

# SEND at Minsterley



## INTENT STATEMENT

- **Aims**
- At Minsterley Primary School we believe that learning is a change to long term memory. We intend to create knowledge through spaced repetition and backwards and forwards learning. Our curriculum is built around repeated opportunities to strengthen key concepts. This suits our children with SEND very well as our primary area of need is Cognition and Learning - Specific Learning Difficulties. Fundamental to this is a positive culture where needs are understood and mistakes are treated as opportunities.

The SEND coordinator  
(SENCo) at Minsterley  
Primary is Mrs Mel Ward,  
working Mondays and  
Tuesdays and the SEND  
Governor is Mr Steve Jones.



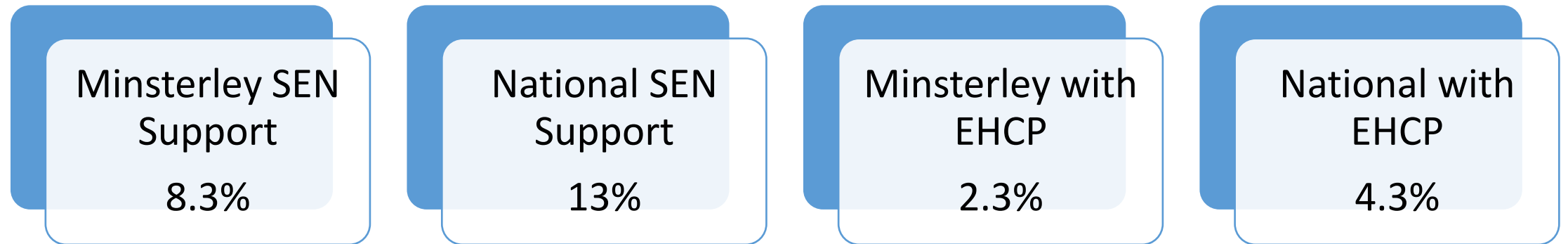
# How we identify and assess SEN at Minsterley.

- We identify children through discussions and observations and screeners. We consult parents, TAs and teachers to gain a whole picture.
- We follow a process of assess- plan-do-review tracking changes and patterns and trying various recommended strategies.
- All children in school are discussed at termly pupil progress meetings and any changes in progress or other concerns will be noticed.
- If need be, the Senco will refer to speech therapy, occupational therapy, Woodlands Outreach Service, the Educational Psychologist or BEE-U for the neurodivergent pathway.

# Who do we put on the SEN Register?

- We place a child on the SEN Register if they have additional needs to those normally provided for within the classroom programmes offered. It is very common for a child to have an intervention even if they are not on the SEN Register. We tend not to put the youngest on the SEN Register but use a watch and see approach whilst still providing them with many early interventions.

# The SEN Register



# Areas of Special Need at Minsterley Primary

Cognition and Learning: (10 children on Sen Support and 1 with an EHC plan)

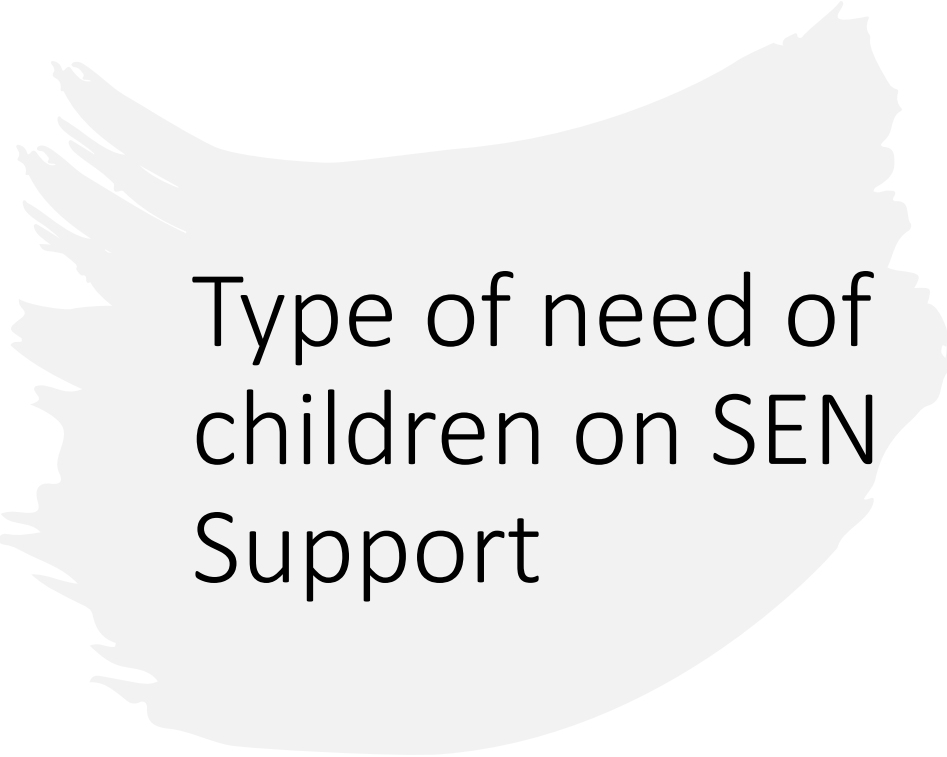
Specific Learning Difficulties (SpLD)- including dyslexia, dyscalculia or dyspraxia traits (and 1 MLD and 1 Severe LD- with EHCP)

