



Special Educational Needs Information Report Template

Our vision is to enable all to flourish.

Status and review cycle:	Statutory
Responsible group:	Hatherley Infant School
Next Review Date:	September 2026

Introduction

Welcome to our SEND information report which is part of our Local Offer for learners with Special Educational Needs and Disabilities (SEND.)

The SEND Information Report outlines the strategies to ensure the effective provision for children with Special Educational Needs and Disabilities (SEND) at Hatherley Infant School.

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information

Where can I find Gloucestershire's local offer?

Our local authority's (Gloucestershire) local offer is published here:

<https://www.gloshomesdirectory.org.uk/kb5/gloucs/gloshomes/home.page>

The Gloucestershire Local Offer provides information and advice on Special Education Needs and Disabilities and their families. If you wish to contact the Gloucestershire County Council about the Local Offer please call Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) on Freephone: 0800 158 3603 or Direct Line: 01452 389344/5.

This report is the result of consultation with staff, parents of children with Special Educational Needs (SEN) and governors of Hatherley Infant School and will be published annually on the School's website. The report will be updated annually to reflect the changes and plans within the school

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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I. What types of SEN does the school provide for?

Definition

A pupil has SEND if they have a learning difficulty which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the pupils of the same age, or
- A disability which prevents or hinders them from making use of the facilities provided for others of the same age in mainstream schools.

(Send Code of Practice 2014; Equality Act 2010)

Hatherley Infant School is a mainstream school which prides itself in being inclusive. The school is well equipped and experienced in working with children who have a range of special educational needs and disabilities.

The 'code of Practice' has four main areas which cover Special educational needs or disability. There areas are:

- **Communication and Interaction (C & I)**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty expressing themselves, understanding what is being said to them, or not yet understanding or using the social rules of communication.

Children on the Autistic Spectrum are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and Learning (C & L)**

Support for learning difficulties may be required when children and young people learn at a significantly slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific areas of learning. These encompass a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties (SEMH)**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Children may also have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs (S.I or Ph.I)**

Children may require special educational provision because they have a disability and/or medical condition which prevents or hinders them from making use of the educational facilities generally provided. These difficulties may be age related and may fluctuate over time, they could relate to physical disability, vision impairment, hearing impairment or multi-sensory impairment.

Our Schools recognise that children with SEND often have needs which cut across the four broad areas of need described above. The school therefore carries out detailed assessments of individual needs so that all areas of difficulty are identified, not simply the primary need.

Full SEND Code of Practice can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

2. Which staff will support my child ?

SENDCO- Freya Briggs and Amanda Ford (support)

FBriggs@his.dgat.org.uk

AFord@his.dgat.org.uk

SEND Governor- Bethany Butler

bbutler@his.dgat.org.uk

Acting Headteacher- Freya Briggs

FBriggs@his.dgat.org.uk

Training

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are all trained to deliver SEN provision.

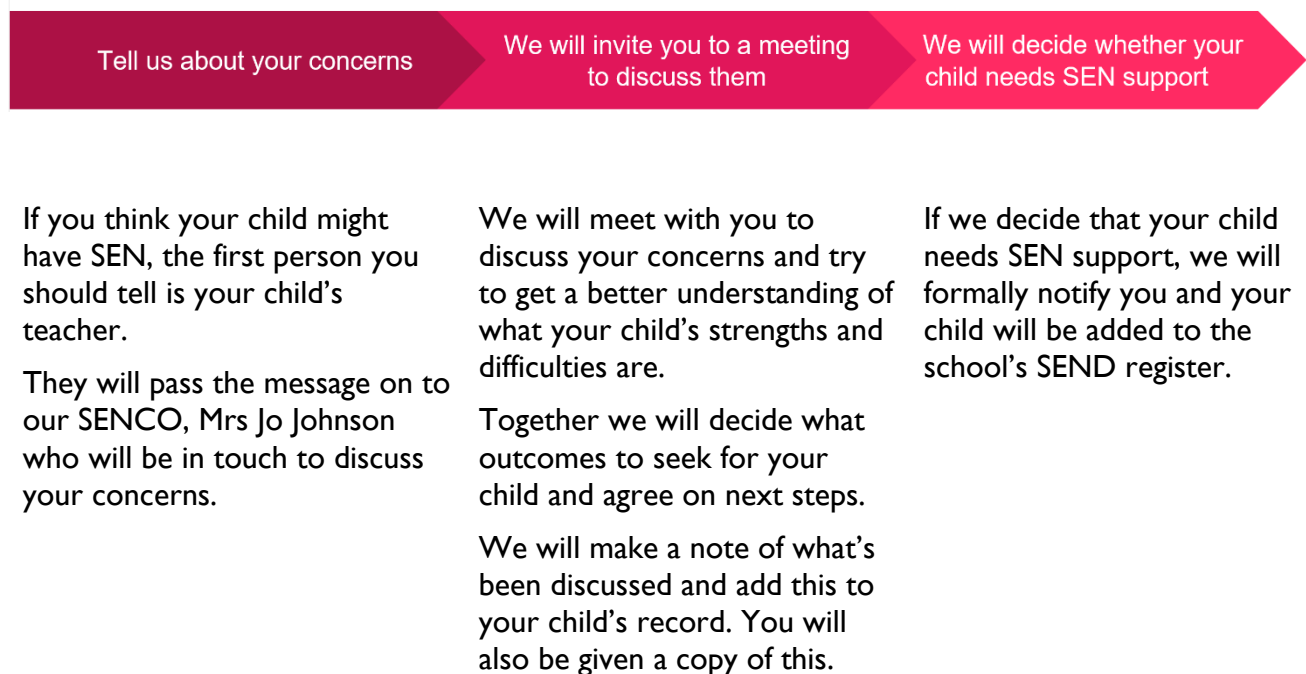
We have teaching assistants who are trained to deliver more Specific interventions for Speech and Language

