

### Individual Learning Plans

**Why?** To communicate current provision, share individual pupil targets and resources to ensure targets are met

**Impact?** Improved parent awareness of provision and areas of current focus, attainment boosts confidence

### Communication Passports

**Why?** Shared understanding of the needs of the pupils and how best to support them

**Impact?** Cohesive approach to support offered by all staff to make informed choices with pupils

### Pre-teaching vocabulary and concepts

**Why?** Allows pupils to engage with whole class learning more effectively and with greater confidence

**Impact?** Increased pupil confidence, greater input engagement, improved classroom profile for pupils

### SEND Annual Review Meetings

**Why?** An opportunity to discuss current provision, make adaptations if needed, access external agency support.

**Impact?** Staff are supported with strategies and resources for pupils. Referrals for pupil support are made using a graduated approach

### How do we adapt?

- Adapted tasks to suit the needs of the learners
- Strategic pupil pairing/groupings
- Scaffolding with resources
- Adult support (Class teacher or TA)

## SEND Provision Whitesheet C E Primary School

### Agencies we use for Support and Advice

We work with agencies across Wiltshire, Dorset and Somerset

- Speech and Language Therapy
- Behaviour Support Team
- ELSA Support Group
- Medical Professionals
- Educational Psychology
- SSENS Support Team
- CAMHs/PCAMHs
- Teacher for Visual/Hearing Impairment
- The Bridge mentoring

### SEND Friendly Classrooms

- Visual timetables
- Now/Next Cards
- Visual/practical resources
- Quiet areas/Work stations as needed
- Learning breaks
- Extra thinking time
- Peer collaboration
- Calm room
- Working walls
- ASD/ ADHD friendly classrooms

### Strategies we use to support SEND children?

*‘We adapt to meet individual children’s needs’*

Speech and language – we allow extra thinking time or use visual or practical resources to allow pupil’s processing time

Socially – we consider supportive partners/groups

Spelling/Writing – we share and discuss new vocabulary, provide alternative recording methods, scribe or shared write.

Reading interventions to support phonological awareness

Maths – interventions to support foundational knowledge