Communication and Interaction: (4 children on Sen Support and 3 with EHC plans)

Including Speech, Language and Communication (SLCN) Difficulties and Social Communication issues (ASD)

Social, Emotional and Mental Health (SEMH): ( 3 children on Sen Support and 1 with EHC plans)  
including anxiety and ADHD

Physical and Sensory: (2 children with EHC plans)  
including cerebral palsy and glue ear



## Type of need of children on SEN Support

Primary SEN in rank order at Minsterley	Primary SEN in rank order, nationally
1. SpLD 2. SLCN 3. SEMH	1. SLCN 2. SEMH 3. MLD 4. SpLD



# Types of SEN Support at Minsterley Primary

## **1. Cognition and Learning-Specific Learning Difficulties (SpLD) [9 children experience (6.8 % of school)]**

( 5 as primary need; 4 as secondary need)

*7 as dyslexia traits; 1 as dyscalculia traits; 1 as dyspraxia traits*

## **2. Speech, Language and Communication (SLCN)**

**[4 children experience (3 % of school)]**

( 4 as primary need)

*1 as Social Communication and 3 as speech and language*

## **3. Social, Emotional and Mental Health (SEMH) [3 children experience (2.3 % of school)]**

( 2 as primary need; 1 as secondary need)

*1 as ADHD diagnosis; 2 as ADHD traits*



## Types of SEN of children with an EHC Plan at Minsterley Primary

**We have 3 children with EHC Plans.**

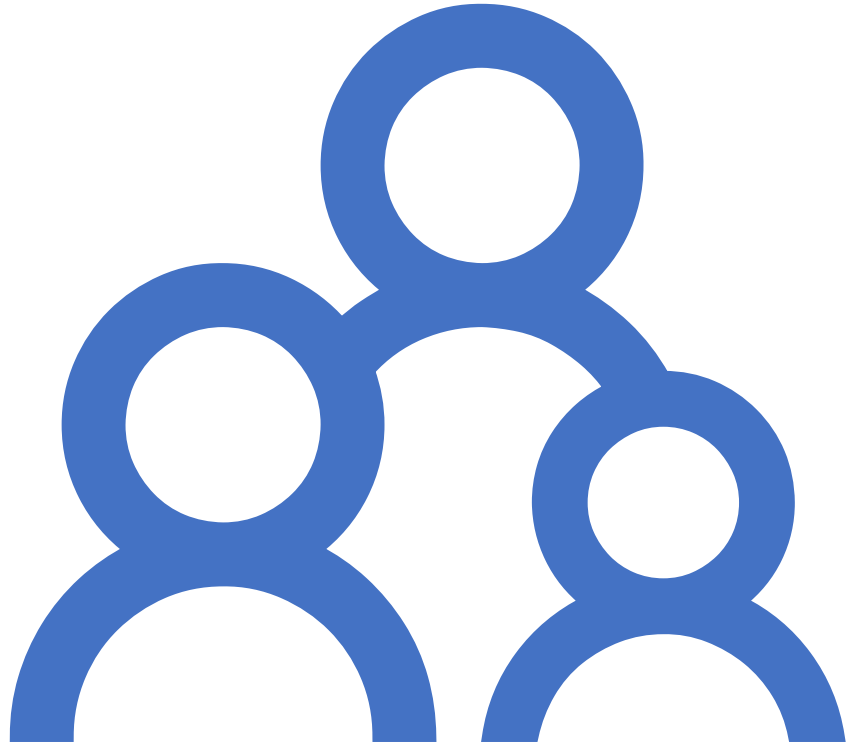
**2 children in Reception:**

1 child has severe learning difficulties and communication and interaction needs.

1 child has communication and interaction needs and physical needs

**We have 1 child with an EHC Plan in Y3.**

This child has cerebral palsy.



