

What does Inclusion look like at Brownlow Fold Primary School?

At Brownlow Fold, we are committed to being a fully inclusive school where every pupil regardless of need thrives academically, socially, and emotionally through equity, opportunity, and belonging. We deliver high-quality, evidence-informed teaching and targeted interventions that remove barriers to learning and ensure access for all. Through strong partnerships with families, external professionals, such as the Ladywood Outreach team, SALT, Educational Psychology, School Nursing etc we create coherent pathways of support tailored to each child's strengths and challenges. Ongoing professional development empowers staff to use adaptive strategies, regulation frameworks, and communication-friendly practices that sustain progress and wellbeing across the school.



We believe that:

Each child is a valued member of the school community.

- It is the right of each child to receive education appropriate to their needs, with full access to the National Curriculum. If a child is unable to access the national curriculum, we have implemented bespoke education packages for individual children
- Each child is given the opportunity and encouragement to do their best.
- The partnership between child/parent or carer/ teacher/school is encouraged and developed.
- There is a co-operative and unified approach to children with Special Educational Needs.
- Children with Special Educational Needs are identified at an early stage in their school life through assessment procedures.
- All members of staff, both teaching and support staff are aware of the importance of providing a secure and stimulating environment for all children, including those with Special Educational Needs.

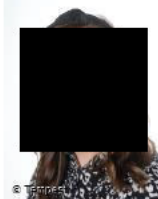
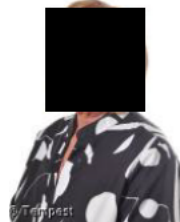
Ofsted reported:

Great care is taken to ensure pupils' physical and mental health is promoted well.

Leaders and staff work well with outside agencies to ensure that vulnerable families receive the help and support they need.

Staff are skilled in identifying pupils with special educational needs and/or disabilities (SEND). This ensures that pupils with SEND receive the support they need to learn successfully.

Our Inclusion Team

Inclusion Lead Mrs Cheung (HT) (NASENCO)	SENCO Miss Heyes (NPQ Pending)	Curriculum and Specialist Interventions Mrs Ellison (DHT)	Early Years SEND Provision Mrs Leach (EYFS Lead)	Staff Communication Champion Mrs Anam	Pupil Communication Champion/s
					Early Years • Dua • Zaviyar Reception • Husna • Ibrahim
Pupil + Pastoral Manager/Family Link Support: TBC					
EHCP Link Learning Support Assistants:					
Assessment Lead Emily Shaw	Miss Greenhalgh	Mrs Thomas	Mrs Bradbury	Mrs Shad	SEND Link Governor Miss Marsden
					

Every Teacher is a teacher of SEND at Brownlow Fold

In evaluating our inclusive practice at Brownlow Fold, we have used the Ofsted evaluation toolkit to consider

How we identify and support:

- Socio economically disadvantaged pupils (those eligible for the pupil premium)
- pupils with SEND; this means pupils receiving special educational needs (SEN) support,
- and those with an education, health and care (EHC) plan
- pupils who are known (or previously known) to children's social care, such as children in need and looked-after children
- pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic

We have gathered evidence relating to the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to inclusion. These factors are:

- setting high expectations for all pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- embedding a culture in which early and accurate assessment of pupils' needs is prioritised
- using the information from the assessment of pupils' needs to implement a continuous cycle of planning, actions and review in order to reduce barriers to pupils' learning and/or well being
- involving specialists when necessary to support pupils' development
- putting in place a pupil premium strategy that is well thought through, is based on evidence of what works well to support the achievement of eligible pupils, and accounts for any challenges pupils face that may negatively affect their education and their readiness to engage with school
- working closely and effectively with pupils, parents, professionals and staff, and ensuring that pupils' and parents' views and aspirations are included in decision-making about support for pupils



As part of our warm welcome into Reception, every child receives their own school bear. This small but meaningful gesture reflects our commitment to inclusion and belonging from the very first day. The bear helps children feel secure, valued and part of our school family as they settle into new routines, friendships and learning. By nurturing this early sense of confidence and connection, we support all children to achieve, belong and thrive throughout their time with us.

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- pupils with SEND; this means pupils receiving special educational needs (SEN) support,
- and those with an education, health and care (EHC) plan
- pupils who are known (or previously known) to children's social care, such as children in need and looked-after children
- pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic

As a school we have a list of pupils for every class who:

- is disadvantaged
- has SEND
- are a child with an education, health and care (EHC) plan and, where possible, a disabled child
- are known to children's social care (**or were previously known**)
- a looked-after child (**or were previously known**)
- a child who receives pupils premium funding and FSM pupils
- bottom 20%,

We have also identified these pupil groups below:

- attendance - children on an improvement plan
- boys
- girls
- EAL
- summer born
- face other barriers to their learning and/or well-being

Targeting the Bottom 20% in Reading

Identification and Monitoring:

Regular assessments (phonics checks, fluency measures, comprehension probes) identify pupils at risk of falling behind. Teachers analyse outcomes at pupil, group, and cohort level.

Intervention and Support:

Daily phonics catch-up and overlearning.
1:1 and small group sessions with skilled adults.
Precision teaching focused on high-frequency words and decoding skills.
Engagement strategies: access to high-interest, age-appropriate but decodable texts.

Skilled Deployment:

Teachers, teaching assistants, and specialist staff are trained to deliver interventions with rigour and fidelity.

Every teacher at Brownlow Fold is aware which pupil group children in their class belong to

We are very aware of the different pupil groups because each group is statistically more likely to experience barriers to learning, progress, safety, attendance or well-being, and therefore requires **proactive**, not reactive, approaches in our teaching, safeguarding, and school systems. Understanding who these pupils are enables us to plan appropriately, uphold high expectations, and meet our duties under the SEND Code of Practice, Equality Act 2010 and statutory safeguarding legislation.

Across all pupil groups, we can demonstrate

- High expectations
- Adapted teaching (not reduced challenge)
- Early identification
- Specialist interventions
- Multi-agency working
- Provision mapping reviewed each cycle
- Strong family engagement
- Inclusion in enrichment and wider school life

Different groups may experience different types of barriers, for example:

- SEND pupils may need adapted tasks or sensory considerations
- Disadvantaged pupils may face reduced cultural capital or limited access to resources
- EAL pupils may need vocabulary, sentence structures and modelling
- Pupils known to social care may show signs of emotional distress or dysregulation

We recognise that disadvantaged pupils may have reduced cultural capital or limited access to wider experiences. To ensure every child can benefit equally, we subsidise educational visits and opportunities so that all pupils can participate fully.



We use our SEND systems, structures and provision to ensure every identified group receives the right support while maintaining high expectations for all.

Disadvantaged Pupils (including Pupil Premium)

How our SEND provision supports our disadvantaged Pupils (including Pupil Premium)

- **Quality First Teaching** ensures needs are anticipated not discovered after they fall behind.
- **Provision maps** identify barriers and match these pupils to targeted interventions (phonics, reading, maths, SALT, writing, working memory).
- **Curriculum adaptations** (visual scaffolds, chunking, vocabulary instruction, modelling, paired talk) support access for pupils with reduced cultural capital.
- **Early Help** and family engagement address attendance, routines, home environment, and well-being.
- **Enrichment and trips** are accessible through reduced barriers (visual supports, preparation, nurture, financial support).

Pupils with SEND

How our SEND provision supports pupils with SEND

- **Graduated Approach (Assess–Plan–Do–Review)** monitors progress closely and adjusts provision rapidly.
- **Curriculum adaptations** (subject-by-subject) ensure access without reducing expectations: visuals, manipulatives, simplified language, pre-teaching, sensory breaks, inclusive seating.
- **PLPs and Individual Provision Maps** set targeted, ambitious goals reviewed each cycle.
- **Interventions:** SALT, working memory, phonics, comprehension, OT, Lego therapy.
- **Environmental adjustments** support sensory, physical and communication needs.



Pupils with an EHCP (including disabled pupils)

How our SEND provision supports Pupils with an EHCP:

- **EHCP Provision Maps** outline precise, personalised provision across education, health and social care.
- **Annual Person-Centred Reviews** ensure ambitious outcomes and multi-agency accountability.
- **Reasonable adjustments** are implemented in line with the Equality Act (seating, sensory equipment, chunked instructions, alternative recording).
- **Specialist interventions** follow professional programmes (EP, SALT, OT, Ladywood, sensory support).
- **Staff training** ensures adults can implement the specified provision.