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses/Health Visitors
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

At different times in their school career, a child or young person may have a special educational need. Children may be identified as having Special Educational Needs and/or Disability (SEND) using a variety of information including:

1. Liaison with nursery or previous school
2. Child performing below age related expectation.
3. Class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.
4. Concerns raised by Parent/Carer
5. Through termly Pupil Progress Meetings held between the Teachers/Teaching Assistants/Head teacher/SENDCo
6. Liaison with external agencies e.g. Speech & Language Therapist/ Health Services
7. Health diagnosis through paediatrician/doctor
8. Discussion through Parent/Teacher reviews
9. Using Local Authority guidelines following the Gloucestershire 'Graduated pathway' (Assess, Plan, Do, Review).

At our school, we recognise the importance of early identification of SEND. Early identification and response will improve the long-term outcomes for children.

Learners can fall behind in school for lots of reasons. Any barriers to learning are identified such as:

- English as An Additional Language
- Pupils who have experienced Adverse Childhood experiences (ACES)
- Disadvantaged Pupils receiving Pupil Premium
- Attendance and Punctuality
- Being a Looked After Child
- Medical or Physical needs or Disability
- Pupils on CP/CiN plan or open to Early Help
- Pupils who come from a low starting point from Nursery or Reception
- Pupils who have complex family circumstances or lack of family engagement.
- Pupils who have experienced multiple school moves
- Summer born children
- Pupils who have been impacted greatly by the Covid-19 Pandemic.

Following the school 'Inclusion Pathway' (see appendices), class teachers can raise concerns with the SENDCO/SLT using the 'Cause for Concern' form (see appendices).

Where barriers to learning continue to impact on a child's progress, they may be placed on the SEND register with parents agreement.

5. How will the school measure my child's progress?

The class teacher is responsible for the teaching and progress of all children including pupils with SEND in their class. Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Hatherley Infant School are proud of our Teachers and their development. The Teacher standards are available here-