## Provision for our new children with EHCPs

- With new children with EHCPs in our Reception Class, staff have carried out training especially in speech, language and communication to support these children.
- Attention and Listening
- Use of Visuals
- Information Carrying Words
- Colourful Semantics
- Makaton
- They are making full use of this training and developing positive relationships with these children.



1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
  - promote positive relationships, active engagement, and wellbeing for all pupils;
  - ensure all pupils can access the best possible teaching; and
  - adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
  - flexible grouping;
  - cognitive and metacognitive strategies;
  - explicit instruction;
  - using technology to support pupils with SEND; and
  - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).

5

Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.

## The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

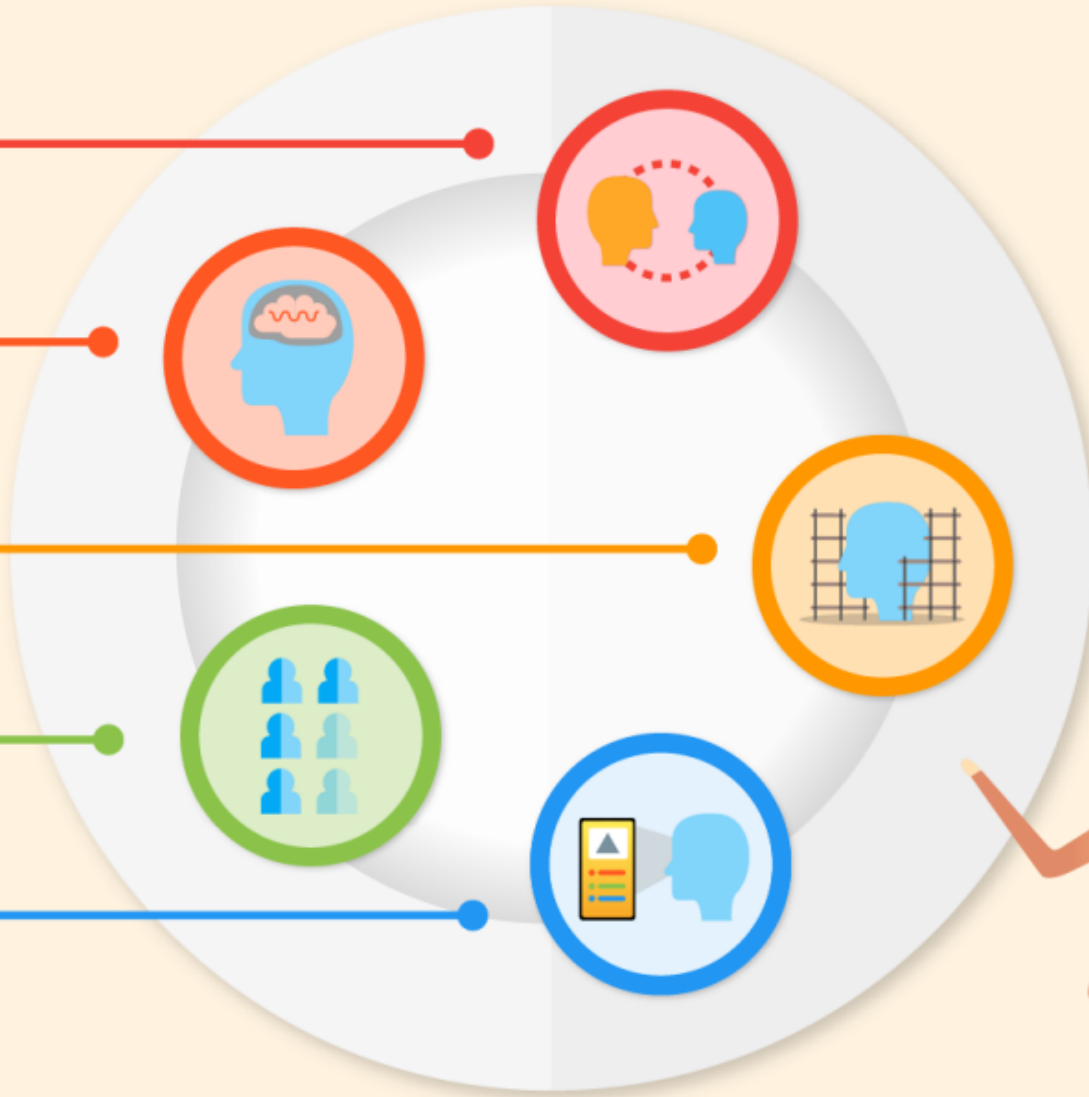
**1** Explicit instruction

**2** Cognitive and metacognitive strategies

**3** Scaffolding

**4** Flexible grouping

**5** Using technology



## THE 'FIVE-A-DAY' PRINCIPLE Scaffolding



### What is it?



Scaffolding is one of the five evidence-based approaches—a 'Five-a-day'—that the EEF's guidance report, Special Educational Needs in Mainstream Schools, recommends to support pupils with SEND to make good academic progress.