Pupils Known to Children's Social Care (current or previous)

How our SEND provision supports Pupils Known to Children's Social Care (current or previous)

- **Early Help / multi-agency working** supports emotional, safeguarding and home-related needs proactively.
- **Nurture and SEMH provision** (safe spaces, social communication interventions, Lego therapy).

As an inclusive school, we are committed to developing every child's oracy so they can communicate confidently in all aspects of life. Using a range of discussion prompts, our children build confidence, empathy and resilience while strengthening real, meaningful connection in an increasingly digital world. This work ensures every child has the opportunity to develop their voice and be heard.

<https://open.spotify.com/episode/5twd6KBYz8oQekzuRLcGlz?si=KCXj4QQwRdiJ8y6OxUwIKQ&nd=1&dlsi=0d95d03304d54c4>

- Visual timetables and routines reduce anxiety caused by instability.

Communication

EYFS Communication Champions

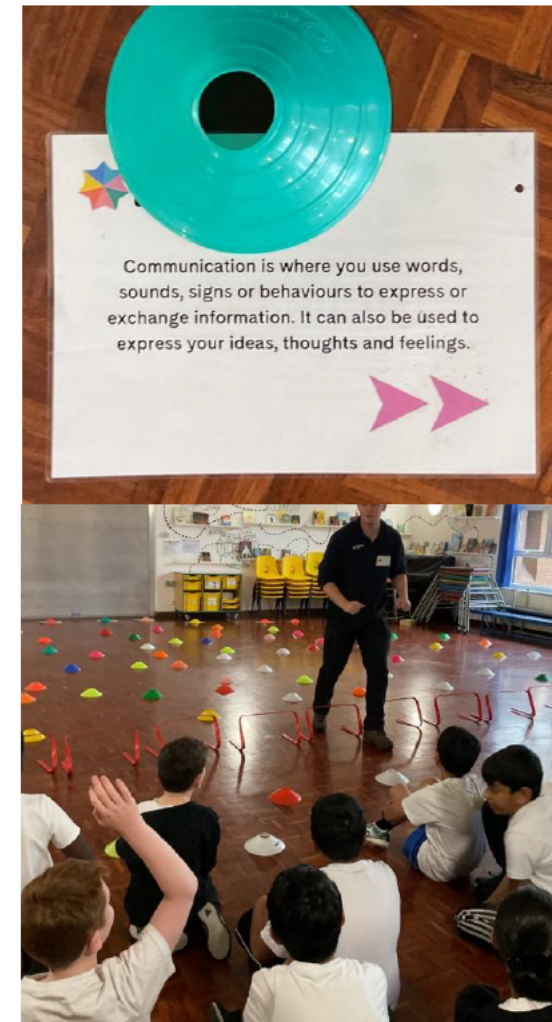


Here we have our EYFS champions.

These children have been selected to be Communication Champions because:

- *They model good use of language to their peers.
- *They help their peers to communicate their needs.
- *They model good turn-taking.
- *They model good listening.

Throughout this year, the champions will work with Miss Morris to support our development of communication across EYFS.



In the Commando Joe sessions children use their communication skills to help each other find their way through the cones and pick up a poster containing different aspects of the RESPECT framework. Can they remember what each letter stands for?

SEND Adaptations

- **Close monitoring of attendance and well-being embedded into SEND provision and Pupil Progress Meetings.**
- **Attachment- and trauma-informed adaptations (consistent adults, predictable routines, relationship-based support).**
- **Early Help / multi-agency working** supports emotional, safeguarding and home-related needs proactively.
- **Nurture and SEMH provision** (safe spaces, social communication interventions, Lego therapy).
- **Visual timetables and routines** reduce anxiety caused by instability.
- **Close monitoring of attendance and well-being** embedded into SEND provision and Pupil Progress Meetings.
- **Attachment- and trauma-informed adaptations** (consistent adults, predictable routines, relationship-based support).

Looked-After and Previously Looked-After Children

How SEND provision supports them:

- **Automatic Individual Provision Map** for every LAC pupil.
- **Key adult/key worker support** for daily regulation.
- **Enhanced tracking at Pupil Progress Meetings** ensures academic ambition remains high.
- **Curriculum and emotional adaptations** to support attachment needs, transitions, and self-esteem.
- **Priority access to interventions, clubs and enrichment** to promote equity.

Pupils Eligible for Pupil Premium / FSM

How our SEND provision supports Pupils Eligible for Pupil Premium / FSM:

- **Targeted interventions** matched to diagnostic assessment.
- **Literacy and numeracy adaptations** (paired talk, chunking, phonics overlearning, manipulatives).
- **High expectations maintained** through QFT and regular progress reviews.
- **Support for readiness to learn** through nurture, routines, attendance work, communication with families.
- **Cultural capital** through SEND-friendly pre-teaching and supportive preparation for trips.

Bottom 20% Attainers

How our SEND provision supports the bottom 20% Attainers:

- **Immediate intervention following assessment cycles** via provision maps.
- **Small group and 1:1 sessions** led by teachers or trained support staff.
- **Working memory, phonics and SALT interventions** where needed.
- **Curriculum adaptations** such as scaffolds, sentence stems, visuals, concrete materials.
- **High expectations** for progress despite low starting points.



At our school, inclusion means ensuring every family feels supported and valued. Each Christmas we join Urban Outreach in delivering Christmas hampers to members of our school community, helping to ensure that those facing difficulties can still enjoy a festive celebration.

Thanks to the generosity of local organisations, agencies and individual donors, the hampers are filled with everything needed for a traditional Christmas meal. This project reflects the strength of our community and our commitment to making sure no family is left out at this special time of year.



Boys / Girls (where gender affects attainment trends)

How our SEND provision supports Boys / Girls:

- **Adaptive teaching** encourages participation (paired talk, visuals, modelling).
- **Behaviour for learning and nurture** reduce disengagement (statistically higher for boys).
- **Language-rich environments** support writing
- **Structured maths (White Rose) and problem-solving support.**
- **Intervention groups** are selected based on assessed need not gender stereotypes.

EAL / International New Arrivals

How our SEND provision supports EAL / International New Arrivals:

- **Explicit vocabulary teaching**, sentence stems, talk frames, and pre-teaching.
- **Visual supports across all subjects** (photos, diagrams, icons).
- **Communication groups** (WELLCOMM, Narrative, EAL vocabulary groups).
- **Scaffolded language tasks** (paired talk, modelling, drama, role play).
- **Careful assessment** to differentiate language needs vs learning needs.

Summer-Born Pupils

How SEND provision supports Summer-Born Pupils:

- **Early identification of developmental/communication delays** through EYFS screening.
- **Targeted language, phonics and early number interventions.**
- **Fine motor, attention and social communication support** via SALT and OT interventions.
- **Curriculum adaptations** ensure they can access age-related learning (visuals, broken-down tasks).
- **Close monitoring** through provision maps to prevent long-term gaps.

Pupils Facing Other Barriers (SEMH, home factors, trauma, medical, etc.)

How our SEND provision supports Pupils Facing Other Barriers:

- **Safe spaces, sensory breaks and flexible routines** reduce triggers.
- **Behaviour support and SEMH-focused intervention** (Lego therapy, nurture groups).
- **External agency involvement** (CAMHS, EP, SALT, Ladywood).
- **Adult modelling and consistent language** support regulation.
- **Alternative methods of recording, assistive tools, differentiated tasks** maintain engagement and high expectations.



Inviting parents into school to read with their child strengthens our SEND provision and reflects our commitment to being an inclusive school. By sharing reading experiences, parents gain a clearer understanding of their child's needs and the strategies that support their learning, while children benefit from the reassurance, motivation and consistency that family involvement provides. This collaborative approach helps us tailor support more effectively, reinforces key skills, and ensures that every child regardless of ability or need feels valued, encouraged and included in their learning journey.

Pupils with Attendance Concerns / on Attendance Plans

How our SEND provision supports Pupils with Attendance Concerns / on Attendance Plans:

- **Nurture and safe spaces** reduce school anxiety.
- **Visual support, predictable routines, and structured transitions** ensure mornings are easier.
- **Early Help** addresses home barriers.
- **Curriculum adaptations** support pupils who miss chunks of learning and need re-teaching.
- **Provision maps** capture attendance as a barrier and match support accordingly.

Brownlow Fold Primary School

Attendance Improvement Notice and Contract

Pupil name:	
Class:	
Date issued:	

Dear Parent/Carer,

We are writing to share our concern about **your child's attendance and punctuality** and to work together with you to secure an improvement.

