dictation, audio capture etc, (consider DSA assessment if applicable)	<input type="checkbox"/>
	To be considered for extra time in exams / coursework due to processing speed	<input type="checkbox"/>
	A quiet, dim room, free from distractions to undertake exams / focussed work	<input type="checkbox"/>
	To be able to stim in class/use fidget toys	<input type="checkbox"/>
	To have a named person to go to if I encounter any difficulties	<input type="checkbox"/>
	To have support with time management and prioritisation of my work	<input type="checkbox"/>
	For other students to know that I am neurodivergent and be aware of my needs	<input type="checkbox"/>
<b>ENVIRONMENT</b>	To be able to leave the environment at lunchtime /breaks to avoid social contact	<input type="checkbox"/>
	To sit in a place I feel comfortable away from light and noise sources and clutter	<input type="checkbox"/>
	To have a quiet space I can go to when feeling overloaded, without question	<input type="checkbox"/>
	To sit quietly in a group setting without speaking, or to leave the room	<input type="checkbox"/>
	To be able wear sunglasses / cap to help regulate light levels	<input type="checkbox"/>
	To use headphones to help me cope with noise around me	<input type="checkbox"/>
	To be in a place free of strong scents and smells	<input type="checkbox"/>
<b>CHANGES</b>	To have familiarisation information eg website, walkthrough video or tour	<input type="checkbox"/>
	To have someone familiar with me as a buddy until I feel settled	<input type="checkbox"/>
	To be able to provide information about my needs in advance	<input type="checkbox"/>
	Sticking to what is expected, and advance notice of any changes and to have time to plan and prepare	<input type="checkbox"/>
	Advance warning of fire drills, and agree a plan with me	<input type="checkbox"/>
	No pressure on me to participate in groups, read out or answer questions	<input type="checkbox"/>
	Allow me to provide answers or questions in writing	<input type="checkbox"/>
	A buddy who I can ask anything I need clarifying	<input type="checkbox"/>
	To have information or plan of session in advance so I know what to expect.	<input type="checkbox"/>

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KNOWLED	Check in with me that I understand what I am doing, as I struggle to ask for help.	<input type="checkbox"/>
	To have information to take away with me so I know what I am doing	<input type="checkbox"/>
	No pressure to participate in icebreaker activities which I find extremely stressful	<input type="checkbox"/>