Consider how you can provide scaffolds in a way that reduces stigma, promotes independence and reduces over time.

*"Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written."*

**SEN in Mainstream guidance report, EEF, 2020**

### What can it look like in practice?

#### For example:

#### Visual



*Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.*

- A task planner
- A list of the steps a pupil needs to take
- Model examples of work
- Images that support vocabulary learning



#### Verbal



*Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.*

- "Let's look at this together..."
- "What have you done before, that will help you with this task?"
- "Don't forget, your work needs to include..."



### Verbal



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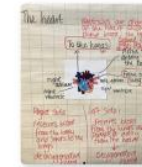


### Written



*A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.*

- A word bank
- A writing frame
- Sentence starters



## What does the evidence say?

### HLP15—Provide scaffolded supports:

Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.

Figure 67 McLeskey et al. (2017)—high-leverage practice 15 SEN in Mainstream Schools Evidence Review, EEF, 2020 [eef.li/D4821h](https://eef.li/D4821h)

## How strong is the evidence?

A systematic review of 56 studies (Belland et al., 2017) found that 'scaffolding has a consistently strong effect across student populations', noting a 'very large' effect size among students with learning disabilities.

*"In your classrooms, respond to need—what is the pupil's barrier, what will scaffold that barrier and how will you adjust the strategy if you need to? Consider how long you need to do this for, and how intensely you need to do it."*

**Kelly Ashford, Deputy Headteacher,  
Wells Hall Primary**

The 'Five-a-day' principle—Scaffolding

# How our Curriculum is suited to the particular Special Needs of our Children at Minsterley Primary School

## 1. Specific Learning Difficulties (SpLD)

- We aim for regular retrieval and repetition and prioritise consolidation of content over quantity of content. This is particularly appropriate for our children with specific learning difficulties.
- We make our learning multisensory through varied approaches including in our phonics teaching and with our use of technology. Technology helps us with whole class teaching using scaffolding for example as part worked examples are presented to the children by powerpoint, along with our working walls that are actually used rather than simply displays. Technology and scaffolding are 2 strategies recommended for children with SEN by EEF. Children with SpLD benefit from the overlearning eg of TTRS, precision GPCs and phonics flashcards.
- We widely use apps such as Spelling Shed and Nessy to give explicit training and multisensory practice in phonics and reading and spelling rules. We use screeners to try to pinpoint specific areas of difficulty such as auditory memory, visual sequencing, processing speed and many more dyslexic traits to try to offer support in our teaching.





