

# Trinity All Saints CE Primary School

## SEND Policy:

Approved: March 2024

Review Date: March 2025

Signed Headteacher:

Signed Chair of Governors:

## Policies and Procedures for SEND & Accessibility

'Growing Together' is our school vision; it reminds us that we must all work together to GROW into the very best versions of ourselves. We believe that there is no ceiling to what a child can achieve. All children deserve the opportunity to GROW into the very best version of themselves and our ambition is to support all children in our school to achieve this. Our vision is underpinned by the Parable of the Mustard Seed. **"The kingdom of heaven is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade. " Matthew 13: 31-32**

This policy 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 coordinators (SENCOs) and the SEN information report.

### Key information for Parents

If you have any specific questions any additional needs your child may have, please speak to their class teacher in the first instance, who may complete a SEND cause for concern form if necessary:

- SEND Team: Ms Jo Byndloss (SENDCO) available Mondays, Miss Lynne Armstrong Assistant Headteacher (remainder of the week)
- The governor responsible for SEND is Mrs Mary Morgan
- There is a SEND Information Report available on the school website with a breakdown of all key policies and contacts related to SEND.

### Types of Special Educational Need

Trinity All Saints CE Primary School is an inclusive school and provides support for children who have a range of Special Educational Needs and/or Disability across the four broad areas of need laid out in the SEN Code of Practice (2014):

- **Communication and Interaction**  
Including Speech, Language and Communication Needs (SLCN) and autism spectrum disorder (ASD)
- **Cognition and Learning**  
Including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Specific Learning difficulties (SpLD) including dyslexia and IRLENS.
- **Social, Emotional and Mental Health**  
Including Attention Deficit Disorder (ADD), a range of other needs including anxiety and depression.
- **Sensory and/or Physical**  
Including medical, a range of Physical Difficulties (PD) as well as Hearing Impairment (HI) and Visual Impairment (VI)

[SEND Graph](#)

Please see appendix 1 for the school's detailed breakdown of SEND pupils across school.

### INTENT

At Trinity All Saints CE Primary School, it is our ambition that pupils with SEND progress in line with their non-SEND peers from their starting point and narrow the attainment gap.

Through our SEND provision we aim to:

- Identify the needs of pupils
- Provide appropriate provision
- Gather pupil voice
- Work in partnership with our families
- Offer an appropriately resourced environment
- Work with external partners to ensure the best outcomes for pupils.

An overview of our offer can be found <https://www.trinityallsaintsbingley.org.uk/page/?title=SEND&pid=54>

## IMPLEMENTATION

At Trinity All Saints CE Primary School, all teachers are teachers of SEND and all pupils will have access to 'Quality First Teaching'. The essential characteristics of Quality First Teaching are:

- Clearly designed lesson plans
- Plenty of opportunities to involve and engage with pupils
- Appropriate use of modelling, scaffolds, explaining and questioning for pupils to engage with higher levels of critical thinking skills.
- Providing pupils with the chance to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regularly using encouragement and (authentic) praise to engage and motivate pupils.

In order to support Quality First Teaching across all subjects and within each year group, teachers follow Curriculum Growth Journeys, which can be accessed here

<https://www.trinityallsaintsbingley.org.uk/page/?title=Our+Learning&pid=8>

Our school provision map – see appendix 4 identifies universal adaptations, catch up support, specific strategies and interventions to support barriers to learning.

### How we identify SEND need (please see appendix 3)

At different times in a child's school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

**A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

- has a significantly greater difficulty in learning than the majority of others of the same age,
- or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The key to ensuring children with SEND excel is to ensure that their needs are identified as early as possible. At Trinity All Saints CE Primary School, children are identified as having SEND through a variety of ways including:

- Prior or during admission
- Liaise with the pupil
- Liaison with the previous education setting
- Liaison with parents and /or carers
- Liaison with external agencies

Whilst the child is at Trinity All Saints CE Primary School:

- Concerns and/or observations can be raised by parents and/or carers
- Concerns and/or observations raised by class teacher or other school staff
- Concerns raised by the child

- Tracking information – is the child performing below age related expectations?
- School based assessments (carried out initially by the class teacher, SENDCO or Specialist support such as the commissioned Speech and Language Therapist or commissioned Educational Psychologist)
- Further assessments carried out by the SENCO or SEND professionals
- Health diagnosis
- Assessments completed by outside agencies, for example, Behaviour Support Service, CAMHS, School Nurse, Pediatricians.