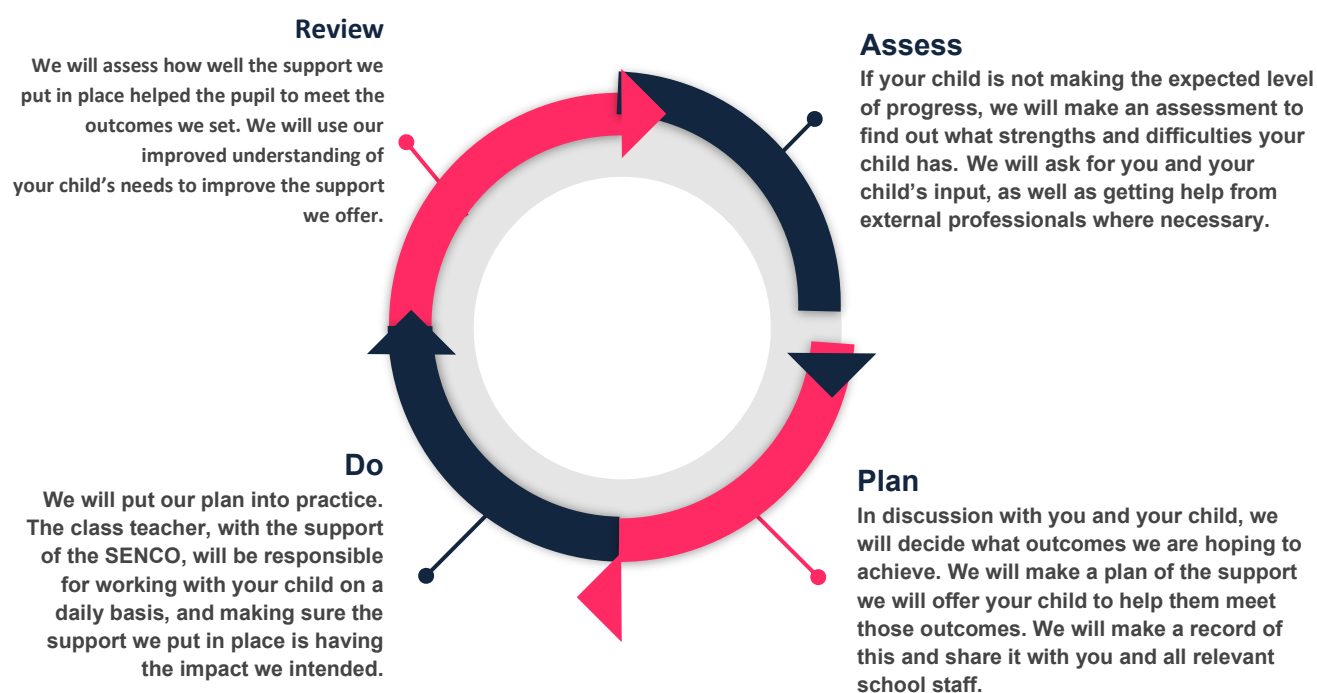
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf

The progress of all pupils is discussed at termly Pupil Progress meetings (three times a year) and any additional support needed to address any barriers or gaps in learning will be agreed. These decisions will then be shared and discussed with parents and carers, either at the parent consultation meetings or a specially arranged meeting.

The SENDCo, Jo Johnson, will closely monitor all teaching, provision and progress of any child requiring additional support across the school in conjunction with the senior leadership team. Every child on the SEND register will have a 'My Plan' created that is specific to their needs. This will be shared with parents. Pupils on the SEND register will have their plan reviewed at least three times a year.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

The school uses Parent/Teacher Reviews where an emphasis is placed on a partnership approach between Parents/Carers and school. Individual outcomes, levels of attainments and details of any interventions are shared. Parents/Carers are advised how to support their children using curriculum plans for each year group and individualised My Plan outcomes. The SENCO may also attend these meetings to provide extra support.

Your child will have individual outcomes which are detailed on their My Plan/ My Plan Plus if they have been placed on the SEND register, which will be reviewed termly.

If your child has complex SEND they may have EHC Plan (Education, Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress.

We offer an open-door policy where you are welcome to make an appointment to meet with either the class teacher, SENDCo or Head teacher to discuss any concerns you have about your child's progress.

7. How will my child be involved in decisions made about their education?

We value and celebrate each child expressing their views on all aspects of school life. One of the ways we do this is through the School Council which has an open forum for any pupil issues or viewpoints to be raised. There is also an annual pupil questionnaire.

If your child has an EHC Plan then their views will be obtained before any meetings and they are encouraged to participate in their Annual Review.

All Pupils will have individual Pupil Profiles which gather their views about their aspirations, what helps and hinders their learning.

8. How will the school adapt its teaching for my child?

Hatherley follows the Gloucestershire Graduated Pathway as outlined by Gloucestershire County Council. Using this model, children's needs will be met at different levels:

Universal level (wave 1) describes quality inclusive teaching (QIT) which takes into account the learning needs of all the pupils in the classroom. It includes providing adapted work and creating an inclusive learning environment.

Support at this level may include examples such as: word mats, key vocabulary, visual timetables, practical apparatus for maths, pencil grips, fiddle toys and writing frames.

Targeted level (wave 2) describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work towards or at age-related expectations. They are often targeted at a group of pupils with similar needs.

