

## Provision for Pupils at Peel Park Primary School

| Inclusive Quality First Teaching for all pupils regardless of whether the child has identified SEND.  | Additional interventions to remove barriers to learning and to reduce the attainment gap   | Greater personalization of provision for pupils with SEND   | Highly personalized provision for pupils with an EHCP   |
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| <ul style="list-style-type: none"> <li>• Focused lesson planning where there are clear objectives outlined for pupils;</li> <li>• Clear success criteria displayed and discussed with all pupils, ensuring that all pupils have the teaching of subject-specific language with definitions and examples of language provided and exemplified;</li> <li>• Teachers know their pupils – their interests and strengths; their preferred approaches to learning; their barriers to learning;</li> <li>• Pupils are engaged with learning and there are different types of approaches to learning used to maximize engagement;</li> <li>• Differentiation and reasonable adjustments are planned where required.</li> </ul> <p>All pupils receive this level of provision.<br/>There is a commitment from every teacher for every child.</p> | <p>Assessments used will include:</p> <ol style="list-style-type: none"> <li>1) Baseline assessments;</li> <li>2) Classroom observations;</li> <li>3) The Early Years Developmental Journal;</li> <li>4) Termly diagnostic testing;</li> <li>5) Pre-Key Stage Standards;</li> <li>6) Teacher assessment in both core and non-core subjects;</li> <li>7) Phonics screening;</li> <li>8) Multiplication check (Y4);</li> <li>9) KS1 data and assessments;</li> <li>10) KS2 data and assessments;</li> </ol> <p>Assessments show that:</p> <ul style="list-style-type: none"> <li>• The child is working below age-related expectations;</li> <li>• A previous rate of progress is not being maintained;</li> <li>• The attainment gap is widening despite differentiation and reasonable adjustments at Quality First Teaching for all;</li> </ul> <p>Inclusion of specific interventions and approaches to support the pupil.</p> <p>Plan implemented to detail support</p> | <p>Progress, despite the interventions, alternative strategies and supports, remains limited and the attainment gap continues to widen, placing the child at a disadvantage within learning.</p> <p>In-depth assessments to provide further clarity regarding the child's barriers to learning and to establish the area of need to be undertaken.</p> <p>The pupil will have an individual learning plan with short term outcomes set and with provision targeted to secure the outcomes.</p> <p>Outcomes to be specific, measurable, achievable, realistic and time-bound.</p> <p>Termly monitoring of the short term outcomes.</p> <p>Child is registered as having SEND.</p> <p>Possible referral to outside agencies: SALT, EP, Specialist teachers, Medical, CAMHS, MHST.</p> | <p>Continued cycles of the ASSESS-PLAN-DO-REVIEW process highlight that the pupil is not making the expected or adequate progress despite the increasing amount of support and interventions provided.</p> <p>The child requires a minimum of 19, 22 or 25 hours of personalized support per week which is a combination of 1:1, small group or reduced teaching size (no more than 1:12). The amount of hours and ratio of adult support is detailed in the provision.</p> <p>Medium outcomes (up to 2 years) and Long term outcomes (end of the following key stage) are set. The child continues to be supported by the short term, termly outcomes at school support.</p> <p>Additional funding (Top-Up Funding linked to the number of hours of support) is provided by the Local Authority. The school implements the first £6,000 of the cost.</p> |

**ASSESS – PLAN – DO - REVIEW**

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The four areas of special educational needs are:

| Cognition and Learning  | Communication and Interaction  | Social, Emotional and Mental Health Needs  | Physical and/or Sensory Needs  |
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| <p>Pupils with Cognition and Learning Needs may have difficulties associated with:</p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties (Bradford defines this if a child is working at/ below PKS4 or at/ below at the end of KS1 or working below Y2 ARE at the end of KS2);</li> <li>• Severe Learning Difficulties (Bradford defines this if a child is working at/ below PKS2 at the end of KS1 and at/ below PKS3 at the end of KS2);</li> <li>• Profound and Multiple Learning Difficulties (Bradford defines this if a child is working at/ below PKS1 at the end of KS1 and KS2);</li> <li>• Specific Learning Difficulties: Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia.</li> </ul> <p>Diagnosis of SLD, PMLD and SpLD are given by specialist professionals.</p> | <p><i>‘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.’</i></p> <p><b>SEND Code of Practice Paragraph 6.29</b></p> <p>Pupils with Communication and Interaction Needs may well have difficulties in the following areas:</p> <ul style="list-style-type: none"> <li>• Comprehension of language (Receptive language skills);</li> <li>• Usage of language (Expressive language skills);</li> <li>• Phonological Speech Sound Disorders;</li> <li>• Developmental Language Disorder;</li> <li>• Social Communication difficulties inc. Autism.</li> </ul> | <p><i>‘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.’</i></p> <p><b>SEND Code of Practice Paragraph 6.32</b></p> <p>SEMH needs will include children whose anxieties are so great, that they are unable to attend school regularly (EBSA).</p> | <p><i>‘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.’</i></p> <p><b>SEND Code of Practice Paragraph 6.34</b></p> <p>Pupils with Physical and/or Sensory needs may have diagnosed conditions such as:</p> <ul style="list-style-type: none"> <li>• Cerebral Palsy;</li> <li>• Hearing Impairment;</li> <li>• Visual Impairment;</li> <li>• Multi-Sensory Impairment (a combination of hearing and visual impairment);</li> <li>• Sensory Processing Difficulties that are related or unrelated to other diagnosis’ such as Autism and ADHD.</li> </ul> |