A child may have a special educational need either throughout or at any time during their school career. Pupils can fall behind in school for many different reasons for example:

- Pupil absence
- New to English
- Trauma
- Specific learning difficulty
- Medical condition

This **does not** mean that all **vulnerable learners listed above have SEND**. Only those with a specific learning difficulty, which requires special educational provision, will be identified as having a Special Educational Need or Disability (SEND). See Appendix 3 identification flowchart

### Children on the SEND register

We follow a graduated approach to supporting children on our SEND register ([see appendix 2](#))

Once pupil is identified as having a Special Educational Need, they are added to the school's SEND Register and their parents are informed of this action. Specific provision will be made by the Class Teacher. A detailed review will be undertaken by the relevant school staff and would involve parents/carers and outside agencies as detailed on our identification flowchart ([see Appendix 3](#)). This will include discussions with the child and their family, the class teacher and other key staff involved in supporting the pupil.

Each pupil identified as having SEND, is entitled to support that is 'additional to or different from'. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome/support the barrier identified. Pupils who are identified as have SEND each have an Individual Education Plan outlining provision, areas of need and targets that is reviewed on a termly basis or as required, which are shared with pupils, staff and parents. Interventions/IEP's are recorded, reviewed and monitored by the class teacher/SENDCO. The impact and effectiveness of these interventions on learning and progress across the school are discussed during pupil progress meetings with the Senior Leadership Team.

With parental permission, outside agencies may be involved to provide a better understanding of a pupils needs, or to provide a specific diagnosis. Agencies involved may be:

- **Local Authority Services**, such as specialist teachers from the Local Authority SEN team, Autism Outreach and the Behaviour Support Team.
- **Health Services** such as Occupational Therapists, school nurse, Health Visitors, Speech and Language Therapists or Physiotherapists.
- **Sensory support services** such as Hearing or Visual Impairment Specialist Teachers
- **Outside agencies** such as the Education Psychology Service, ADHD solutions and CAMHS.

A specialist professional may work with the child to understand their needs and make recommendations as to the ways support can be given. The school will then implement recommended programmes and strategies. The specialist professional may come back in to review progress.

For pupils who required support and additional funding at level 4 &5 of the graduated approach and who may have an Education, Health and Care Plan (EHCP), additional support is provided to help achieve the outcomes set out in their plan. When it is deemed appropriate for a child with an EHCP to have one-to-one support, Trinity All Saints CE Primary School will always aim to establish positive relationships with a range of adults. This avoids reliance on one adult and builds resilience for the child as they prepare for the next stage in their education.

### **Provision for SEND**

**If a pupil is identified as having special educational needs or a disability, we will provide provision that is ‘additional to or different from’ the mainstream curriculum with the intent to overcome and/or support the barrier(s) to their learning.”**

All provision for pupils with special educational needs follows the graduated approach (see Appendix 2) of ‘Assess, Plan, Do, Review.’ Firstly, the needs of the pupil are identified, and relevant assessments are carried out (Assess) in order to inform careful planning to meet those needs (Plan). Appropriate provision is then put in place for an agreed period of time (Do), after which progress is reviewed (review) and a reassessment of the pupil’s needs is made. This process continues to ensure the needs of the student are fully met. Some high needs pupils may move through the graduated approach quicker than their peers if strategies employed are not supporting them make progress, other pupils may need time to embed the strategies to ensure the strategies are being given time to be effective.