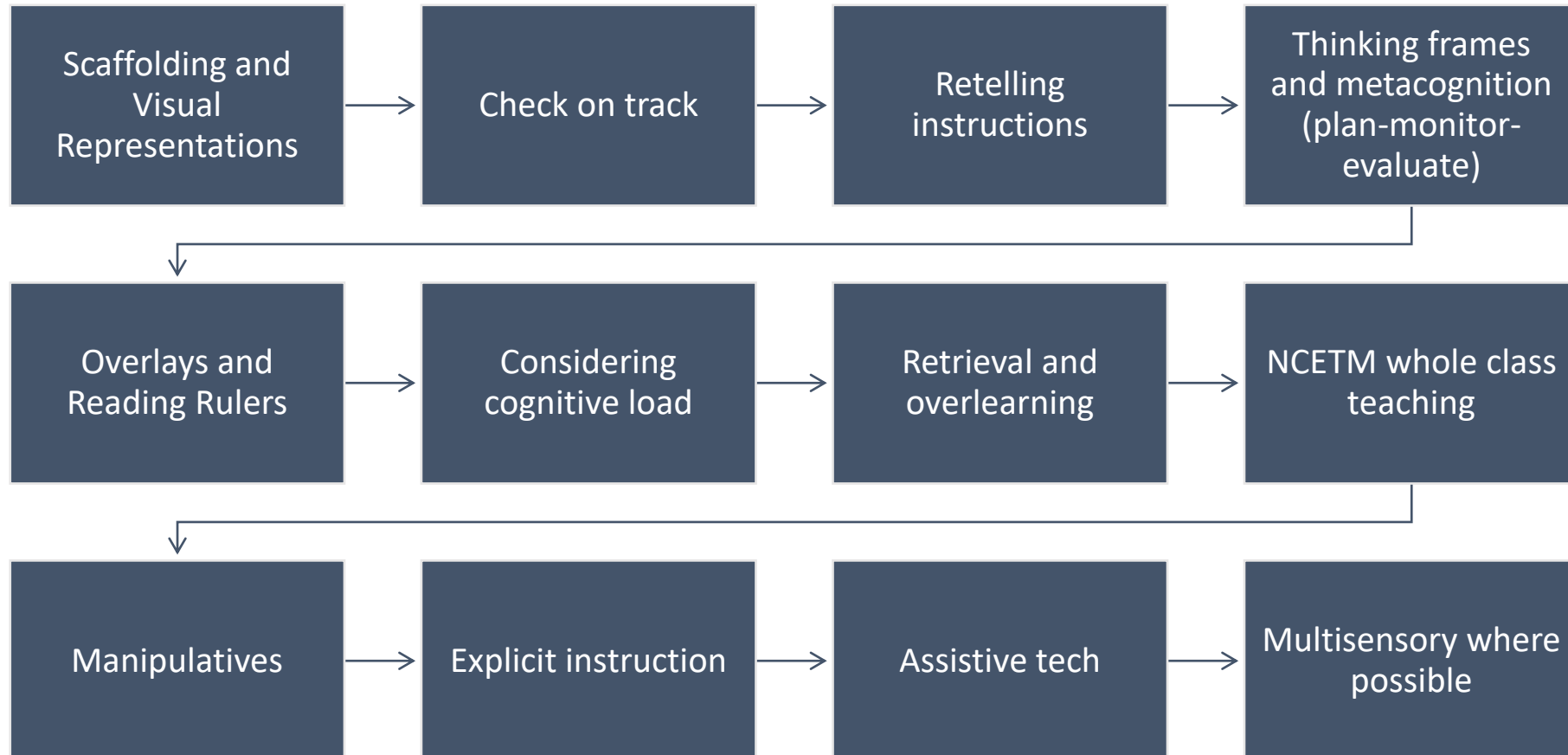
# How our Curriculum is suited to the particular Special Needs of our Children at Minsterley Primary School

## 1. Specific Learning Difficulties (SpLD)

- Same day intervention is used for Maths to form flexible groupings. Flexible grouping is an EEF recommended strategy for children with SEN. This is alongside targeted interventions in number bond and times table recall and also mostly daily whole class NCETM teaching. This particularly benefits our children with varied maths difficulties.
- We have a positive culture that prioritises an environment where children are encouraged to take risks and learn from 'marvellous mistakes.' We use google chrome books and i-pads as our main way of recording. This provides a satisfying presentation format for children who would otherwise be demoralised by their handwriting and organisation. Gross and fine motor skills are not neglected though and are practised in Cool Kids and Funky Finger interventions for example.



## Minsterley Provision for our Children's Area of Needs – QFT – 1. Specific Learning Difficulties



# Minsterley Provision for our Children's Area of Needs – Interventions-

1. Specific Learning Difficulties

Literacy

Nessy

GPC precision  
grids

1:1 Reading

Jelly and Bean  
and flashcards

Phonics  
Essentials

# Minsterley Provision for our Children's Area of Needs – Interventions-

1. Specific Learning Difficulties

**Numeracy**

Number bonds  
recall

Subitise

Times tables-  
TTRS and recall  
intervention

Power of 2- 1:1

Flexible  
grouping- same  
day intervention

# Minsterley Provision for our Children's Area of Needs – Interventions-

1. Specific Learning Difficulties

Dyspraxia

Typing and  
assistive tech

Handwriting

Funky fingers

Cook Kids

# How our Curriculum is suited to the particular Special Needs of our Children at Minsterley Primary School

## 2. Speech, Language and Communication (SLCN) Difficulties and Social Communication issues (ASD) and

## 3. Social, Emotional and Mental Health (SEMH):

- We prioritise understanding a child's underlying needs and deregulating challenging behaviour. Staff give much time to listening to children 1:1 and trying to understand and explore together how to help individuals with patterns of anxiety or behaviour. This might involve supervising play time, a special pass to see an adult to deregulate or chunking their time into specific purposes.
- We try to use clear and explicit instruction. This is extremely important for our children with Social communication and interaction needs and social, emotional and mental health issues.
- Our children also have access to a rolling programme of varied 1:1 ELSA work and to interventions such as Zones of Regulation or 3 positives an evidence-based intervention to encourage a more positive outlook.