Regular attendance and good punctuality are essential for learning, progress and wellbeing. Our expectation is that all pupils attend **at least 95% of the time** and arrive **on time every day**.

Legal duty and why attendance matters: In England, it is the law that children of compulsory school age receive a **full-time education**. For children on roll at Brownlow Fold Primary School, this means they must **attend school regularly and on time**. Parents and carers have the **primary legal responsibility** for making sure this happens, and the Local Authority must ensure parents meet these duties.

We follow the national guidance that says **regular and punctual attendance is both a legal requirement and essential if children are to make the most of their education**. Missing school leaves children vulnerable to falling behind, and children with poor attendance tend to achieve less in both primary and secondary school.

Negative impact of missing large amounts of school: Every school day and every lesson counts. When a child misses a lot of school, it can have serious and long-lasting effects on their education and wellbeing, for example:

- **Gaps in learning**
 - If a child regularly misses phonics, reading or maths lessons, they may struggle with basic skills. This makes later topics much harder and can affect progress in every subject.
- **Lower attainment and fewer future choices**
 - Children with poor attendance are more likely to leave school with **lower qualifications**, which can reduce their chances of accessing college courses, apprenticeships and good jobs later on.
- **Loss of confidence and motivation**
 - Children who are frequently absent often come back to lessons feeling confused or "behind". Over time, this can knock their confidence and make them feel that school is too hard or "not for them".
- **Friendships and wellbeing**
 - Being away from school a lot can affect friendships. Children may feel left out or find it hard to re-join established groups, which can impact their happiness and behaviour.

Reason for this contract: Recent attendance records show that:

Current attendance	
Number of missed sessions out 92:	
Expected attendance	95% - 100%
Number of late arrivals this year:	

This means that **your child is currently below the school's expected level of attendance and/or punctuality**, and we now need a clear plan to support improvement.

Attendance and punctuality targets

From the date of this contract, our shared targets are:

1. **Attendance target:**
 - **Fatima** will attend school **every day** unless they are genuinely unwell or there is an agreed authorised reason.
 - Aim for at least **90% attendance** by the end of the Autumn term (19/12/25)
 - Continue to improve attendance **to be at least in line** with school expectations: 95%
2. **Punctuality target:**
 - **Fatima** will arrive at school **by 8.50 a.m.** every day, ready to start learning.
 - There should be **no more than 2 late marks** during the monitoring period.

What the school will do

School will:

- Monitor **daily attendance and punctuality** and record all marks accurately.
- Contact you promptly if your child is absent and we have not heard from you.
- Discuss any **health, wellbeing or practical issues** affecting attendance and offer support where possible.
- Provide regular **feedback on progress**, including:
 - A **review** before the close of school on **19/12/25**
 - A **follow-up meeting** if targets are not being met – to be scheduled in Jan.

What parents/carers agree to do

I/We, the parent(s)/carer(s), agree to:

- Ensure my/our child:
 - Attends school **every day** unless genuinely too unwell to attend.
 - Arrives at school **on time** each morning.
- Contact school **by 9:30 a.m.** on the first day of any absence to explain the reason.
- Provide evidence where requested (e.g., **medical appointment letters or prescriptions**) if absence is due to illness or appointments.
- Avoid taking **holidays in term time** and arrange appointments **outside school hours** wherever possible.
- Work with school staff to address any **underlying issues** that may be affecting attendance or punctuality.

What the pupil agrees to do

I, agree to:

- Attend school **every day** unless I am genuinely unwell.
- Arrive at school **on time** and go straight to my lesson/registration.
- Speak to an adult in school if I am worried about **anything that makes it hard for me to come to school**.

Monitoring and review

This contract will be in place from:

Start date:

Review date:

If attendance and punctuality **improve and meet the targets**, no further action may be required.

If there is **insufficient improvement**, the school may need to:

- Arrange a further meeting, and/or
- Refer to the **school's Attendance Officer / Local Authority** for additional support and possible formal action in line with our attendance policy.

Signatures

By signing this contract, we agree to work together to improve **Fatima's** attendance and punctuality.

Parent/Carer name: _____

Signature: _____ Date: ____ / ____ / ____

Pupil name: _____

Signature: _____ Date: ____ / ____ / ____

School representative:

Name: _____

Signature: _____ Date: ____ / ____ / ____

Key Worker System to support Brownlow vulnerable and disadvantaged pupils

Purpose

The Key Worker role provides targeted pastoral support for identified vulnerable pupils, ensuring they are known well by staff, feel supported, and can access their learning effectively. The role demonstrates how school leaders and staff systematically anticipate and identify pupils who may require additional pastoral intervention, ensuring no child is overlooked.

Key Responsibilities

Relationship and Pupil Support

- Act as the named trusted adult for allocated vulnerable pupils.
- Establish positive, consistent, and supportive relationships to provide a sense of safety and belonging.
- Carry out regular check-ins (daily or weekly as appropriate) to monitor wellbeing, mood, and engagement.
- Provide encouragement, guidance, and practical support during transitions, challenging times of day, or following incidents.

Monitoring and Recording

- Keep accurate records of contact and concerns using agreed pastoral logging systems.
- Monitor patterns of behaviour, attendance, engagement, or wellbeing and highlight concerns promptly.
- Support the evaluation of interventions by contributing qualitative evidence of progress or emerging issues.

Advocacy and Communication

- Serve as a link between the pupil, class teacher, and pastoral/SEND leaders.
- Ensure that the child's voice is captured and represented in reviews, meetings, and decision-making.
- Share successes with staff and families to reinforce progress and build confidence.

Targeted Support Strategies

- Deliver **low-level pastoral interventions** such as mentoring conversations at playtimes during break duty, resilience-building activities, or social skills practice.
- Reinforce classroom strategies consistently, supporting the implementation of personalised behaviour or learning plans.
- Provide support during unstructured times (e.g., breaks/lunchtimes) if needed.

Family Engagement

- Establish positive relationships with parents/carers, acting as a familiar point of contact for support and communication.
- Share regular updates to strengthen the home–school partnership.
- Where appropriate, support parents with signposting to wider services.

Team Contribution

- Contribute to **pastoral meetings, SEND reviews, and safeguarding discussions** with insights from daily contact.
- Liaise closely with the Designated Safeguarding Lead (DSL), SENCO, or pastoral lead to escalate concerns promptly and appropriately.
- Participate in staff training on safeguarding, trauma-informed practice, and SEMH strategies.

Expectations of the Role

The TA in a Key Worker role will be supported by:

- Protected time within the timetable to carry out check-ins and record keeping.
- Regular supervision/mentoring with SLT/SENCO to review caseload
- Access to training in safeguarding, SEMH, and inclusive practice.
- Inclusion in relevant communication systems so that pastoral knowledge is shared effectively across the team.

Impact

The Key Worker system ensures:

- Vulnerable pupils feel known, valued, and supported.
- Early identification of pastoral issues before they escalate.
- Leaders can evidence a **systematic and proactive approach** to pastoral care.
- Families experience a strong and consistent partnership with school.
- Pupils are better able to engage with learning and achieve positive outcomes.

Brownlow Fold Key Worker Check-In Sheet

How to Use

- TAs can use this sheet for a **quick, structured conversation** (5 minutes).
- The **emoji faces** make it child-friendly and accessible for younger pupils or those with SEND.
- Sheets can be completed weekly (minimum) and patterns and systematic tracking shared at leader pastoral meetings.

Pupil Name:

Date:

Key Worker:

Quick Wellbeing Check

How are you feeling today? (circle/colour in)

 Happy  Okay  Unsure  Sad  Angry  Tired

Check-In Prompts (record brief notes)

Positive moments today:

Challenges today:

What the pupil said (child's voice):

Strategies used / support given:

Actions / Follow-Up

- Immediate action needed? ☐ Yes ☐ No
- If yes, reported to:
- Next step agreed:

Initial Concern

An initial concern form is a structured document we use to systematically record and communicate initial concerns about a child's development, learning, behaviour or well-being to our school SENCo. The Initial Concern form ensures comprehensive details are gathered, including the nature of the concern, observations, any actions taken, and discussions with parents/carers facilitating timely support and intervention.