All pupils, are included in a positive learning environment, where learning is scaffolded and/or differentiated to meet wide ranging needs. This differentiation can involve diverse techniques, different levels of adult support or guidance, different expected outcomes, various ways of recording or accessing information and multi-sensory teaching approaches. Examples of this could include the use of manipulatives or other resources such as Numicon equipment in maths, standing desks, Chromebooks/Laptops, iPads, individual voice recorders, triangular pencils, coloured overlays, alternative exercise books if recommended following an assessment, visual timetables, additional adult support etc.

Teaching assistants work with small groups or individual children under the direction of the teacher. A range of interventions are delivered, including reading and writing support, fine motor skills work, mathematics programmes and Social Emotion and Mental Health support.

Our inclusive culture responds to the diversity of children’s backgrounds, interests, experience, knowledge and skills through the resources utilised. Opportunities are planned as part of the continued professional development (CPD) for all staff to develop their skills and have access to training opportunities.

During formal assessments, SEND pupils may be entitled to modifications such as 25% additional time, scribe, reader, modified texts, coloured paper, rest breaks and completing assessments in a smaller group.

Our school provision map – [see appendix 4](#) identifies universal adaptations, catch up support, specific strategies and interventions to support barriers to learning.

This is not an exhaustive list and further programmes of support or intervention are in place based on individual pupils’ needs or recommendations from external professionals.

### **Enabling pupils with SEN to engage in activities**

All our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs. All pupils are encouraged to go on our residential trip(s) and all pupils are encouraged to take part in sports days, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. The SENCO monitors the accessibility of extra-curricular activities and will arrange appropriate support for pupils with SEND and EHCPs to allow them to access these activities, completing appropriate risk assessments where necessary.

### Preparing for the next step

Transition is a part of life for all pupils. This can be transition to a new class in school, having a new teacher, or moving on to another school. Trinity All Saints CE Primary School is committed to working in partnership with children, families and other educational providers to ensure positive transitions occur and will provide additional transition as required.

Opportunity to discuss transition will occur prior to the completion of the Secondary School Application Form. Additional transition needs will be shared with secondary schools and supported as necessary. Once a place is secured, information sharing will begin with the Secondary SEND team.

### IMPACT

Monitoring and reviewing progress are an integral part of teaching and leadership within Trinity All Saints CE Primary. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the **'assess, plan, do and review'** model to ensure that parents/carers, teaching staff and children are involved in each step of pupil progress. Before any additional provision is set, a baseline stage will be recorded on the school tracking assessment tool which can be used to compare the impact of the provision/intervention each term. Where children are not yet working at age related expectations and are identified as 'working towards'. If children are working at pre key stage level we track children using BSquared and the Early Years Developmental Learning Journal as tracking tools to closely monitor small steps in learning. If a child is working on a non subject specific curriculum they will be assessed against the engagement model.

We work in partnership with families and external agencies to ensure our pupils with additional needs are happy, secure and making progress from their starting point. In order for SEND pupils to make good progress we plan intervention that is Specific, Measurable, Attainable, Realistic and Timely (SMART). Staff are continually assessing, monitoring and reviewing pupils to ensure that learning and progress is taking place.

Our whole school system for monitoring progress includes:

- Tracking of all pupils
- Analysis of groups within each class
- Assessment against subject specific criteria
- Observations of teaching and learning within classes
- Pupil book scrutiny
- Target setting and pupil progress meetings
- Consultations Evening
- Individual Education Plan (IEP) review sessions
- Engage with external agencies
- Pupil voice gathering sessions and response.

When a learner has an Education Health and Care Plan (EHCP), annual review meetings are held, Parents are invited, along with all the adults who work with the child, to celebrate success, set further targets and evaluate provision.

Regular work scrutiny and lesson observations will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high. The progress within individual work and targeted group work made by a child with SEND will also be determined through these activities.

Progress data of all learners is collated by the whole school monitoring system and monitored by Teachers, Senior Leaders, Governors and Trust Board.

### Equal opportunities

We are committed to making reasonable adjustments to ensure participation for all.