Clear and explicit  
instructions

Talking partners

Modelling

Whole class vocab  
reminders

Processing and  
thinking time

Thinking frames  
and Metacognition  
(plan-monitor-  
evaluate)

Visual Timetable

Visuals

Calm approach and  
aiming to help  
regulate

Now and Next  
Board

## **Minsterley Provision for our Children's Area of Needs – QFT- 2. Speech, Language and Communication**

1:1 speech and  
language therapy

ELSA for social  
communication

Free pass to an  
adult to help  
deregulate during  
unstructured time

Colourful  
Semantics

Zones of  
Regulation

Superflex (to  
introduce)

## **Minsterley Provision for our Children's Area of Needs – Interventions- 2. Speech, Language and Communication**



## Minsterley Provision for our Children's Area of Needs – QFT- 3. Social, Emotional and Mental Health

Movement break-  
eg special jobs and  
heavy work

Chunking of  
unsupervised time

Special jobs and  
roles

Prompting

Calm approach and  
aiming to help  
regulate

'marvelous  
mistakes'

Awareness of  
cognitive load

Thinking Frames  
and metacognition  
(plan-monitor-  
evaluate)

Visuals

3 positives of the day (evidence-based to encourage positive outlook)

1:1 with ELSA

Free pass to an adult to help deregulate during unstructured time

Zones of Regulation

## **Minsterley Provision for our Children's Area of Needs – Interventions – 3. Social, Emotional and Mental Health**

## How our Curriculum is suited to the particular Special Needs of our Children at Minsterley Primary School

### 4. Physical and Sensory Needs: cerebral palsy and glue ear

A physiotherapist trains key staff to support our children and carry out the necessary regular exercises in their school day.

For glue ear, we are aware that hearing can be intermittent especially during cold weather and so we are training our children to work in both a busy classroom, listening out for information carrying words and also more intensively 1:1 in a quiet area.



## How our Curriculum is suited to the particular Special Needs of our Children at Minsterley Primary School

### All SEN Children

- We have recently had staff training by Thinking Matters and are starting to introduce these visual metacognitive approaches to help our children organise their thinking and to explicitly teach them how to plan, monitor and evaluate their learning independently.
- The EEF recommends metacognitive approaches for children with SEN.



# Examples of how we ensure QFT happens

- We focus on high quality QFT so that our children with SEN access as much as possible from whole class teaching.
- Some ways we do this:
- Identified Needs and Informed Staff:
  - Class Summary PCPs have QFT that is particularly relevant to each child on SEN register so all staff working with that child are informed.
  - We use screeners and gap analysis to pinpoint strengths and weaknesses eg Dyslexia Screener shows working memory issues, visual strengths and weaknesses, difficulty with auditory memory and also processing speed.
  - Awareness of barriers including social and emotional ones.
  - Aware of need to calm and deregulate for a child to be in any position to learn
  - Staff training eg Attention and Listening, Use of Visuals, Makaton, Information Carrying Words, Contrastive Pairs, Colourful Semantics, Cool Kids, Thinking Matters- Metacognitive Training

# Examples of QFT in Minsterley

- We make lessons as multisensory as possible so senses are engaged in learning- hearing, seeing, doing, moving... (eg. use of video and smartboard, apparatus, visuals...)
- Retrieval practice is important for children with SEN as often need more overlearning to move to long term and have more barriers to overcome
- Scaffolding
- Offering apparatus and gradually encouraging independence of children getting what they need to help them eg number lines, sound mats,
- Encouraging 'marvelous mistakes' and rewarding effort to build confidence and resilience
- Chunking for listening
- Getting some children to retell instructions
- Whiteboards for notes so as not to overload working memory
- Breaking down tasks into smaller steps
- Giving extra thinking time and returning later to ask the child
- Use of visual representations in maths that is consistently used through school
- Visual timetables referred to as needed
- Now and Next boards for adult-led activities
- Questioning that is targeted to support particular children's next steps
- Prompting to keep on task

# Examples of QFT in Minsterley

- Where possible, checking understanding after instructions given so child does not go off at a tangent
- Apparatus to give sensory feedback where needed eg wobble cushions, chewing necklace, blue tac in pocket
- Reading rulers to avoid skipping lines in text, and overlays for visual stress
- Reading aloud and scribing for some children
- Guided reading to encourage fluency
- Handwriting tools- slopes, pen grips and special pens
- Assistive Tech- use of typing as daily way of working and to produce well-presented motivating work
- Apps- TTRS- recall, overlearning
- Nessy – video strategies to make phonics and spelling rules explicit for children who do not absorb it naturally
- Spelling Shed-
- Children are taught to explicitly visualise as they read as appropriate
- Recently adopting thinking frames. Great for children with SEN to have thinking explicitly shown and modelled.
- Use of other peers to model, talking partners...
- Use of working walls to model and scaffold strategies
- Attention drawn to new vocab
- Child is usually able to easily access work from younger year work within the class (especially as mixed year groups)