Support at this level may include examples such as specific reading, writing and maths interventions (Eg number stacks, Slice and Scribe) pre-learning and over-learning, speech and language interventions, chunking information, SEMH interventions (Eg Drawing and Talking, The Incredible 5-point scale) and reward charts with individualized targets.

It may be that at this level, a child may be identified as having SEND. If this is the case, the class teacher and SENDCO will discuss with the parents/carers to:

- formally let them know that their child is being placed at the *SEN Support* level
- discuss assessments that have been completed
- agree a plan and provision for the next term.

The child will have a My Plan with some outcomes for the child to work towards. The class teacher usually writes the My Plan with the support of the SENDCO if required and shares it with parents/carers at parents evening so they give their input and discuss progress towards the outcomes. This Plan will be monitored 3 times a year.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' from the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. There are three stages to the graduated pathway: My Plan, My Plan + and EHCP.

Specialist level (wave 3) 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.

Support at this level may include examples such a safe space and work station, bespoke timetable tailored to the child's needs, intervention by specialist (Eg play therapist and speech and language therapist) movement breaks and a total communication environment. They may also access alternative provision such as The Spring Centre or Milestones Enrichment days.

Children who need this more specialist intervention will usually have a **My Plan Plus** or **Educational health care plan (EHCP)**. This is a more thorough assessment that accompanies

the plan and includes input from outside agencies such as speech and language or an Educational Psychologist. These will also be reviewed three times a year and children with an EHCP will have a more formal review once a year.

Education, Health and Care Plan (EHC Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may work with parents/carers to apply to for an EHC assessment. When deciding whether to request an EHC assessment the school will follow Local Authority guidelines and advice. An EHC Assessment may lead to the production of an EHC Plan. The purpose of an EHC plan is to make special educational provision to meet the needs of the child; this may involve providing extra funding in the form of a personal budget.

If the application for an EHC Plan is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. EHC plans are designed to secure the best possible outcomes the child across education, health and social care.

9. How will the school evaluate whether the support in place is helping my child?

Monitoring progress is an integral part of teaching and leadership within Hatherley Infant School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENDCO evaluates the effectiveness of provision for pupils with SEND by:

- Monitoring pupils' individual progress towards their goals each term
- Monitoring the impact of interventions
- Using pupil questionnaires
- Using feedback forms for intervention leads and class teachers.

10. How will the school resources be secured for my child?

Hatherley Infant School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described as a notional budget and is held within the schools main budget. The amount of funding we received for 2023-2024 can be given on request.

The SENDCO holds a small budget for resources to support learning which can be used to purchase individualised resources for pupils. Examples over the past year include a wobble stool, light up multi-sensory toys that give 'cause and effect', weighted blankets, adapted pencils and a calming tent.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All children are included in all parts of the school curriculum including extra-curricular activities and school trips, where reasonable adjustments can be made. A risk assessment is carried out prior to any off site activity to ensure all health & safety considerations are addressed.

Our Accessibility Policy can be found on our school website:

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We seek to be an inclusive school, welcoming children from all background and abilities. All applications will be treated on merit and in a sensitive manner. The only restriction we place on entry is that of number. Our admissions Policy can be found on the School website:
<https://hatherley-inf.gloucs.sch.uk>

It is our wish for parents to find a place for their child at the school of their choice. However, this is not always possible, due to excess demand on the places available. A child's level of ability is irrelevant to this school's admissions policy, as are any special needs the child may have.

13. How does the school support pupils with disabilities?

The School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils

- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

We work closely with a range of Health professionals including Physiotherapists, Occupational Therapists, Speech and Language Therapist, School Nurse Service (including the diabetes and asthma team), as well the Advisory Teaching Service. These services offer advice, assessments and staff training as needed.

Virtual multi-agency meetings are arranged at times which allow parents and carers to attend. We value what parents/ carers tell us about their children.

Please refer to Medical Conditions policy for additional support for pupils with medical needs and Our Accessibility Plan.

14. How will the school support my child's mental health and emotional and social development?

We are an inclusive school which welcomes and celebrates diversity. All staff appreciate the importance of building self-esteem and emotional well-being so that every child feels valued and respected.

The class teachers have overall responsibility for the pastoral, medical and social care of every child in their class, and should be contacted via the school Office. If further pastoral support is required, the class teacher can discuss these needs with the SENDCo, Mrs Johnson. At this stage, pastoral interventions may be put in place or external professionals may become involved to deliver specialist intervention such as Play Therapy.