Staff at Trinity All Saints CE Primary School are updated with the Equal opportunities' legislation. This legislation places

specific duties on schools, settings and providers including:

**‘The duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic, defined in the Equality Act and to make ‘reasonable adjustments.’**

The Equality Act 2010 definition of disability is:

**“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”**

Section 1(1) Disability Discrimination Act 1995

**This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, or cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between children with a medical disability and those with SEN. Children and young people may therefore be covered by both the SEND code of practice and disability legislation.**

School’s Local offer is on our website and there is a link to the Local Authority Local offer website. School works closely with Health services to ensure that children identified as having a sensory impairment have access to the support and equipment needed. For example, we ensure that pupils with Hearing Impairment have the correct equipment eg a radio aid.

Where necessary school asks members of staff to act as Translators for parents.

### Dealing with Concerns

If a parent has concerns about their child’s progress, they should speak to their child’s class teacher initially. If concerns continue to exist and the parent feels that their child is not making progress, they may speak to the school’s SEND Team – Ms Byndloss, or Miss Armstrong.

The school should be clear about the difference between a concern and a complaint. By taking informal concerns seriously at the earliest stage, formal complaints can be avoided. As such, we would always encourage parents to approach a relevant member of staff such as the class teacher or SENDCo in order to informally discuss any concerns so that we can address these and move towards a resolution.

If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Head Teacher, Mrs Catherine Taylor who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors Reverend Martyn Weaver. A copy of the school’s Complaints Procedure is available on request from the school office and is available on the school website.

### Accessibility

Access Arrangements Trinity All Saints CE Primary school is currently completely accessible to all users, we have a lift for the upstairs and ramps and accessible toilets for those that require them. Where necessary the school will consult with the Local Authority to ensure any adjustments made are appropriate and meet the needs of the child. All staff use SEND accessibility information given from outside agencies and implement the strategies and access arrangements recommended into the school setting.

### Response to Bullying

We believe that every child has the right to learn in a supportive, caring and safe environment without the fear of being bullied. The school emphasises the importance and promotion of caring attitudes, and it is made clear that bullying is unacceptable. Bullying is defined by Ofsted as “aggressive or insulting behaviour by an

individual or group, often repeated over a period of time, that intentionally hurts or harms".  
Please see our Behaviour policy for more information.



### Useful links:

<https://www.trinityallsaintsbingley.org.uk/>

<https://localoffer.bradford.gov.uk/thelocaloffer.aspx> [A to Z | Foundation for People with Learning Disabilities](#) <http://www.addiss.co.uk/> <http://www.aspergerfoundation.org.uk/>

<http://www.autism.org.uk/>

<http://www.ndss.org/> <http://www.bdadyslexia.org.uk/> <http://www.dyspraxiafoundation.org.uk/>

<http://www.rnib.org.uk/> <https://www.bbc.co.uk/bitesize/articles/zh9v382>

### The Local Offer

For Bradford Metropolitan District Council Children's Services local offer, parents/ carers/pupils can visit their website at: [https://localoffer.bradford.gov.uk/Content.aspx?mid=26\\_](https://localoffer.bradford.gov.uk/Content.aspx?mid=26_)

## Appendix 1

### SEND Profile

Our current SEND profile for 2023/2024, shows that we currently have 14.4% of pupils at Trinity All Saints CE Primary School identified as requiring SEND support, 3.8% are currently being monitored and 0% of pupils have an Education Health Care Plan.