**Pupils will have a primary area of need, but may well also have needs in other areas**

## Cognition and Learning Needs at Peel Park Primary School

| Inclusive Quality First Teaching for all pupils regardless of whether the child has identified SEND.  | Additional interventions to remove barriers to learning and to reduce the attainment gap  | Greater personalization of provision for pupils with SEND  | Highly personalized provision for pupils with an EHCP   |
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| <ul style="list-style-type: none"> <li>• Mind-maps which make links between concepts;</li> <li>• Diagrams and visuals included to improve comprehension;</li> <li>• Pre-teaching of vocab. + info.;</li> <li>• Post-teaching: review of previous learning to make links/ to also address misconceptions;</li> <li>• Reduction in the complexity of language, but also challenge provided re. Tier 2 and 3 vocab;</li> <li>• Growth Mindset approaches;</li> <li>• Memory aides: number lines, word mats, sentence stems, calculation strategies;</li> <li>• Use of a WAGOLL to provide examples of a finished product;</li> <li>• Smaller groupings for phonics;</li> <li>• Adaptation of text – font, spacing, quantity, language;</li> <li>• Structured planning frames;</li> <li>• 1:1 reading time;</li> <li>• Coloured overlays;</li> <li>• Outdoor and off-site learning;</li> <li>• High interest/ low reading age reading materials</li> <li>• Numicon, counting objects, Base Ten, Cuisinaire rods;</li> <li>• Additional processing time and Learning Partner talk;</li> <li>• Sequencing activities;</li> <li>• Colour coded lines of text for pupils with tracking difficulties;</li> </ul> | <p>Further assessments:</p> <ul style="list-style-type: none"> <li>• Baseline assessments from the Cognition and Learning Team in Bradford;</li> <li>• Dyslexia Portfolio to examine also working memory and processing difficulties.</li> </ul> <p>Additional interventions/ supports:</p> <ul style="list-style-type: none"> <li>• Increased differentiation in terms of further modification of teacher talk and questioning: consideration paid to the level, the pace and volume;</li> <li>• Precision Teaching;</li> <li>• Visual references for key vocabulary within teaching and within reading;</li> <li>• Access to small group learning with an additional member of staff from the LSA team;</li> <li>• Small group phonics continuing into KS2;</li> <li>• Small group reading activities both within the classroom as part of intervention;</li> <li>• 20:20 reading</li> <li>• Individual visual task plans/ timetables;</li> <li>• Small group mathematics interventions to address gaps;</li> </ul> <p><b>PUPIL PROFILE: What is (not) working well?/ What supports learning?</b></p> | <p>Further assessments:</p> <ul style="list-style-type: none"> <li>• Support from the Cognition and Learning Team or the Educational Psychologist to examine further the complexity of need.</li> </ul> <p>Additional interventions/ supports:</p> <ul style="list-style-type: none"> <li>• 1:1/ small group mathematics programme informed by the C&amp;L team;</li> <li>• Alphabet arc programme which is informed by the C&amp;L team;</li> <li>• See and Learn reading;</li> <li>• Sensory stories;</li> <li>• Workstation tasks;</li> <li>• Inclusion of Clicker 8;</li> <li>• Multi-sensory interventions;</li> <li>• Small steps writing supports: 'Bear Words' developed by school/ 'I can see ...' programme developed by the C&amp;L team;</li> <li>• Colour coding;</li> <li>• Tasks and presentation are personalized to the child's needs;</li> <li>• Access to continuous provision to develop thinking skills;</li> <li>• Advice from external professionals is implemented;</li> </ul> <p><b>PUPIL PROFILE: What is (not) working well?/ What supports learning?</b></p> | <p>Continuous assessment within school; assessments from specialists such as the specialist teaching team and the Educational Psychologist.</p> <p>Continuous monitoring of outcomes – short term outcomes from the termly individual learning plan and outcomes on the EHCP.</p> <p>Additional interventions/ supports:</p> <ul style="list-style-type: none"> <li>• Learning Support Assistant working closely with the class teacher and SENDCo;</li> <li>• Adapted curriculum access/ significantly modified curriculum tasks;</li> <li>• Individually planned daily timetable for every child with an EHCP with focused English and literacy activities planned;</li> <li>• Daily workbook style, highly visual, multi-sensory, activities to practise and develop basic skills;</li> <li>• Depending upon need, adults may need to disguise the demands from learning tasks;</li> <li>• The use of the Engagement Model;</li> </ul> <p><b>PUPIL PROFILE: What is (not) working well?/ What supports learning?</b></p> |