# Maths – QFT- examples

- Using programmes and approaches that are good practice for SEN children- White Rose and NCETM- with small steps of learning and also misconceptions broken down clearly and presented visually and cumulatively
- Use of working walls to model and scaffold strategies
- Use of visual representations in maths that is consistently used through school
- Making journey from concrete to abstract visual (NCETM approaches)
- Offering apparatus and gradually encouraging independence of children getting what they need to help them eg number lines, sound mats,
- Retrieval practice is important for children with SEN as often need more overlearning to move to long term and have more barriers to overcome
- We make lessons as multisensory as possible so senses are engaged in learning- hearing, seeing, doing, moving... (eg. use of video and smartboard, apparatus, visuals...)
- Child is usually able to easily access work from younger year work within the class (especially as mixed year groups)



# History – QFT- examples

- Use of visual symbols and common language through threads that are revisited regularly and in each class eg artifact - Great for children with SEN to build up visual connections and learn vocab
- Opportunities for general knowledge and connections made to shine- so verbally drawn out beyond literacy ability eg OG in Lawley
- Referring to class trip related to the subject that all have experienced so part of episodic memory and multisensory

# Interventions in Autumn 23- In KS 1

## AUTUMN 23 INTERVENTIONS

KS	Class	Year	Subject	Topic	Intervention	Number of Children
KS1	1.Clee	Y1	Gross Motor	Cool Kids	Group	4
EYS	1.Clee	EHCP	Sp & Lang	Multiple	one to one	2
KS1	1.Clee	Y1	English	Reading	one to one	2
EYS	1.Clee	Y1	English	Jelly and Bean	one to one	1
KS1	2.Wrekin	Y2	Maths	Subitise & bonds	Recall	4
KS1	2.Wrekin	Y2	English	Reading	one to one	2
KS1	2.Wrekin	Y1	English	Reading	one to one	3
KS1	2.Wrekin	Y2	English	GPCs	Precision Grid	6
KS1	2.Wrekin	Y2	English	Jelly and Bean	one to one	4
KS1	2.Wrekin	Y2	Fine Motor	Funky Fingers	Activities	2
KS1	2.Wrekin	Y1	Fine Motor	Funky Fingers	Activities	2
KS1	2.Wrekin	Y1	Sp & Lang	Targets	one to one	1
KS1	2.Wrekin	Y2	Sp & Lang	Storytell	Colour Semantics	2
KS1	2.Wrekin	Y1	Sp & Lang	Storytell	Colour Semantics	2
KS1	2. Wrekin	Y2	English	Phonics and Spell	Nessy	3
KS1	3.Lawley	Y2	Sp & Lang	Targets	one to one	1

# Interventions in Autumn 23- In KS 2

AUTUMN 23 INTERVENTIONS						
KS	Class	Year	Subject	Topic	Intervention	Number of Children
KS2	3.Lawley	Y3	Sp & Lang	Targets	one to one	2
KS2	3.Lawley	EHCP	SEMH	Zones of Reg	one to one	1
KS2	3.Lawley	EHCP	Physio	Exercises	one to one	1
KS2	3.Lawley	Y3	English	Phonics and Spell	Nessy	6
KS2	3.Lawley	Y3	English	Jelly and Bean	one to one	3
KS2	3.Lawley	Y3	English	Reading	one to one	2
KS2	3.Lawley	Y3	English	GPCs	Precision Grid	3
KS2	3.Lawley	Y3	Maths	Number bonds	Recall	6
KS2	3.Lawley	Y3	Maths	Timestables	Recall	1
KS2	4.Stiperstones	Y5	Maths	Timestables	Recall	1
KS2	4.Stiperstones	Y4	Maths	Timestables	Recall	7
KS2	4.Stiperstones	Y5	English	Phonics and Spell	Nessy	10
KS2	4.Stiperstones	Y4	English	Phonics and Spell	Nessy	7
KS2	4.Stiperstones	Y5	English	Reading	one to one	6
KS2	4.Stiperstones	Y4	English	Reading	one to one	1
KS2	4.Stiperstones	Y4	English	Jelly and Bean	one to one	4
KS2	4.Stiperstones	Y5	English	GPCs	Precision Grid	2
KS2	4.Stiperstones	Y4	English	GPCs	Precision Grid	4
KS2	4.Stiperstones	Y5	Sp & Lang	Targets	one to one	1
KS2	5.Long Mynd	Y6	Maths	Number	Power of 2	1
KS2	5.Long Mynd	Y5	Maths	Timestables	Recall	1
KS2	5.Long Mynd	Y6	English	Phonics and Spell	Nessy	11
KS2	5.Long Mynd	Y5	English	Phonics and Spell	Nessy	3
KS2	5.Long Mynd	Y6	SEMH	Outlook	3 positives	1
KS2	5.Long Mynd	Y5	SEMH	Outlook	3 positives	1