SEND Pupils Breakdown per Year Group

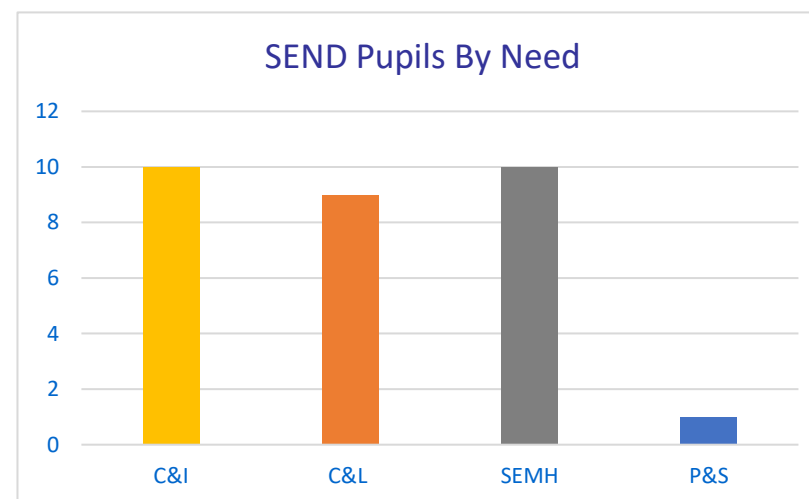
SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Communication and Interaction	2	1		1	1	3	2	10
Cognition and Learning			3		2		4	9
SEMH		1	1	4	1		3	10
Physical and Sensory			1					1

Total number of SEND in each year group

Rec	Y1	Y2	Y3	Y4	Y5	Y6
2	2	5	6	4	3	9

30 SEN support = 14.4%

10 monitored = 4.8%



## A Graduated Approach to SEND at Trinity All Saints CE Primary School

A graduated approach is the system of SEN support within our school. Our system helps us to assess need and plan appropriate support.

At each stage in our graduated approach we assess, plan, do and review.

### Area of concern

**Purpose:** A professional or parent may have highlighted a concern over the progress or behaviours of a young person which could present as changes in learning, behaviour, wellbeing, low progress and attainment.

**Procedure:** A triangulation of information is gathered by the class teacher & safeguarding lead to identify a possible barrier to learning.

**Outcome:** Identify a possible barrier to learning. An action agreed. If the outcome is possibly a learning barrier the teacher refers to stage 1. Follow safeguarding process for other needs. If a behavioural need behaviour plan/person-centred planning required (tran

**Time-scale:** Action at any time, review at pupil progress meetings, next steps planned within 2 weeks of review.

### Stage 1. QFT Approach and Universal Strategies - non-send catch-up

(Include pupil portrait)

### Stage 2. Range 1 Person-Centred Planning

(At this stage pupils continue to be on identification tracker, non-send catch up programmes)

<b>Lead:</b> Class Teacher	<b>Timescale:</b> 1 Term	<b>Review:</b> As required but begin with short evaluation	<b>Lead:</b> Class Teacher with SENCO	<b>Timescale:</b> 3 x 2 week cycles	<b>Review:</b> As required but at least termly
<p><b>Purpose:</b> To ensure that a pupil is receiving and accessing effectively the Quality First Teaching approaches adopted by the school. Assess any additional support required to ensure success. Enter into a discussion with parent and pupils regarding learning.</p> <p><b>Procedure:</b> Class teacher reviews the universal strategies/approach adopted within their own classroom. May seek help from peer/SEND team. Class teacher to complete missed learning, RAG against class timetable.</p> <p><b>Outcomes:</b> QFT approaches applied consistently. Pupil accessing learning effectively.</p>			<p><b>Purpose:</b> To open a discussion with pupil and parent around possible challenges. Overview of where they are and where we want to be and by when and create a Individual Provision Map. History, impact and plan.</p> <p><b>Procedure:</b> At 3 x 2week cycles with parent and pupil to gather information, agree actions and responsibilities. Catch-up programmes.</p> <p><b>Outcomes:</b> Agreed expectations. Shared responsibility. Individualised strategies adopted to support emerging needs. This may be related to a fixed or transient need.</p>		

### Stage 3. Range 2- Student Profile

(Pupils placed at school action & an IEP is adopted)