## Communication and Interaction Needs at Peel Park Primary School

| Inclusive Quality First Teaching for all pupils regardless of whether the child has identified SEND.  | Additional interventions to remove barriers to learning and to reduce the attainment gap  | Greater personalization of provision for pupils with SEND   | Highly personalized provision for pupils with an EHCP   |
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| <ul style="list-style-type: none"> <li>• Visual supports: task plans, visual timetables for the class;</li> <li>• Time for processing of language;</li> <li>• Word webbing approaches;</li> <li>• Vocabulary focus per term for the wider subjects of the curriculum;</li> <li>• Bloom’s Taxonomy/ Blank Level questions;</li> <li>• Reduction/ Variation of language;</li> <li>• Additional processing time;</li> <li>• Teaching of subject specific language;</li> <li>• Visual instruction boards;</li> <li>• Modelled discussions;</li> <li>• Songs, rhymes, music;</li> <li>• Role-play;</li> <li>• Sequencing activities;</li> <li>• Word banks;</li> <li>• Develop chronology through wall displays</li> <li>• Purposeful practice of rehearsed questions;</li> <li>• ‘Tell me more’;</li> <li>• ‘Tell me what you need to do’;</li> <li>• Question/ sentence stems;</li> <li>• Story sacks</li> <li>• Role playing – conscience alleys – hot seating: development of sentence structures and ideas;</li> <li>• Rehearse the sentences;</li> </ul> | <p>Further assessments:</p> <ul style="list-style-type: none"> <li>• Well Comm screening tools;</li> <li>• AET Framework;</li> <li>• TALC assessments;</li> <li>• Bradford Speech and Language checklists;</li> <li>• Speech, Language and Communication tools from the Communication Trust</li> </ul> <p>Additional interventions/ supports:</p> <ul style="list-style-type: none"> <li>• Active Listening for Active Learning intervention;</li> <li>• Staff trained in ELKLAN to support pupils with SLCN;</li> <li>• Language for Thinking;</li> <li>• Talkabout – resources from Black Sheep Press: Talkabout Classrooms, Talkabout School, Talkabout Friends;</li> <li>• Well Comm – Nursery – Year 6;</li> <li>• Speech sound intervention bespoke to pupil needs;</li> <li>• Time to Talk intervention;</li> <li>• Explicitly teaching abstract concepts;</li> <li>• Lego Therapy and Lego play;</li> <li>• PORIC;</li> <li>• Barrier games;</li> <li>• Board games;</li> </ul> <p><b>PUPIL PROFILE: What is (not) working well?/ What supports learning?</b></p> | <p>Pupils with Speech, Language and Communication Needs as a primary need will have, or will have had, a referral to the Speech and Language Therapy Team for assessments with advice and strategies implemented into the provision.</p> <p>Additional interventions/ supports:</p> <ul style="list-style-type: none"> <li>• Intensive Interaction and for staff to follow the stages of Intensive Interaction;</li> <li>• Staff trained in Intensive Interaction;</li> <li>• Staff trained in ‘Making Sense of Autism’;</li> <li>• Attention Autism by Gina Davies;</li> <li>• Magic Bag activities;</li> <li>• Colourful Semantics;</li> <li>• Total Communication approaches which include use of objects of reference, photos, symbols and gestures alongside verbal language;</li> <li>• Comic Strip Conversations;</li> <li>• Social Stories;</li> <li>• Sensory stories;</li> <li>• Access to the sensory room to support SLCN.</li> </ul> <p><b>PUPIL PROFILE: What is (not) working well?/ What supports learning?</b></p> | <p>Continuous assessment within school; assessments from specialists such as the specialist teaching team and the Educational Psychologist.</p> <p>Continuous monitoring of outcomes – short term outcomes from the termly individual learning plan and outcomes on the EHCP.</p> <p>Additional interventions/ supports:</p> <ul style="list-style-type: none"> <li>• Some children with autism/ social communication needs may access the school’s own enhanced provision classrooms: The Orchard and The Nest. In total, these two classrooms accommodate 12 children with a high adult-child ratio and provide a specialist and multi-sensory curriculum with personalization of provision for pupils;</li> <li>• Daily planned timetable will include aspects of speech and language support strategies;</li> <li>• High level of adult support to support and develop communication and interaction skills.</li> </ul> <p><b>PUPIL PROFILE: What is (not) working well?/ What supports learning?</b></p> |

