



King's Meadow
Academy

Special Educational Needs
Policy
2022-2023



W A T E R T O N
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This document should be read in conjunction with the following related policies and guidelines:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations 2014
- Accessibility plan
- Teacher Standards 2013
- Education inspection framework: Equality, Diversity and inclusion statement. 2019
- School safeguarding policy
- Schedule 1 of the SEN and Disability Regulations (2014)
- Section 69 of the Children and Families Act (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- The National Curriculum in England: framework for KS1 and 2 (July 2014)

At King's Meadow Academy we aim to provide a broad and balanced curriculum with high expectations and suitable targets for all children. We have an inclusive ethos which supports systems for early identification of barriers to learning and participation. Teachers take account of children's requirements and make provision to support individuals or groups of children. We recognise that children may have special needs at any time throughout their time in school.

Aims

At King's Meadow Academy we aim to foster an inclusive environment where individual differences and diversity are valued and all children are respected, so that they develop high self-esteem and self-confidence and are able to participate fully in school life.

We do this by:

- ensuring children with special educational needs are identified in accordance with the Code of Practice and by endeavouring to meet the individual needs of each child
- identifying, at an early age, individuals who need extra help and attention
- providing equal access of provision to all children – enabling each pupil to partake in, and contribute fully, to school life
- recognising the entitlement of children with SEND to a 'broad and balanced education', including the Foundation Stage and National Curriculum
- enabling each pupil to reach his or her full potential, both curricular and extra-curricular
- developing a feeling of high self-esteem within the individual

- fostering a positive atmosphere in our school through praise and celebration of children's individual achievements to promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- ensuring a high level of quality provision is made for children with SEND
- providing for children's individual needs by supporting them in various ways – whole class, small groups and individual
- monitoring children with SEND closely through review and assessment, to enable us to recognise, celebrate and record achievements
- working with parents and other agencies to provide effective support and opportunities for children with SEND
- using a variety of teaching strategies, which aims to meet different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensure all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing Learner Profiles, Supporting Me to Learn Plans, My Support Plans and Education Health Care Plans
- using the PfA Outcomes across the age ranges for children and young people with SEND (2017 Preparing for Adulthood) See Appendix I.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities, of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition of the above statements or would so do if special educational provision was not made for them

Types of SEND

SEND is divided into 4 types:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Mental and Emotional Health**
- **Sensory and/or Physical Needs**
- These four main areas of need are explained in SEND Code of Practice (2015:97) as:

Communication and interaction

- 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have

difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

- 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, 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

- 6.30 Support for learning difficulties may be required when children and young people learn at a 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), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, 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.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- 6.32 Children and young people 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 such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

- 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults

guidance published by the Department of Health (see the References section under Chapter 6 for a link).

- 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
- It is important to note that identifying behaviour alone as a need is no longer acceptable. Children displaying behavioural difficulties will be monitored and assessed to find the underlying route of the behaviour; behaviour is deemed a response to a need not a need in itself.

Caveat

Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

Also identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Identification, Assessment and Review procedures

The Code of Practice outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school’s usual differentiated curriculum and strategies. A register is kept of pupils with SEND.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. Reviews of pupils on the

SEND register, and who have a Supporting me to Learn Plan, takes place three times a year. For pupils with Education, Health & Care plans (formerly Statements) an annual review meeting has to be held in addition to this. Learner Profiles are used to record additional information for pupils on the SEND register.

A Graduated Approach to SEN Support

At King's Meadow Academy, we adopt a "high quality teaching" approach. The key characteristics of high-quality teaching are:

- highly focused lessons designed with sharp objectives
- high expectations of all pupils to have high levels of involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- consistent encouragement and specific praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including all children with SEND. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are regularly provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

Adequate progress is defined as progress that:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or 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.

A child experiencing difficulty in learning will be identified as:

- despite receiving differentiated learning opportunities, makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- showing signs of difficulty in developing literacy or mathematics skills which results in poor attainment in some curriculum areas

- presenting persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- having sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- having communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The first response to such progress should be high quality teaching targeted at the child's areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place.