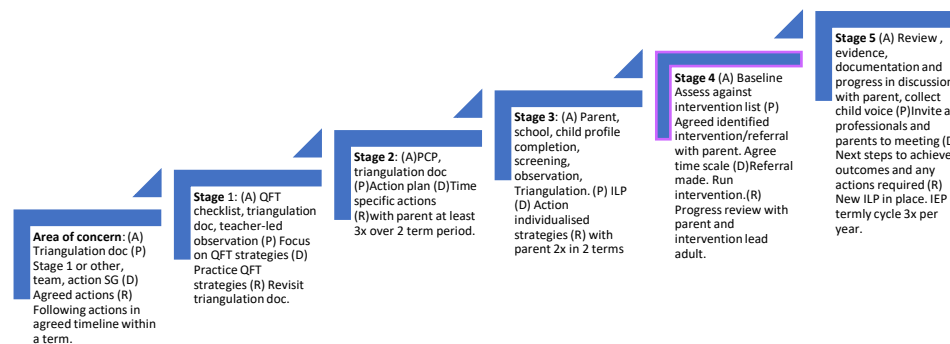
<b>Lead:</b> Class Teacher supervised by SENCO	<b>Timescale:</b> 2 terms	<b>Review:</b> At least termly
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**Purpose:** To gather evidence and identify primary need to connect targeted strategies.

**Procedure:** Internal screening, observation and assessments take place.

**Outcomes:** Detailed overview, long, medium- and short-term goals agreed. Identified need. Identification of catch up, small group support. Catch-up programme.

### Assess, Plan, Do-Review cycle per stage - used for each section



### Stage 4, Range 3 - Targeted Interventions

(Pupils places at School Action +)

<b>Lead:</b> SENC O	<b>Timescale:</b> 2 terms	<b>Review:</b> At least termly