# How we organise our SEN System at Minsterley?

- PCPs and QFT needs are identified in the Summer Term and the new teacher plans interventions and sets up intervention grids with the help of the Senco ready to be up and running for the new year or term.
- Intervention Grids with entry and exit assessment, track small steps of progress
- These feed into our termly pupil progress meetings where the cycle begins again.
- The Senco monitors classroom QFT and intervention and observes and talks to children, advising on next steps and resources especially with EHCPs.
- The Senco works with parents both to gain a whole picture and to support the family. She signposts to services and family friendly workshops and activities and makes referrals.

# Example PCP with QFT

<p><b>Child Name</b> SEN Support (SLCN), phonics, confidence</p> <p><b>QFT</b> - pen grip, lots of 1:1 chat, talking partner, understand cards, visuals, thinking time, vocab support, avoid copying from board, HFW/phonics flashcards, visuals, prompt to</p> <ul style="list-style-type: none"> <li>• show maths workings out,</li> <li>• recall phonics and not guess</li> <li>• use lonely vowel and vowel friends to read vowels</li> <li>• turn up the volume</li> <li>• praise for attempts</li> <li>• ensure others quiet for focus</li> </ul>	<p><b>Interventions:</b> (A) Regular reader, (B) speech therapy plan, (C) 1:1 vowel intervention and GPC precision grid (D) Nessy and Writing Beach</p> <p><b>Priority Focus of Intervention:</b></p> <p><b>Phonics- Daily</b></p> <p>1:1 precision grid for GPCs</p> <p>Spot and use lonely vowel and vowel friends to decode accurately</p> <p><b>1:1 x weekly Sp and Lang Intervention</b></p> <p><b>Sp and Lang Therapy advise:</b></p> <ul style="list-style-type: none"> <li>• To recall at least 4 items in order of mention with at least one adjective eg 'bring the ball then the hoop then all the small beanbags'</li> <li>• To speak in a louder voice</li> <li>• To use past tense sound in -ed words.</li> </ul>
<p><b>Talking Target</b></p> <p>To make comments to my talking partner and other children in a small group.</p>	<p><b>Reading Target</b></p> <p>I can use my phonics and 'one lonely vowel' and 'vowel friends' to decode words whenever I read. To complete Writing Beach and 50% of Nessy.</p> <p>To learn my phonemes:</p> <p>Ph2: p, b</p> <p>Ph3: oo, ow, ear, air, ure</p> <p>Ph5: ou, oy, ph, au, c, -y, al</p> <p><b>Next Steps:</b></p> <p>To make connected comments to children in the playground.</p>

# Example Intervention Grid

GPC  Precision Teaching  Intervention	<b>Entry data</b>  <b>July 23</b>  <b>Phonic Screen (PS)</b>  <b>Phonemes to learn</b>  <b>% known</b>	Mid term data  End of Oct '23	Exit data: End of Term  Dec 23	Comments:  Good progress  Identified issue  Strategy to target this
Child 1	Ph2:  Ph3:  Ph5: ou, ie, ea, oy, aw, wh, ew, au, i-e, u-e, c  (50%) 11 to learn  PS: 10			
Child 2	Ph2:  Ph3:  Ph5: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, au, ey, i-e, u-e, c, al  (23%) (17 to learn)  PS: 16			

# SEN Action Plan 23 - 24

**1. To ensure a clear and well planned out curriculum across school that ensures knowledge is transferred into long term memory for children with SEND.**

- Ensure QFT and interventions are taking place for children with SEND as agreed at pupil progress meetings. (QFT egs. and on PCPs)
- EHCPS are accessible and broken down into small steps of learning for trained staff to easily deliver.

**2. To ensure the steps of retrieval are having an impact in the subject to the children's long-term memory.**

- Ensure interventions are multisensory where possible, create habits eg 3 positives, have chance for overlearning and review and are building systematically in small cumulative steps.
- Use of early screeners and intervention where long term memory is not happening well

# SEN Action Plan 23 - 24

**3. To maintain a constructive relationship between school and parents so that parents can be supported to understand the part they play in reinforcing a positive attitude to learning at home.**

- Communicate to parents the importance of home support of school learning -routine, memory work to motivate, promote learning, executive function, organisation and emotional regulation,
- Shared scripts between home and school, school rules...
- PCP Meeting with Parents instead of on paper. Apply Metacognitive training to share 'connecting factor' thinking frame of home support with child progress