## Social, Emotional and Mental Health Needs at Peel Park Primary School

| Inclusive Quality First Teaching for all pupils regardless of whether the child has identified SEND.   | Additional interventions to remove barriers to learning and to reduce the attainment gap   | Greater personalization of provision for pupils with SEND  | Highly personalized provision for pupils with an EHCP  |
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| <ul style="list-style-type: none"> <li>• Growth mindset strategies;</li> <li>• A comprehensive and appropriate-to-need PSHE programme: planned and regularly reviewed by the Safeguarding Lead;</li> <li>• Supported playtime activities;</li> <li>• Social skills groups;</li> <li>• Access to 'shared goal' work;</li> <li>• Emotions boards;</li> <li>• Target and reward charts;</li> <li>• Sensory movement breaks;</li> <li>• Mixed ability groupings;</li> <li>• Access to quieter areas for work tasks when needed;</li> <li>• Chunking of information where attention and SEMH needs compromise concentration;</li> <li>• Consolidation of 'my turn/ your turn'</li> <li>• Jobs and Responsibilities;</li> <li>• Subtle techniques for children who cannot manage demands</li> <li>• Circle time activities</li> <li>• Adults knowing when to step back to allow independence;</li> <li>• Systems for observing and monitoring behaviour; implementation of 'Good to be Green';</li> <li>• 'My Happy Mind';</li> <li>• Quieter areas for learning;</li> </ul> | <p>Further assessments:</p> <ul style="list-style-type: none"> <li>• Talking Mats – discussion of any areas of difficulty that have been observed/ communicated;</li> <li>• SDQ (Strengths and Difficulties Questionnaire) analysis;</li> <li>• Checklists – ADHD/ ASC/ Attachment/ ODD and CD.</li> </ul> <p>Additional interventions/ supports:</p> <ul style="list-style-type: none"> <li>• Referrals to the MHST;</li> <li>• Theraplay-based interventions from the MHST;</li> <li>• Transition workshops for Year 6;</li> <li>• Access to specific programmes in The Grove – the school's nurture classroom;</li> <li>• Talkabout – Developing Self-Esteem/ Developing Social Skills/ Developing Friendships:</li> <li>• Zones of Regulation;</li> <li>• Blobs resources by Pip Wilson;</li> <li>• Talking time for some children;</li> <li>• Social interaction games;</li> <li>• Fidget resources;</li> <li>• Self-regulation boxes;</li> <li>• Mindfulness activities;</li> <li>• Check-ins;</li> <li>• Sensory play activities;</li> <li>• Baking/ cooking activities.</li> </ul> <p><b>PUPIL PROFILE: What is (not) working well?/ What supports learning?</b></p> | <p>Further assessments:</p> <ul style="list-style-type: none"> <li>• Kim's Flowers – attachment analysis;</li> <li>• Sensory Profile and Well-being Profile;</li> <li>• Boxall Profile;</li> <li>• SEMH tracking toolkit;</li> </ul> <p>Additional interventions/ supports:</p> <ul style="list-style-type: none"> <li>• Staff trained in delivering Draw and Talk – therapeutic support;</li> <li>• Staff trained in 'Five Minutes of Fun' from the SCIL team;</li> <li>• Staff trained in de-escalation strategies and Supporting learners with SEMH needs;</li> <li>• 5-point scale intervention work;</li> <li>• Risk assessments;</li> <li>• 6 Stages of Crisis passports;</li> <li>• Social stories;</li> <li>• Comic-strip conversations;</li> <li>• Involvement from wider services such as Children's Social Care, CAMHS, MAGIC;</li> <li>• LSA support for SEMH needs;</li> <li>• Physical breaks;</li> <li>• Support for pupils with EBSA which will be personalized;</li> <li>• EBSA school strategy;</li> <li>• Emotion Coaching supports.</li> </ul> <p><b>PUPIL PROFILE: What is (not) working well?/ What supports learning?</b></p> | <p>Continuous assessment within school; assessments from specialists such as the specialist teaching team and the Educational Psychologist.</p> <p>Continuous monitoring of outcomes – short term outcomes from the termly individual learning plan and outcomes on the EHCP.</p> <p>Additional interventions/ supports:</p> <ul style="list-style-type: none"> <li>• Staff trained in Positive Handling;</li> <li>• Risk Assessments and De-escalation Plans;</li> <li>• Some children may access learning and provision in the school's own enhanced provision classroom – The Vines – where learning approaches are personalized;</li> <li>• A 'key adult' approach to support attachment;</li> <li>• Significant focus on supporting regulation and de-escalation;</li> <li>• Access to the De-escalation room;</li> <li>• Individualised daily timetable of planned personalized support;</li> <li>• Continuous provision.</li> </ul> <p><b>PUPIL PROFILE: What is (not) working well?/ What supports learning?</b></p> |