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**Purpose:** Identify individual support and interventions

**Procedure:** Discussion with parents. Agree individualised support, referrals for external support/assessment.

**Time:** bound targeted interventions allocated with key adults, must include assessment of impact.

**Outcomes:** Targeted interventions and external support. Pupil's challenge has improved and can now independently manage that challenge. Intervention programmes offered.

### Stage 5. Range 4- Assessment for EHCP

(At this stage an application for an EHCP is actioned)

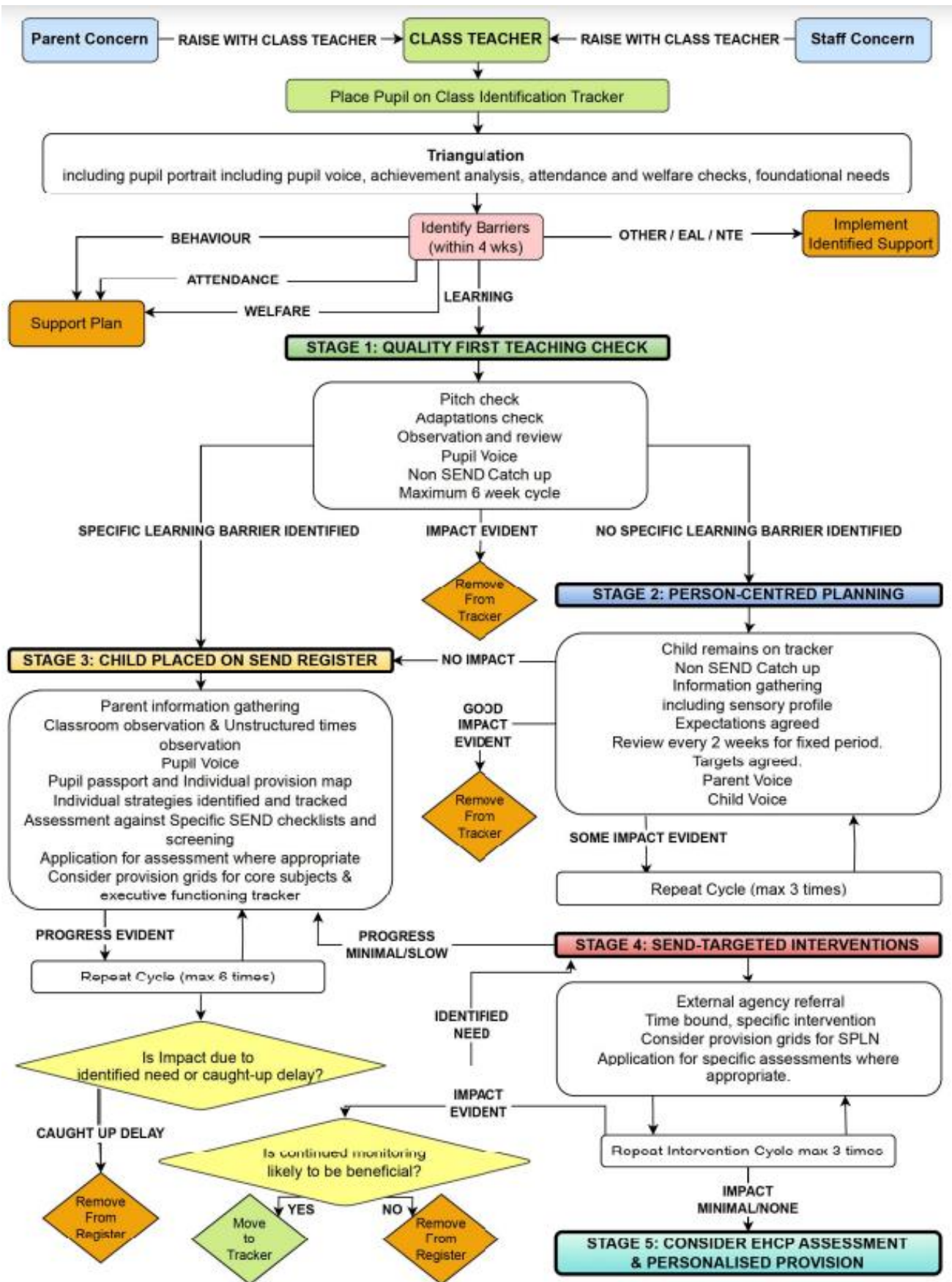
<b>Lead:</b> SENCO	<b>Timescale:</b> 20 weeks from submission	<b>Review:</b> Annually once EHCP in place
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### Appendix 2