This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess, Plan, Do, Review

We follow the `assess, plan, do, review` process in school. Simply, this means we assess a child's needs through discussion and observation, we then plan a strategy to meet their need and set a time scale in which we hope to see an impact. The strategy is implemented with the child and after the set time scale the impact is reviewed.

If the strategy has not had the desired impact on the child's progress, and no circumstances can explain this, then the process will be repeated again with a new strategy. At this point it may be that the strategy is from the next wave of the graduated approach.

For pupils with more complex needs, support in this process will be requested from outside specialist agencies such as:

WISENDSS – encompassing; CIAT- Communication, Interaction and Access Team & LSS- Learning Support Service

EPS- Educational Psychology Service

SaLT- Speech and Language Therapy service

NHS – including School Nursing, community paediatrics, physio therapy, occupational therapy.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

Schools should take seriously any concerns raised by a parent. These should be recorded and compared to our school's own assessment and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where relevant professionals are not already working with school staff the SENDCO should contact them (with parental consent) if required for further expertise given the area of need.

Plan

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher and the SENDCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Learner Profiles and Supporting Me to Learn Plans will also include parents views and concerns. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs.

The class or subject teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher and SENDCO
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND Governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

Learner Profile (LP)

Children on the SEND Register will have a Learner Profile, which details important information about the child. Class teachers, parents, pupils and other professionals will all contribute to the Learner Profile. It is designed to be a working document which is updated to reflect the current needs of the child. This profile is usually updated at least once a year.

Supporting Me to Learn Plans (SMLP)

In addition to a Learner Profile some children will have a Supporting Me to Learn Plan, this is a second page attached to the LP and includes specific short-term individual targets and longer-term outcomes.

Class teachers are responsible for evidencing progress according to the outcomes described in the plan and class teachers are responsible for maintaining and updating them. These are then shared with everyone involved with the child.

My Support Plan (MSP) and Education Health Care Plan (EHCP)

For children with a My Support Plan or an Educational Health Care Plan (EHCP), a formal review meeting will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes through the Supporting me to Learn Plan.

The SENDCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. All children with an Education Health Care Plan will also have short-term targets (outcomes) set for them, these may have been established after consultation with the Educational Psychologist or other professionals as required.

The targets will be agreed and understood by School, Parents/carers, child as identified in the Education Health Care Plan. These targets will then be set out in the Supporting me to Learn Plan. The delivery of the interventions recorded in the plan will continue to be the responsibility of the class teacher.

Criteria for exiting the SEND register

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCO, pupil and

parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The governors, in consultation with the Headteacher and SENDCO, have a legal responsibility for determining the policy and provision for pupils with special educational needs. They maintain a general overview and have an appointed a representative who takes particular interest in this aspect of the school.

Governors will ensure that:

the necessary provision is made for any pupil with SEND

- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- the Supporting Me to Learn Plan informs parents how the school is making sure they are meeting the learning needs of individual pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2015)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Headteacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCO
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The role of the SENDCO

The school's SENDCO is responsible for the day-to-day management and operation of the SEND policy through working with Senior Leadership Team to:

- oversee the day-to-day operation of the school's SEND policy
- co-ordinate the provision for pupils with special educational needs
- ensure that an agreed, consistent approach is adopted
- liaise with and advise other school staff
- help staff to identify pupils with special educational needs
- carry out assessments and observations of pupils with specific learning problems

- support class teachers in devising strategies, drawing up Learner Profiles and Supporting me to Learn Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaise closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaise with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintain the school's SEND register and records
- assist in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, teacher assessments, end of term/year tests, SATs
- contribute to the in-service training of staff
- liaise with other SENDCOs to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCO, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

Teaching Assistants should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.

TAs work as part of a team with the SENDCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class and in less structured times, such as playtime and lunchtime. They play an important role in implementing Supporting Me to Learn Plans and monitoring progress.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be

made aware of training opportunities that relate to working with children with SEND. The school's SENDCO keeps up to date with local and national updates in SEND.