Purpose and Importance

- **Early identification:** Helps Brownlow staff identify potential concerns with a child's development, learning or safety early on.
- **Systematic documentation:** Provides a clear and organised way to record concerns, which is crucial for good practice and evaluating progress.
- **Effective communication:** Ensures all relevant information is shared efficiently with the appropriate people
- **Informed decision-making:** Provides a basis for making informed decisions about a child's needs and the support strategies required.
- **Whole-school approach:** Promotes a consistent and collaborative approach to identifying and addressing issues across the entire school or setting.

Brownlow Fold Initial Concern

Child's Name:	Class Teacher/Year Group:
Child's DOB:	Date Completed:

Most recent class assessment:			
Please give age related scores where possible			
Reading	Writing	SPaG	Maths

Language and Literacy:

Writing: Letter formation, spelling, sentences, handwriting, fluency	
Reading: word attack skills, phonics, sight vocabulary, fluency and confidence	
Speaking and Listening: fluency, confidence, ability to follow instructions, discrepancy between oral reading and writing skills.	
Speech and Language: immature language, speech patterns of impediments, communication with peers and adults.	

Mathematics:

e.g. counting, number operations, number recognition, sequencing, sorting, matching, measurement, shape, space, time, money.	
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Personal, Social and Emotional Development:

e.g. self esteem, confidence, motivation, poor organisation of self and equipment, attendance and punctuality, withdrawn, isolated, shy, few friends, anxious.	
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Behaviour:

e.g., disruption to others, frequently out of seat, general off-task behaviour, makes noises, aggressive behaviour towards others or property, response to 'authority.'	
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Physical Development and Sensory Needs:

e.g. co-ordination, gross and fine motor control, left handed, laterality, pencil grip, clumsy, hearing, visual, not hearing instructions or unable to copy or see accurately.	
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Adapted classroom provision implemented over time:

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Notes from discussion with parents/carers and pupil:

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Review:

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Is an Early Help going to be opened for this child? Yes/No

One-page profiles

All About Me: XXX	
Photo of pupil	What people like and admire about me: • I am kind and caring • I am curious of the world around me
Some of the things I enjoy: • I enjoy Disney stories • I enjoy exploring books • I enjoy drawing independently • I enjoy colouring	Some of the things I am good at: • I am good at retelling my favourite stories • I am good at counting out amounts and recognising numbers • I am good at being creative • I am good at helping others
I sometimes find it difficult to: • Express my feelings • Play alongside my peers • Tell you what I want or how I feel	You can help me by: • Giving me time to tell you • Model playing with my peers • Model trying new activities
Some of the people who help me are: My family at home and Miss Entwistle in school.	
Date completed: September 2023 Date to be reviewed: September 2024	

We use one-page profiles as a core SEND practice at Brownlow Fold because they give our staff a clear, quick understanding of each child's needs. These are completed at the start of each academic year for all children on the SEND list.

- To provide a quick, at-a-glance understanding of the child
- A one-page profile summarises the essentials:
- What the child likes and what's important to them
- How they communicate
- What helps them learn
- What staff need to know to support them effectively

Our teachers and learning support staff can read it in minutes and immediately understand how best to work with a child. It aligns with SEND Code of Practice principles of participation and person-centred planning.

Initial concern and Early help provision includes but is not limited to;

- Preparing pupils for any changes to their routine.
- Use of colourful visuals and large font used to highlight keywords.
- Staff using non-verbal communication to support what they are saying, for example gesture or pointing.
- Screening programmes and early intervention programmes in place.
- Access to a safe and quiet place for the pupils to access when they feel anxious or are overloaded.
- Visual support systems such as visual timetables, prompt cards (for example a card, with a picture, to remind a child to listen for their name) and photos are used.
- Strategies are used to ensure a child is paying attention for example the teacher says their name before giving an instruction.
- Additional resources are available if needed.
- Use of pencil grips, writing lines and templates.
- Giving pupils adequate thinking time before expecting a response.
- Use positive statements to redirect the pupil to the desired behaviour.
- Use of special equipment the pupil finds helpful e.g., looped scissors.
- Consistent vocabulary is used, where the same word is used all the time when teaching new subjects.

Before staff open an Early Help, they:

- Deliver Quality First Teaching Adaptations used in class (SEND Adaptations)
- Complete an Initial Concern form
- SENCo consultations & ISA checks

During Assessment

- Meeting notes/Initial Concern
- PLPs with targets linked to concerns
- Provision maps showing interventions
- Parent/carers views

Action Planning

- Completed EHA Action Plan
- Evidence of discussions with external agencies

Reviewing

- EHA Review Form
- Updated PLPs
- Pupil Progress Meeting evidence
- Impact statements ("Barrier + Action = Impact + Evidence")

End of Process

- Closure of Early Help
- Copies shared with family and agencies

EHCP Provision

EHCP provision includes but is not limited to;

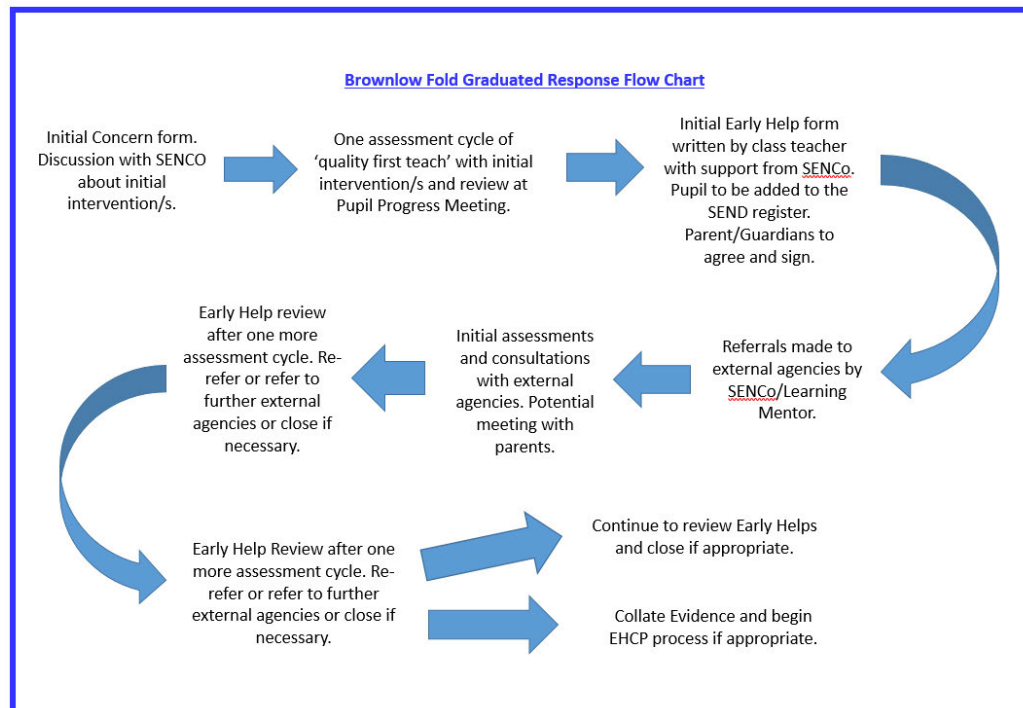
- Simplified language where needed with instructions being repeated for those who need it with the use of visual cues, symbols or pictures alongside words to make instructions easier to follow.
- Use of visual supports and approaches to help the pupil to better understand the routine and the school day, this can include approaches such as 'Now and Next'.
- Providing plenty of opportunities for multisensory, practical learning.
- Allow pupil extra time to complete work, with motor-breaks when needed.
- Consider alternative methods of recording work.
- Consideration of the school environment, thinking about how you can make it more comfortable. For example, a pupil who struggles to block out background noise may benefit from the use of ear defenders.
- Allow pupils to leave lessons early to avoid crowded corridors.
- The use of multi-sensory visual approaches.
- Use of concrete materials and practical activities.
- Chunking instructions and tasks to reduce the reliance placed on working memory.
- Use of visual aids to help recall information when needed.
- Use of mind maps to support the pupil to understand how their learning links.
- Provide examples and try to relate problems to real-life situations.
- Marking is based on knowledge rather than presentation of work.
- Effective use of ICT to support pupils.
- Working on tasks in short, frequent bursts.
- Use of a timer to delineate tasks and aid concentration.
- Opportunities for a child to work at their own level, following their own task or targets if needed. This might mean that a child works on slightly different work, at the right level for them, with some extra support from a teaching assistant.