In addition, all classes follow the SCARF (PSCHCE and Safeguarding) curriculum to develop pupils Social Emotional and Mental Health.

If a child has social emotional difficulties, a My Plan/Behaviour Risk Assessment would be used to identify specific difficulties, effective strategies, specific rewards and sanctions, which will be agreed with Parents/Carers. After any significant incident we support children to reflect on their behaviour. This helps to identify why the incident has occurred and what the child can do differently.

We promote positive friendships through PSCHE and Circle Time. Parents can contact the Inclusion Lead Mrs Johnson to seek additional support for behaviour and routines at home (See Offer of Early Help)

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

• Transition into and within school

We understand that it can be difficult for some children and parents when they move into a new class or a new school. Staff work hard to make this transition as smooth as possible and pay particular attention to the experience of vulnerable children, including those with Special Educational Needs and disabilities. According to individual needs staff may:

- schedule additional meetings for the parents and child with the new teacher
- arrange additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- produce transition booklets which include photographs of key people and places.

Enhanced transition arrangements are tailored to meet individual needs.

• Transition to Reception for Nursery children

Transition meetings for children starting school at Hatherley take place in June and July. This involves an initial induction meeting with parents as well as a 'Stay and Play' session with parents and a 'Shuffle-up' day. During these sessions, pupils and parents have the opportunity to look around the school, meet key staff and spend time in their new classroom. In addition, teachers at Hatherley visit new pupils in their nursery setting prior to them starting in September.

Hatherley Infant School works closely with other school settings to facilitate a smooth transition from Nursery to Reception.

• Transition to Junior School for Y2 pupils

Transition reviews for children without an EHC Plan in Year 2 are held during their final summer term following a formal notification of their Junior School placement. Staff liaise closely with Teachers from the Junior School and ensure that key information is passed on in order to ensure a smooth transition. The Year 2 Class Teacher plays a key role in this process and where appropriate the School SENDCO, Parent/carer and the child will contribute to the discussion.

Transition reviews for children with an EHC Plan are held whilst their child is in Year 1. This enables the parents to formally express their Junior School preferences. From this point, and following formal notification of a Junior school placement, representatives of the receiving school will be invited to all progress reviews.

16. What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher for 'Looked After Children' is Mrs Jo Johnson-Inclusion Lead. She will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Regular communication between school and home will ensure that any concerns are promptly addressed. Complaints about SEND provision in our school should be made to the class teacher in the first instance and a meeting arranged with the SENDCO- Mrs Johnson and Head teacher Mrs Briggs, where if the matter cannot be resolved will then be referred to the school's complaints policy.

Who can I contact for Further information?

Your main point of contact should always be the class teacher, but you are welcome to speak to the Headteacher, or the SENDCO, by contacting the office and making an appointment. You can also get further information by looking at our policies on the website.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. Please also look at our Offer of Early Help, which can be found on our website:

To see what support is available to you locally, have a look at Gloucestershire's local offer which publishes information about the support available on their website:

<https://www.gloshomesdirectory.org.uk/kb5/gloucs/gloshomes/home.page>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: SENDIASS is a service to support parents of SEND children. Further details of the support they provide can be access at. <https://sendiassglos.org.uk/>

National charities that offer information and support to families of children with SEND are:

➤ [IPSEA](#)

➤ [SEND family support](#)

> [NSPCC](#)

> [Family Action](#)

> [Special Needs Jungle](#)

