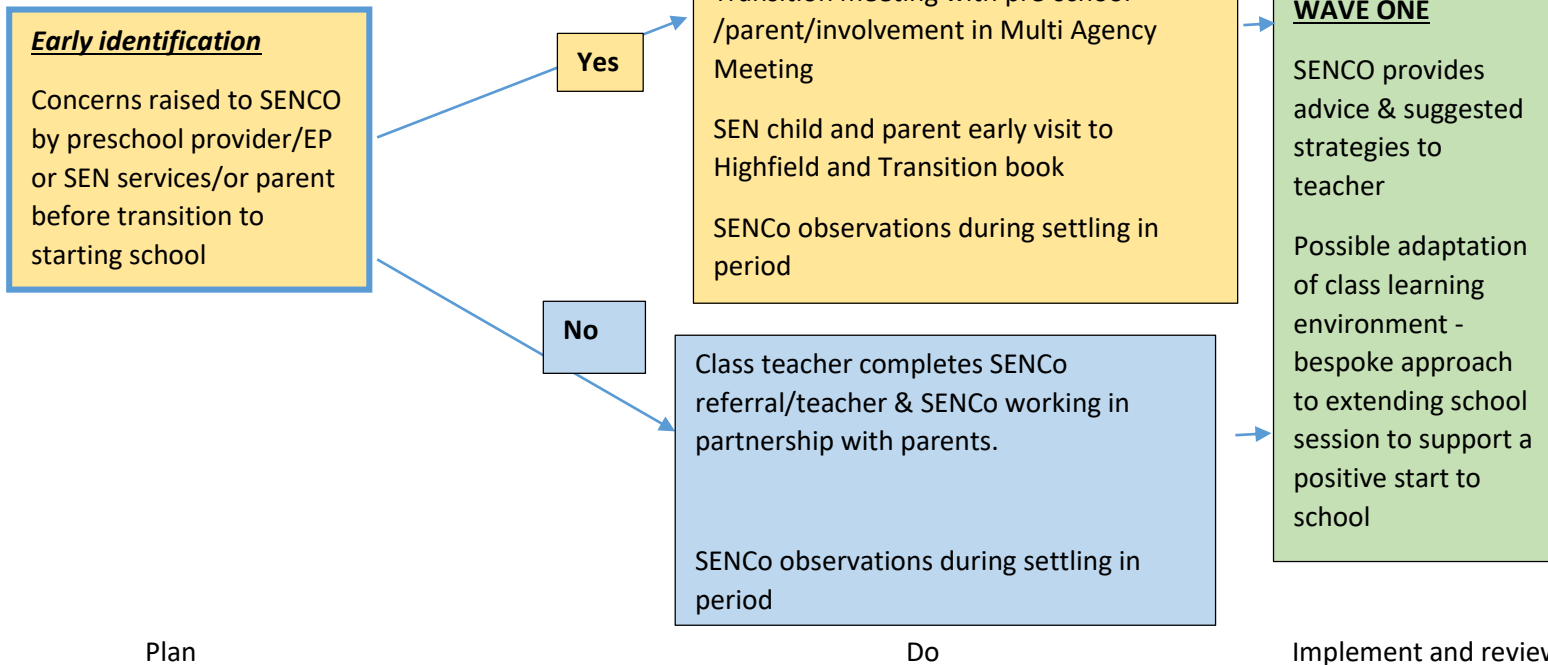


School SEN policy recognises

'Some children who have been identified as School SEN Support will have additional support within the classroom from a SEN teaching assistant who may support individual or targeted groups of pupils. If a child is identified as needing further support they may attend Dali class for a morning session. This classroom has a smaller amount of pupils (6-8) and is staffed by specialist SEN teaching assistants and overviewed by the SENCo. These pupils may also have some afternoon support from an SEN teaching assistant within their own classroom. Dali class – at different times, runs a range of additional provision for some afternoon sessions. These sessions may take the form of bespoke one to one work, group work or outside therapists running a session eg 'Lego Therapy'. There is also a Dali lunchtime club for pupils who can find social situations stressful. The club allows them to play in a calm, quiet, supportive environment with a high adult to child ratio.'

Pathway to accessing the Dali EY's provision



Pathway to accessing the Dali provision

PARENTAL PARTNERSHIP AND FULL PARENTAL CONSENT

WAVE TWO

Does the child show more significant barriers to learning?

- Communication & interaction
- Cognition and learning
- Social, Emotional and mental Health
- Medical/physical /sensory needs

SALT referral – parent in nursery advised to attend borough drop in clinic

Possible referral to school SALT Elaine Dunn

Possible referral to borough specialist team for stammering/borough SALT referral to access S & L base part time placement.

SENCO consults school EP

If showing a need for full EP involvement referral to be made to EP services

Referral to school Place2be

Referral to CAMHs/parent support services/BSS

Referral to Occupational /Physio Therapy

Specialists referrals, such as the Autism outreach team/hearing/visual impairment team

School nurse team who can provide training for staff in school.

Access criteria for EY's Dali nurture group

- Priority to be given to LAC/post LAC pupils showing social, emotional needs who would benefit from being in a smaller/quieter environment with a key person approach and attachment aware led staff strategies.
- Children with Communication and Language needs who would benefit from being in a smaller group environment – staff in Dali using SALT strategies on Attention & Listening/early Language development
- Children with limited Social Communication skills who would benefit from modelled social skills and 'learning to learn'. Attention Autism strategies modelled by our EP to support early understanding of feelings and emotional regulation.

Attendance and expected progress in the Dali group