Setting high expectations for all pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being

We set high expectations for all our pupils including disadvantaged, SEND, and those known to social care through:

- Policies that demand ambitious outcomes for every child
- High-quality teaching as the foundation for SEND support
- Adaptations that enable access to the full curriculum
- Rigorous monitoring and reviewing of progress
- Strong multi-agency and parental collaboration
- Provision maps and PLPs aligned with curriculum expectations
- Targeted interventions based on evidence and diagnostic assessment
- A whole-school culture of inclusion and ambition

How we interpret and implement the graduated approach of assess, plan, do, review?



Assess, Plan, Do, Review Cycle

This cycle is the core of the graduated response. It involves:

Assess: Regularly monitoring student progress and identifying any learning or developmental needs.

Plan: Developing a plan to address those needs, potentially with targeted interventions.

Do: Implementing the planned interventions and strategies.

Review: Evaluating the effectiveness of the interventions and making adjustments as needed.

At Brownlow Fold, our curriculum and pedagogy are intentionally designed so that strong universal classroom practice meets the needs of the vast majority of pupils, including those with SEND, before additional adaptations are considered. This aligns with national SEND guidance, which emphasises that *high-quality teaching is the first and most important intervention*.

A Carefully Sequenced, Knowledge-Rich Curriculum Supports all learners including SEND Learners

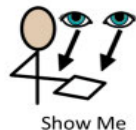
Our curriculum is deliberately broken into small, manageable steps, with clear end points and prior knowledge explicitly revisited. This reduces cognitive load, enabling all pupils particularly those with SEND to build secure schema over time. Because key knowledge, vocabulary and concepts are intentionally repeated and connected across subjects, SEND pupils benefit from the multiple exposures and explicit links that help learning “stick”.

Vocabulary Is Explicitly Taught and Embedded

We clearly define and teach Tier 1, 2 and 3 vocabulary, mapping out the language pupils need to understand and use in each subject. This supports pupils with speech, language and communication needs who may otherwise require intervention. By embedding vocabulary across the curriculum and providing repeated encounters with essential terms, SEND learners access core learning without needing separate materials.

Direct Instruction Reduces Barriers to Learning

Our consistent use of Rosenshine’s Principles (“I do – we do – you do”, modelling, guided practice, high success rate) provides the structure and clarity that our SEND pupils often need. Strategies such as small-step teaching, frequent checking for understanding and scaffolded practice supports all pupils.

Review: Each lesson contains a short review of previous learning to strengthen connections and recall. 	Modelling & Explanations: Models and worked examples are provided to demonstrate learning in action (I DO) 	Guided Practice: Practice is guided by the teacher as pupils begin to practice new learning. Teachers offer support and prompts (WE DO) 	Checking for Understanding: The teachers continuously check for understanding by asking questions and giving feedback. 	Independent Practice: The teacher monitors independent practice, ensuring learning become automatic (YOU DO) 
Small Steps: New material is presented in small steps with opportunities to practise, reducing cognitive overload. 	Questioning: Children are asked lots of questions and responses are checked for pupil understanding. 	Scaffolding: The teacher provides temporary support and scaffolds for difficult tasks which is gradually removed. 	High Success Rate: Aim for a high success rate during instruction to build confidence and to promote motivation. 	Review: The teacher facilitates daily, weekly and monthly retrieval practice to strengthen knowledge and promote automatic recall. 

Retrieval Practice Strengthens Memory for All Learners

Frequent retrieval, spaced practice and explicit links to prior learning help our pupils retain and organise knowledge in long-term memory.

Pre-learning Tasks and Ongoing Assessment Identify Needs Early

Pre-learning tasks, questioning and formative assessment allow teachers to spot misconceptions and adapt instruction swiftly. This means that most SEND needs can be met through responsive teaching rather than individual plans. Knowing where pupils are in their learning journey enables teachers to plug gaps early and effectively.

Adaptive Teaching – Not Lowered Expectations

Brownlow Teachers adjust:

- pace
- resources
- scaffolding
- chunking of content
- adult support

while maintaining **high expectations for all**. This approach ensures SEND pupils can access the same ambitious curriculum rather than a diluted version. Because adaptations are built into normal classroom routines, they support all pupils while reducing the need for bespoke modifications.

A Rich, Broad Curriculum Supports Inclusion

Subject-specific enrichment, hands-on experiences, and the development of disciplinary knowledge help SEND pupils see themselves as “historians”, “geographers”, “artists” and “scientists”. This builds identity, motivation and language key drivers of inclusion without requiring specialist provision.

Consistent Routines, Behaviour Expectations and Metacognitive Strategies Reduce Cognitive Load

We have clear routines, predictable lesson structures and explicit teaching of metacognitive strategies which help SEND pupils regulate learning, manage frustration and remain engaged. This enables them to succeed within the same lesson framework as their peers, reducing reliance on individual adult intervention.

Our curriculum and pedagogy are designed around:

- explicit teaching of knowledge and vocabulary
- highly structured instruction
- small steps and clear modelling
- consistent retrieval for memory
- strong routines and high expectations
- adaptive teaching built into everyday practice

Where these approaches are not sufficient curriculum and specialist interventions are implemented. Following on from each assessment cycle, pupils who are identified as below age related expectations or pupils who are not making sufficient progress access additional intervention support. Intervention support is run by learning support staff and class teachers.

Maths

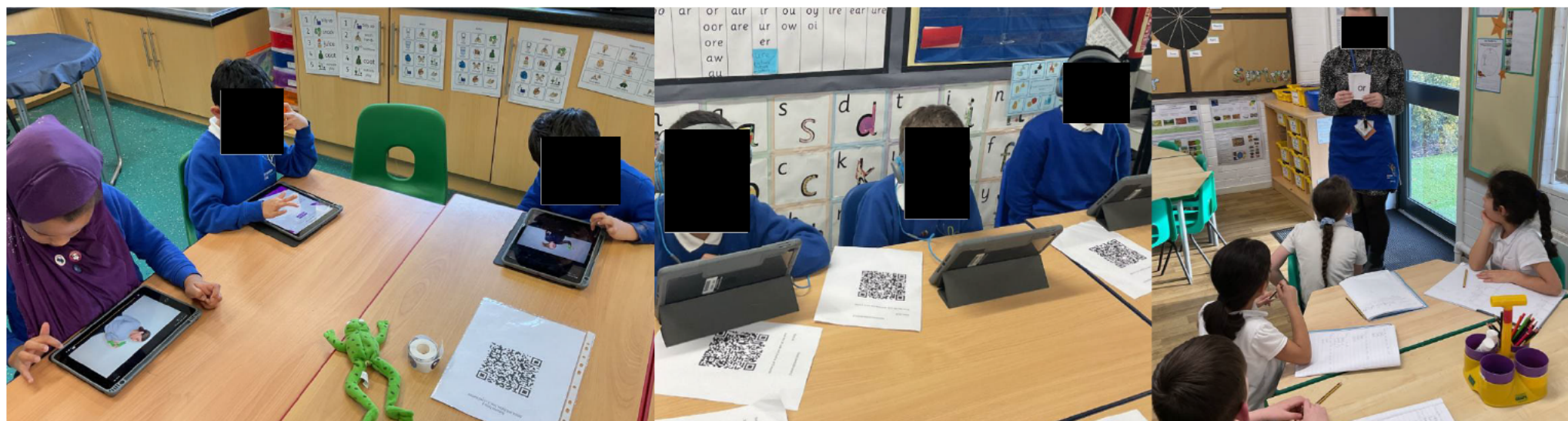
Maths interventions focus on different areas of the national curriculum and focus on basic maths skills. Maths interventions are planned around certain objectives from specific year group curriculums. Any area of maths can be focused on, for example, fractions, measures, geometry, number and place value etc. Activities are created to ensure the pupils in each group are receiving the added support needed to achieve their full potential. Maths interventions are delivered to children across school from EYFS-Year 6.

Reading

Reading intervention groups focus on different areas of reading. Reading interventions are delivered to pupils in key stage two. Each intervention focuses on specific objectives from each reading content domain. For example, some pupils will be developing their comprehension skills whilst other pupils will be developing their fluency in reading. Specific pupils from each class are also selected to be 1:1 readers every day.