Next review date: September 2026

Signed

Senco F Briggs/ A Ford

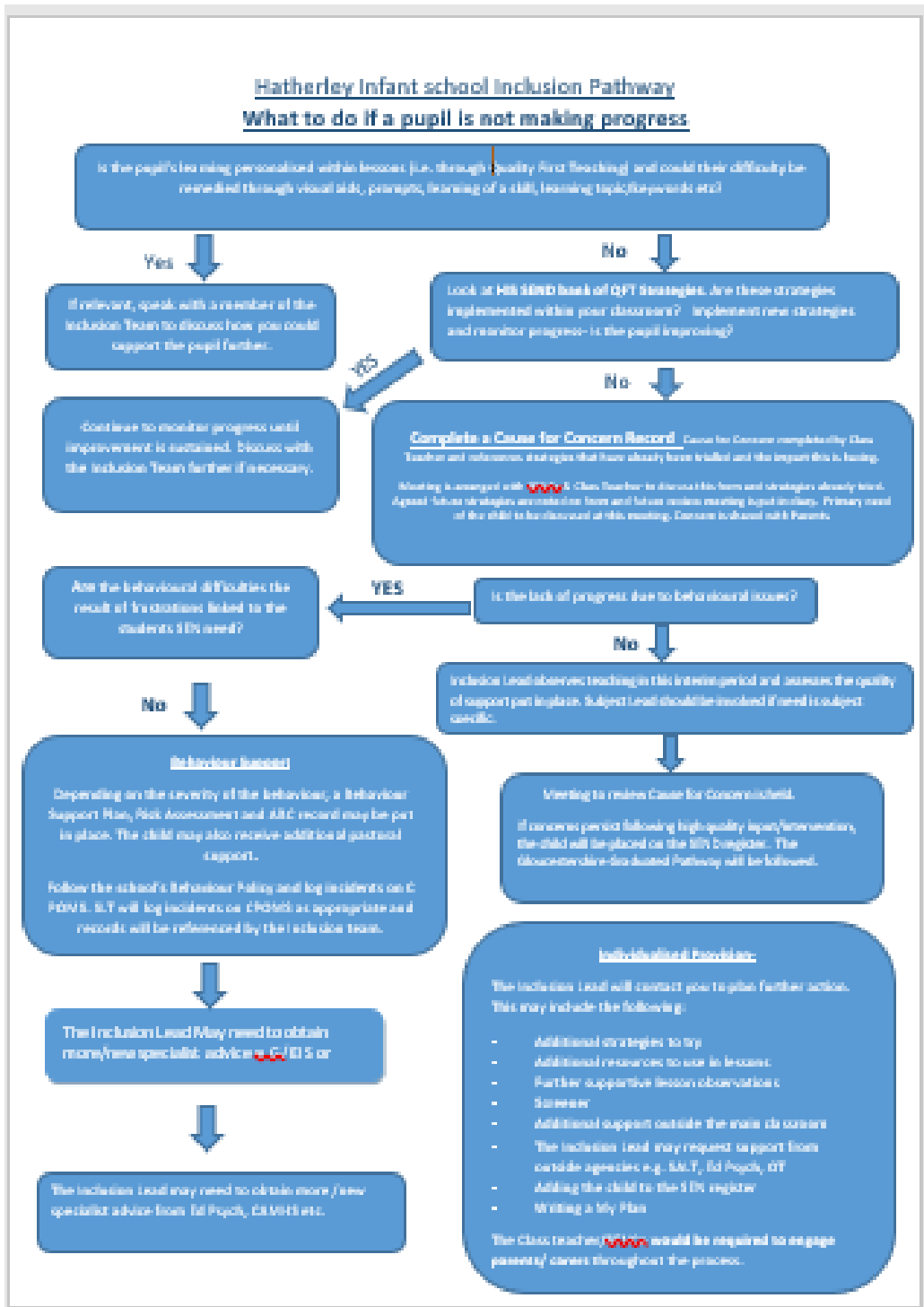
Headteacher F Briggs

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

19. Appendices

Inclusion pathway



Cause for Concern form to be completed by class teacher

Cause for Concern-Learning/Behaviour

Name of pupil		DOB	
Class and Teacher			
Hearing <input type="checkbox"/> and sight <input type="checkbox"/> checked with parents			
Proficiency in home language:			
Attendance:			
Academic levels and progress over past 2 years.	Reading Writing Maths		
Additional barriers to learning (including possible EAL and lived experiences)			
Nature of concern	Please provide evidence of concern.		
Please circle 1. Communication and interaction 2. Cognition and learning 3. Social, emotional and mental health difficulties 4. Sensory and/or physical needs			
Are parents aware of the concern? YES/NO			
Successful QFT/EAL/SEND strategies tried in class			

Date of initial discussion with Inclusion Lead	
Actions	<ul style="list-style-type: none"> • Observation by Inclusion Lead- Date: • Meeting with parents- Date:
Review date (no later than 4-6 weeks)	
Review evidence and notes	
Next steps This may include the following: <ul style="list-style-type: none"> •Additional strategies to try •Additional resources to use in lessons. •Placed on SEND register and writing a My Plan •My Assessment to be completed •Supportive lesson observations •Screener •Additional support outside the main classroom •The Inclusion Lead may request support from outside agencies e.g. SALT, Ed Psych, OT 	