## Physical and/or Sensory Needs at Peel Park Primary School

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| <ul style="list-style-type: none"> <li>• Disabled access toilets;</li> <li>• Hearing Aid care plans and access to HI resources;</li> <li>• Technology – laptops and IPADS, recording devices;</li> <li>• Technology apps such as Scratch</li> <li>• Pencil grippers;</li> <li>• Vary the implements being used – opportunities for ‘large’ working – wallpaper and large paintbrushes;</li> <li>• Squiggle;</li> <li>• Dough disco;</li> <li>• Different scissors;</li> <li>• Logitech keyboards bluetoothed to IPADS;</li> <li>• Colour coded keyboards;</li> <li>• Touch typing;</li> <li>• Recap of main teaching points;</li> <li>• Pupils to rephrase/ repeat info;</li> <li>• Care plans;</li> <li>• Consideration of reading material – spacing/ font size/ visual supports;</li> <li>• 3D models + tactile resources;</li> <li>• Short listening opportunities;</li> <li>• Enlarging of any resources;</li> <li>• Different size of squared paper;</li> <li>• Enrichment activities with BD3 Games League;</li> <li>• Sensory movement breaks;</li> <li>• Sloped writing boards.</li> </ul> | <p>Further assessments:</p> <ul style="list-style-type: none"> <li>- Gross motor skills observations – PE lessons, playground as well as general movement;</li> <li>- Fine motor skills observations and monitoring of recording;</li> <li>- Visual needs will often be identified by an optician or the eye clinic;</li> <li>- Hearing impairment needs will often be identified by audiology;</li> <li>- Information from Occupational Health; Physiotherapy; School Nursing Team; Child Development Centre;</li> <li>- Sensory Needs Profile;</li> </ul> <p>Additional interventions/ supports:</p> <ul style="list-style-type: none"> <li>- Advice from external agencies implemented in the classroom;</li> <li>- Multi-sensory approaches;</li> <li>- Medical Care Plans;</li> <li>- Pre and post teaching supports for pupils;</li> <li>- Consideration regarding the environment: seating, lighting + glare; acoustics</li> <li>- Boccia; Bowls; Large balls with bells inside; Sitting volleyball; Bikes – balance bikes for easier access; different weighted balls;</li> </ul> <p><b>PUPIL PROFILE: What is (not) working well?/ What supports learning?</b></p> | <p>Children will have assessment and support from outside professionals: medical and the Specialist Teaching Team.</p> <p>Additional interventions/ supports:</p> <ul style="list-style-type: none"> <li>- Intimate Care Plans for pupils with self-care needs;</li> <li>- Support for swimming: adult support in the pool;</li> <li>- Manual Handling Plans;</li> <li>- Risk Assessments;</li> <li>- Audit of the learning environment;</li> <li>- Sensory circuits;</li> <li>- Clicker 8 to support access to learning;</li> <li>- Should pupils have VI/ HI/ MSI – training to be delivered to staff;</li> <li>- Radio Aids;</li> <li>- Teaching methods to facilitate access to the curriculum, support class participation and social/emotional development;</li> <li>- Consideration regarding access to statutory and non-statutory testing arrangements;</li> <li>- Specific interventions for phonics can be implemented;</li> <li>- Advice from specialists implemented.</li> </ul> <p><b>PUPIL PROFILE: What is (not) working well?/ What supports learning?</b></p> | <p>Continuous assessment within school; assessments from specialists such as the specialist teaching team and the Educational Psychologist.</p> <p>Continuous monitoring of outcomes – short term outcomes from the termly individual learning plan and outcomes on the EHCP.</p> <p>Children will have assessment and support from outside professionals: medical and the Specialist Teaching Team.</p> <p>Additional interventions/ supports:</p> <ul style="list-style-type: none"> <li>- Pupils with an EHCP may require access to an AAC device – training to be implemented;</li> <li>- Individualised daily timetable in place to support access to the curriculum, peer-to-peer interactions, social and emotional development and communication needs;</li> <li>- Consideration of speech of teaching, volume of information, speed of working;</li> <li>- School will ensure that there is suitable technology available; - advised by specialists;</li> </ul> <p><b>PUPIL PROFILE: What is (not) working well?/ What supports learning?</b></p> |