Parent Partnership

At King's Meadow Academy we believe that the relationship between parents / carers and the school, built on trust and mutual understanding, is crucial to the educational progress of the child. In order to develop and maintain such relationships, the school will:

- invite parents / carers of children with MSP and EHCP to review meetings and include them in the development of Supporting Me to Learn Plans each term.
- ensure Teachers and the SENDCO are available for parents to speak to as and when the need arises.
- invite parents / carers to add their voice to Learner profiles annually.
- attend regular consultation meetings with the class teacher to discuss their child's progress.
- send parents / carers an annual written report from the class teacher which describes the child's progress in all areas of school life

Admissions Policy

At King's Meadow Academy we recognise the rights of children with SEND to be educated in mainstream settings as set out in the Special Educational Needs and Disability Code of Practice 2015. The school follows the LA school admissions policy. The school aims, within its planning and implementation, to meet the needs of all pupils with regard to SEND, gender, race, culture, language, religion, social background. All our pupils have equal access to a broad and balanced curriculum. It is our intention to provide individualised opportunities and resources in an environment which meets the needs of individual children.

Dealing with Complaints

The school's complaints procedure can be requested at the main office. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Reviewing the Policy

The SEN policy will be reviewed annually and may be amended prior to this if significant reforms are implemented. A current policy will be available on the school website or by request at the school office.

Key Contacts

SENDco Mrs J Robinson SENDco - BA Hons Degree & SEN Qualification

Contact Details

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SEND Governor Gareth Mann-Tighe

King's Meadow Academy – SEND Policy

Preparing for Adulthood – Employment, Independent Living, Community Inclusion, Health.

Employment - Steps towards outcomes

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| Early Years 0-4 year olds | <ul style="list-style-type: none"> • Following instructions - consider any specifics around sensory impairment • Adapting to new environments • Playing with other children • Real world play (builder / nurse / doctor) | Key Stage 1 5-7 year olds | <ul style="list-style-type: none"> • Numeracy • Real world visits (fire stations, farms etc.) • ‘What do you want to be when you grow up?’ • Meeting role models | Key Stage 2 8-11 year olds | <ul style="list-style-type: none"> • Talk about different careers and education options • Access to career related role models • Start to build a personal profile of interests and ambitions • School sessions from visitors on their careers |
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Independent living - Steps towards outcomes

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| Early Years 0-4 year olds | <ul style="list-style-type: none"> • Feeding and drinking • Toileting • Real world play (kitchens, DIY, cleaning) • Getting dressed • Making choices | Key Stage 1 5-7 year olds | <ul style="list-style-type: none"> • Washing / brushing teeth • Telling the time • Paying in shops (supervised) | Key Stage 2 8-11 year olds | <ul style="list-style-type: none"> • Sleep-overs and residential trips • Cooking at school and home • Understanding money – paying for snacks in school • Shopping • Moving around the school independently • Travel training • Transport and road signs |
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Community Inclusion - Steps towards outcomes

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| Early Years 0-4 year olds | <ul style="list-style-type: none"> • Making friends • Social interaction • Visits / day trips | Key Stage 1 5-7 year olds | <ul style="list-style-type: none"> • Team playing • After school clubs • Weekend activities • Developing friendships / friendship groups | Key Stage 2 8-11 year olds | <ul style="list-style-type: none"> • Youth and after-school clubs • Learning to be safe on and offline • Knowing the local area • Walking short distances alone • Friendships • Understanding bullying • Managing change |
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Health - Steps towards outcomes

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| Early Years 0-4 year olds | <ul style="list-style-type: none"> • Checks at birth (hearing etc) • Diet and food variety • 2 year old development check • immunisations | Key Stage 1 5-7 year olds | <ul style="list-style-type: none"> • Child obesity checks • Diet - making choices • Dentist school visit • Immunisations • Physical exercise | Key Stage 2 8-11 year olds | <ul style="list-style-type: none"> • Managing minor health needs e.g. asthma • Starting puberty immunisation BCG • Obesity check • Articulating pain / health problems • Starting puberty |
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