Phonics

Phonics interventions focus on the development and improvement of phonics and are delivered to pupils in EYFS and key stage one. Phonic intervention sessions are additional sessions to the normal daily phonics lesson which all children participate in. Phonic interventions reteach previously taught sounds and words in a well-structured and repetitive way. This allows children to consolidate their learning. Inclusion is at the heart of everything we do. We offer the full Read Write Inc. (RWI) package, including Fresh Start, because we know that strong phonics skills are the foundation of all learning. Fresh Start provides targeted, age-appropriate support for older pupils who need additional help with reading, enabling them to make rapid progress and feel confident in the classroom. Some of our phonics interventions begin at 8.30am, giving children extra time and personalised support before the school day starts. By providing structured, responsive teaching through RWI, we remove barriers to learning and ensure that every child regardless of their starting point is given the opportunity to achieve, belong and thrive.



Using Pinny Time helps make our phonics provision more inclusive because it ensures every child receives the personalised practice they need to succeed. The short, frequent sessions allow Brownlow staff to target specific sounds that individual children find challenging, giving them extra support without singling them out or disrupting the main lesson. Because the activity is quick, low-pressure and easily embedded into daily routines, all children can participate confidently, regardless of their starting point. This consistent, tailored reinforcement helps learners who need additional time to keep up, while also extending those who are ready to move on. In this way, Pinny Time reduces barriers to progress and ensures every child has an equitable opportunity to develop strong early reading skills.

Writing

Writing interventions focus on all areas of improving writing. Interventions are planned around specific objectives from the national curriculum. For example, handwriting, sentence structure, editing and improving work and improving vocabulary. Writing interventions are delivered to children across school from EYFS-Year 6.

SPaG

Spelling, Punctuation and Grammar interventions focus on specific objectives from the writing curriculum. The focus of each session depends on the area/s of need of the pupils in each group. For example, the focus of SPaG interventions could be; sentence grammar - through both identifying and writing sentences that are grammatically correct, punctuation - through identifying and writing sentences that are correctly punctuated, vocabulary - through identifying and writing sentences in which a word is used correctly or spelling – through learning spelling rules.

Keywords, learning support and literacy/numeracy prompts are displayed in the classroom and individual copies are available to pupils e.g., working walls, knowledge organisers, topic maps, literacy mats.

- Knowledge organisers for foundation subjects are displayed on displays.
- Key vocabulary for each unit of work is displayed.
- Key vocabulary for each unit of work is pre taught and looked at before starting a new unit of work
- Learning walls for English and Maths are in every classroom.
- Resource boxes in each class contain a range of items – cohort specific.



Our Learning Environments

The indoor and outdoor environments reflect and complement each other. They encourage and support all areas of learning and development. Investing time and resources in creating a well-designed environment has a long-lasting impact on the quality of the practice we deliver. This benefits not only our pupils but also the teachers and learning support staff, as it makes the environment easier to manage, maintain and keep safe. Each display and space is created purposefully, with consideration given to the desired ambience. When children are in an accessible and inclusive environment, barriers to participation are overcome and their learning and development flourish. We recognise that every new cohort has its own unique dynamic, and adjustments may need to be made to the environment, even as the year progresses. The use of SEND environment checklists enable us to monitor our environments and make adaptations where necessary. For example:

Features of a Dyslexia Friendly School/Classroom	Y	N
The use of multi-sensory teaching approaches.		
Giving pupils adequate thinking time before expecting a response.		
Use of alternative means of recording for example mind maps, ICT, verbal responses, diagrams		
Use of effective differentiation.		
All pupils are able to see the board easily.		
All students have space to write comfortably.		
Use of a pastel background on the whiteboard to avoid glare.		
Use of colourful visuals and large font used to highlight keywords.		
Staff CPD focusing on dyslexia so that staff are aware of the signs of dyslexia and how to support pupils with dyslexia.		
Parental involvement in planning, learning and decision making.		
Screening programmes and early intervention programmes in place.		
Use of the Bolton Dyslexia pathways to plan for children experiencing literacy difficulties and track response to interventions and progress.		
Marking is based on knowledge rather than the presentation of work/spellings etc.		
Effective use of ICT to support pupils.		
Use handouts/date stamps etc to avoid pupils with dyslexia having to copy large amounts of writing from the board		
Chunking instructions and tasks to reduce the reliance placed on working memory.		



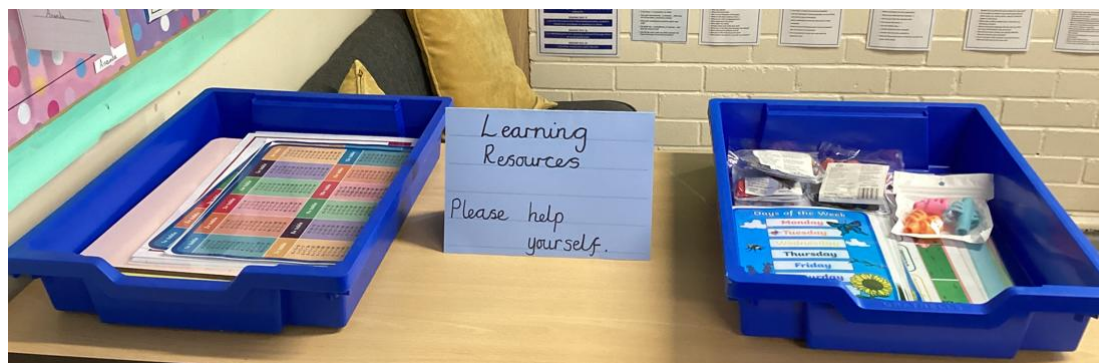


Visual time tables are displayed and used in every classroom.



Teaching and Learning

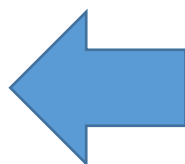
Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from learning support staff or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. All pupils have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to pupil achievement means that, in many cases, pupils with SEN and disabilities are able to study the full curriculum.



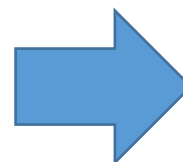
Learning resource boxes and areas are accessible for all learners in each of our classrooms. Children can help themselves to resources which support their learning.



English resource box



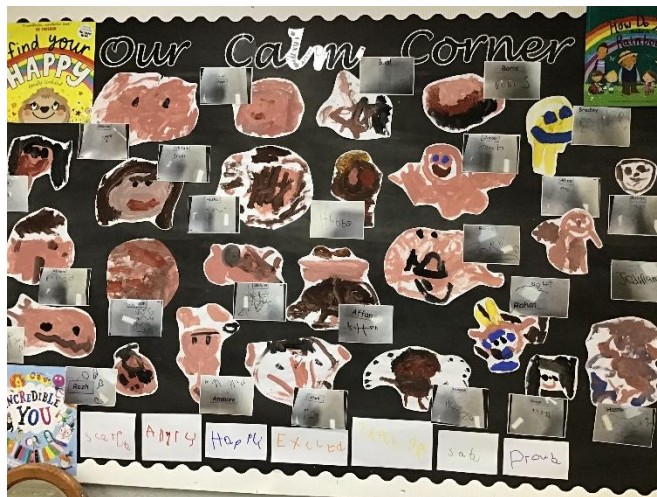
Maths resource box



Inclusive Classrooms

Our classrooms provide an inclusive environment for all of our learners. All classrooms include adapted provision to support all of our learners.

- Clear and consistent routines, expectations and boundaries.
- All students have space to write comfortably.
- Giving verbal warnings that an activity is about to end.
- All pupils are able to see the board easily.
- Careful seating arrangements.
- Use of a pastel background on the whiteboard to avoid glare.
- Checking understanding at every stage.
- A classroom environment that is not too cluttered.
- Meet and greet every morning/lesson.
- Give the pupil a job or role of responsibility.
- Demonstrating how to do things rather than just explaining them.



Multi-Sensory Spaces

Multi-sensory environments are specially designed therapeutic spaces that soothe and stimulate senses in a controlled manner. Multi-sensory rooms are modern beacons of inclusivity. Our multi-sensory room is well structured so that the amount and intensity of a sensory experience can be easily controlled and monitored. This is essential when using the multi-sensory room to manage overstimulation and stress or to provide sensory integration therapy to pupils.

Key benefits of a Multi-Sensory Room:

- Stimulate and soothe all five senses: sight, sound, smell, touch, and taste.
- Build key developmental skills such as cause and effect, hand-eye coordination, and fine motor skills.
- Create a safe, calming environment that can help to regulate emotions.
- Provide relaxation for all ages.
- They offer a safe space for relaxation, exploration, independence, and social sessions.
- Foster a sense of self-confidence, imagination, and positivity within users with special needs and disabilities.
-



Self-Regulation Spaces

A designated space in each classroom provides our pupils with a place to regulate their emotions. This space is calm and removed from the hustle and bustle of the room to support a child's self-regulation. Pupils can access this area on their own or with adult support to co-regulate.