**Purpose:** Identification of long-term outcomes, hopes and aspirations, identify key provision and strategies to support. Team and services around the child and family. Additional funding. Individualised provision.

**Procedure:** Parents can apply for EHCP. School to provide evidence of additional support required in education. Formal assessments made. Outcomes and provision identified.

**Outcomes:** Legally binding individualised health and education support with additional funds.



Appendix 4

Trinity All Saints' CE Primary School  
Whole School Provision Map 2023-24

There are many ways to support learning in the classroom. Most children will make good progress using Quality First Teaching Approach, Environment & Universal Adaptations as outlined below. Some children may need to use specific adaptations – again outlined below - because of a specific barrier to learning. Once the barrier has been identified specific adaptations will be used in some or all lessons depending on the barrier. Adaptations can be used to support one or more of the 4 main areas of SEND (cognition and learning, communication and interaction, social, emotional and mental health and sensory and physical). By identifying the barrier to learning the most appropriate adaptation is adopted.

<b>Quality First Teaching</b>	
<p><b>Teaching Approach</b></p> <ul style="list-style-type: none"> <li>▶ Interesting purposeful teaching.</li> <li>▶ Interactive lessons</li> <li>▶ Inspiration-Teacher passion and subject knowledge.</li> <li>▶ Independent learning- Empowerment</li> <li>▶ Clearly structured lesson with clear start and end</li> <li>▶ Purpose and clear objective.</li> <li>▶ Structure- I do, you do, we do</li> <li>▶ Practice- over learn</li> <li>▶ Deepen- connect and embed</li> <li>▶ Reflect.</li>   <li>▶ Collaborative</li> <li>▶ Outside</li> <li>▶ Multisensory</li> <li>▶ Oracy</li> <li>▶ Problem solving</li> </ul>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>▶ The right environment is essential for good learning behaviours.</li> <li>▶ Declutter</li> <li>▶ low stimulus environment</li> <li>▶ Label and organise</li> <li>▶ Use the space flexibly</li> <li>▶ Consider sensory needs- consider what you need to display, how you display it. Be aware of noise, smells, temperature</li> <li>▶ There are different ways you can modify teaching and learning to support differing learning needs.</li> <li>▶ Sensory audit</li> </ul>
<p><b>Universal Adaptations</b></p> <ul style="list-style-type: none"> <li>▶ Seating arrangements near the teacher or board or window</li> <li>▶ Lighting</li> <li>▶ Positive behaviour policy</li> <li>▶ Increased response time</li> <li>▶ More frequent review</li> <li>▶ Paraphrasing new information</li> <li>▶ Simplified instructions</li> <li>▶ Extended time to complete tasks</li> <li>▶ Enlarged Print</li> <li>▶ Oral response</li> <li>▶ Seating with a shoulder and face to face partner</li> <li>▶ Practice activities to fit learning style</li> </ul>	<ul style="list-style-type: none"> <li>▶ What a good one looks like</li> <li>▶ Chunking- 1 step instructions</li> <li>▶ White boards/practice boards</li> <li>▶ Doodle pages</li> <li>▶ Key vocabulary/word banks/phonic mats</li> <li>▶ Number lines, hundred squares, alphabet prompts.</li> <li>▶ Fidget tools</li> <li>▶ Resistance bands</li> <li>▶ Talking partners</li> <li>▶ Daily meet and greet</li> <li>▶ Flexible staffing</li> <li>▶ Class circle time, behaviour, relationships and PSHE curriculum</li> </ul>
<p><b>Parental and Pupil Voice</b></p> <ul style="list-style-type: none"> <li>▶ Progress meetings</li> <li>▶ Invitations to school worship and come and see events.</li> <li>▶ Newsletters</li> <li>▶ Open Door Policy</li> <li>▶ PING</li> </ul>	<p><b>Targeted:</b></p> <ul style="list-style-type: none"> <li>Person Centred Planning meeting</li> <li>Triangulation/pupil portrait</li> <li>New parents meeting – Reception</li> <li>Yr 7 transition</li> <li>EHCP Annual review</li> <li>Individual Education Plan/ Assess, Plan, Do, Review process</li> <li>ISAR meetings (Reception)</li> <li>Early Help</li> <li>Parent working group</li> <li>Open evenings/days</li> <li>SENDCO surgery</li> </ul>
<b>Specific Barrier to Learning</b>	
<p><b>Specific Adaptations</b></p> <p><b>Behaviour support-</b> Individualised rules for pupil when needed, 5 point scale, traffic lights, play and pause, worry tree, zones of regulation, donut of control, triangle of choice praise/reward chart, positive post its, reflection chart, restorative practice, distraction, home school communication log</p> <p><b>Environmental</b> - Quiet classroom, quiet/safe space, music</p>	

**Reduce visual distraction** - table screens, reading squares, seating position.

**Modified expectations** – modified pitch, small step tracking, Reduced or altered assignments, help with note taking/scribing, copies of teacher notes.

**Predictable and structured days**- Consistency in routine, Visual timetables, clear session objectives, Session Goals/task breakdown and daily targets, crisp starts, clear ends, Clocks and timers, now and next

**Communication aids**-Communication cards, sentence/question prompts, scripts, social stories, talking mats.

**Sensory Aids**- Accessible learning, resources labelled, Sensory support aids, headphones/ear defenders, Movement breaks  
Specific Strategies, sensory circuits, wobble cushion, fidget tools, sensory checklist

**SEMH Support**- mindful/relaxation techniques, 5 point scale, pets as therapy, victory logs, body mapping, energy counting

**Instructional arrangement**- Modelling, Scaffolding, Additional guided learning, sequencing, three houses,

**Methods and materials**- Concrete manipulatives- Post its, letter tiles, place value, visual prompts, Colourful semantics, doodle boards, coloured overlays, coloured paper, word and letter tiles.

**Level of personal assistance**- full support, partial support, little support, no support, Pre-teaching, post teaching.

**Assistive technology**- voice recording, predictive text, text-speech, word readers, enlarged text, light box, screen reader.

**Physical aids**- pencil grips, ruler guards,