Having this space within the classroom allows teachers and learning support staff to respond to individual needs more readily without impacting staffing ratios. It also enables children to access the space freely throughout the day, and teachers/learning support staff can recognise when a child may need a regulation break and direct them toward it. Some children may need time and space on their own without adult intervention and having a place of escape within the classroom can provide this while maintaining high levels of safety and supervision.



Sensory Circuit

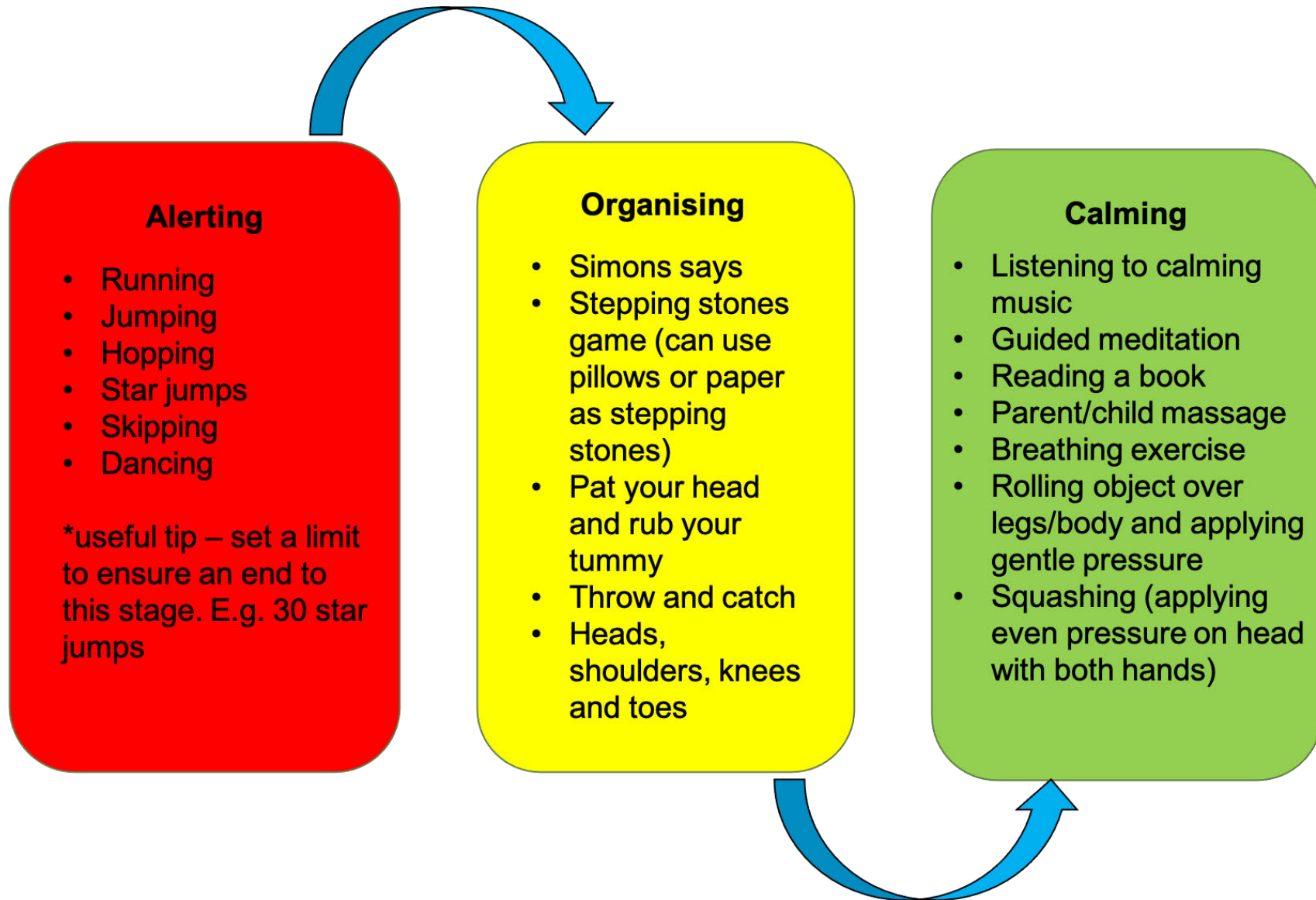
A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm our pupils. The sensory circuit aims to facilitate sensory processing to help pupils regulate and organise their senses in order to achieve the optimum level of alertness required for effective learning. The circuit is an active, physical and fun activity that our pupils enjoy doing. Sensory circuits are ideally completed first thing in the morning or after lunch; however each pupil is different and may require to complete the sensory circuit at any set time of the school day. Sensory circuits are a great way to both energise and settle pupils so they can focus and engage better in the classroom. Sensory circuits are designed to start with **alerting** activities, move to an **organising** phase and then finally to a **calming** phase. Doing the activities in the recommended order is vital. The right order results in a well-regulated, happy child.

Alerting - The aim of this section is to provide vestibular and proprioceptive stimulation within a controlled setting. This prepares the brain for learning and the demands of the school environment.

Organising – This section includes activities that require motor sensory processing, balance and timing. These activities help improve focus and attention. The child needs to organise their body, plan their approach and do more than one thing at a time in sequential order.

Calming - The calming activities are very important as they provide input to ensure that children leave the circuit and return to their classrooms calm, centred and ready for the day ahead.

Examples of activities for each stage of our sensory circuit





At Brownlow, we always look to improve our provision to make our school an inclusive and nurturing environment where every child can thrive. The Sensory Circuit is a purposeful, structured set of physical activities designed to help pupils regulate their bodies and prepare for learning.

For our children with SEND, particularly those who benefit from sensory input to support attention, focus, and emotional regulation, this addition will make a real difference. Children now get the right balance of movement and calming activities to help them feel ready to learn and engage fully in the classroom.

Inclusion is at the heart of everything we do, and this initiative reinforces our belief that every pupil deserves the right environment and tools to succeed.



Brownlow Fold Primary School



Behaviour Expectations Zones of Regulation

Our behaviour policy is inclusive because it combines high, consistent expectations for all pupils with clear systems of support that ensure every child can meet them. We explicitly teach behaviour through our Behaviour Curriculum and Zones of Regulation, helping pupils understand their emotions, develop self-regulation and learn the routines needed to succeed.

Brownlow staff use positive relationships, predictable structures, restorative practice and reasonable adjustments to meet the needs of pupils with SEND or additional vulnerabilities, ensuring that behaviour difficulties are understood in context rather than punished in isolation. By focusing on teaching, modelling and supporting behaviour not just managing it we create a calm, safe and equitable environment where every child feels valued, included and able to thrive.

Our behaviour policy is inclusive because it:

- maintains high expectations for all
- gives children the skills and emotional language to meet those expectations
- prioritises relationships, regulation and equity
- provides structured support for pupils who need more
- prevents exclusion from learning by intervening early and positively



Embedding a culture in which early and accurate assessment of pupils' needs is prioritised

Assessment Lead SENCo	Moderation	Assessment Lead to facilitate moderation after each assessment cycle SENCo to facilitate EHCP Provision after each assessment cycle		
Assessment Lead SENCo Teachers	Pupil Progress Meetings/Next Steps SEND Provision including Provision Maps and Interventions	Assessment Cycle One Wk Bg: Monday 3 rd November 2025	Assessment Cycle Two: Wk Bg: Monday 13 th April 2026	Assessment Cycle Three Wk Bg: Monday 22 nd June 2026
SENCo Teachers	Early Help Review/PLP Review Opening Early Helps/Reviewing Early Helps/Initial Concern forms completed then signed with parents	September Early Help Review Friday 26 th September 2025 Cycle One Early Help Review Thursday 13 th November 2025	Cycle Two Early Help Review Thursday 23 rd April 2026	Cycle Three Early Help Review Thursday 2 nd July 2026
Assessment Lead SENCo	Core Subjects Data Analysis and Achievement Overview to HT SEND Provision Overview to HT Foundation Subjects Data Analysis and Achievement Overview to HT	Assessment Cycle One Core Subjects + SEND Provision Overview Friday 14 th November 2025 Assessment Cycle One Foundation Subjects Friday 28 th November 2025	Assessment Cycle Two Core Subjects + SEND Provision Overview Friday 24 th April 2026 Assessment Cycle Two Foundation Subjects Friday 8 th May 2026	Assessment Cycle Three Core + Foundation Subjects + SEND Provision Overview Friday 3 rd July 2026
Teachers	Pupil Attendance Improvement Action Plans (meet with parents)	Friday 14 th November 2025	Friday 24 th April 2026	Friday 3 rd July 2026

Our Pupil Progress Meetings

The progress of all pupils is discussed at Brownlow Fold at set intervals during each academic year. The main focus for discussions during pupil progress meetings is to identify pupils as being at risk of underperformance based upon national standards, prior attainment and school targets for the end of the year and key stage. The discussion will also involve interventions/strategies that have been put in place for all pupils including those with special educational needs. A key focus will be on what class teachers need to do/ implement in order to support these pupils to make **accelerated progress**. The formula below is useful to consider prior to the meeting in relation to identifying the means by which pupil progress will be **accelerated**:

$$\text{Barrier} + \text{Action} = \text{Impact} + \text{Evidence}$$

B = What have you identified as the barrier to the child's progress?

A= What actions have you put in place (or will you put into place) to improve performance and progress?

I = What impact has this action had, or do you expect it to have (link directly to pupil outcomes and progress)

E= What evidence have you got to show this?

Planning Support and Intervention Questions to consider:

- What support/ intervention strategy needs to be in place to accelerate the learning for any child/ group who are at risk of underperforming?
- Is this intervention likely to specifically address the child's learning needs?
- What is the assessment starting point for the intervention? The expected outcome (specific attainment measure)?
- What specific progress is expected?
- How will you measure the impact of the support/ intervention?
- How will you monitor the progress of any interventions being delivered by learning support staff?
- Is there any other support that you require in order to accelerate the learning for the identified pupils?

Pupil Progress Cycle One/Two/Three

Contextual Information:

Number in cohort	Girls	Boys	% EAL	% PP	% SEND	% EHCP	Persistent Absentee	Previous Years Data	Severely Absent
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Strengths	Areas for Improvement
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	ASSESS	PLAN	DO			REVIEW	
	Pupils Identified	Targets agreed to address the identified needs	Intervention in place	Who is delivering the intervention?	How often is this being delivered?	Impact of intervention	Contextual factors Please indicate in red anything whole class.

Using the information from the assessment of pupils' needs to implement a continuous cycle of planning, actions and review in order to reduce barriers to pupils' learning and/or well being

Key Questions we consider:

- What counts as vulnerable in our school? How do we know?
- How do staff identify pupils' potential vulnerabilities? Which staff are involved?
- What systems are in place to review the progress of vulnerable pupils?
- How do we analyse current patterns of vulnerability? How have these patterns changed in recent years and how might this differ for future cohorts?
- How do we ensure that all staff are aware of the potential barriers to learning posed by vulnerable pupils?
- Which staff have developed specialist expertise in working with particular vulnerable groups? How can this be shared across the school?
- What professional development opportunities are available to strengthen current practice in addressing pupils' barriers to learning?
- How does our school develop systems and structures to respond to the changing needs of pupils?
- What range of evidence is used to evaluate and develop the impact of the quality of provisions including:
 - pupil voice
 - data analysis
 - work scrutiny
 - observations
 - teacher feedback
 - parent / carer feedback
- How do we adapt school provision for current and future pupils' needs?
- How do we keep staff updated about effective strategies /interventions for tackling underperformance?
- How do all staff demonstrate they are addressing potential underperformance through modifications to **high quality whole class teaching** across the school?
- How is the learning from group/individual intervention secured in whole class teaching to ensure progression?
- How are all staff involved in identifying additional provision for groups / individuals who are underperforming or at risk of underperforming?
- How are pupils and their parents/carers involved in discussions about the additional provision they are being offered?
- Which performance and engagement data do we use to help us to assess and track the progress of individual pupils?
- How do we ensure that all teachers have high expectations of all pupils?
- How does the consistency and rigour of assessment and tracking support this?
- How do we ensure that all staff, parents / carers, pupils and governors are aware of the expected rates of progress of all pupils?
- Do pupils who don't make progress share any common traits that may inform action?
- Do pupils who make good progress share any common traits that may inform action?
- How does the senior leadership team, subject leaders, teachers and support staff analyse and act on data analysis? How does data analysis enable us to make decisions about future provision, including whole class teaching?

Pupil Premium Strategy

Provision for disadvantaged pupils is underpinned by our **Pupil Premium Strategy (2025–2026)** and focuses on high-quality teaching, targeted academic support, and wider pastoral strategies to ensure pupils make progress in line with their peers

Our provision includes:

- **High-quality teaching for all**, with a strong emphasis on Quality First Teaching, adaptive teaching, oracy, and evidence-based approaches informed by the EEF
- **Targeted academic interventions** across EYFS–Year 6 in reading, writing, phonics, maths and SPaG, delivered through small groups and 1:1 support, led by teachers and trained learning support staff
- **Specialist interventions** where needed, including speech and language therapy, occupational therapy, working memory programmes and LEGO therapy to support communication, cognition and social development
- **Wider strategies** to address barriers such as attendance, wellbeing, behaviour and enrichment, including nurture support, mentoring, subsidised trips, clubs, music provision and leadership opportunities
- **Strong focus on oracy and language development**, particularly for disadvantaged pupils with EAL, ensuring pupils can access the curriculum and communicate confidently
- **Parental engagement and support**, including workshops, consistent communication and ensuring families can access technology and online learning platforms

Overall aim:

To ensure all disadvantaged pupils, regardless of starting point, make at least good progress, achieve well academically, and fully access the wider life of the school, closing gaps and raising aspirations

Mapping Provision for Disadvantaged Pupils

Purpose: To clearly identify, evidence and evaluate the provision in place for disadvantaged pupils, ensuring consistency, impact and a strong whole-school evidence base.

This will help us:

- Demonstrate how disadvantaged pupils are supported day-to-day
- Evidence Quality First Teaching and targeted provision
- Identify strengths and gaps in provision
- Support monitoring, evaluation and inspection readiness

Each class teacher maps the provision for disadvantaged pupils in their class under the following headings:

Provision at Brownlow Fold

Universal Provision (Quality First Teaching High-quality teaching for all) Document how your everyday classroom practice supports disadvantaged pupils, for example: - Adaptive teaching strategies - Use of scaffolds, models, vocabulary support and sentence stems - Oracy opportunities/language development (talk partners, discussion, drama, debate) - Challenge provided within lessons - Behaviour and learning routines that support engagement <i>Evidence examples:</i> planning, workbooks, photos, learning walks, pupil voice	Targeted Academic Support/Interventions including Specialist interventions from outside agencies List any additional support disadvantaged pupils receive, such as: - Small group or 1:1 intervention (reading, writing, phonics, maths, SPaG etc) - Pre-teaching or overlearning - Use of learning support staff - Frequency and duration of support <i>Evidence examples:</i> intervention timetables, assessment data, intervention records	Wider Strategies/ Pastoral Provision Identify support that removes barriers to learning, including: Attendance support or monitoring SEMH / behaviour/Wellbeing Social skills / nurture Enrichment (clubs, trips, roles) Parental engagement and support Pupil roles and responsibilities Early Help <i>Evidence examples:</i> attendance records, club registers, behaviour logs, photos, pupil voice, early Helps, multi-agency meetings	Impact Briefly explain the impact of the provision, considering: - Progress made from starting points - Improved engagement, confidence or independence - Improved attendance or behaviour - Any remaining barriers or next steps <i>Evidence examples:</i> assessment outcomes, observations, pupil voice, teacher commentary
Reflection and Next Steps - What is working well for disadvantaged pupils in your class? - What needs strengthening or adapting? - Any support or CPD required?	Outcome - Completed provision mapping will be used to create a whole-school disadvantaged provision overview - This will inform pupil progress meetings, Pupil Premium evaluation and strategic planning - It will provide strong evidence for governors and inspection		

Who has responsibility for ensuring that the provision is delivered? The primary responsibility for delivering the agreed provision lies with the **class teacher**, in partnership with any other named adults who may be providing some additional support or intervention. The school's SENCo and senior leaders are responsible for monitoring the quality and impact of the provision.

How often should an individual provision map be reviewed? As a minimum this should be reviewed at least once a term, taking into account the progress that the child has made against the specified learning targets. However, more often than not reviews will take place much more frequently. For example, within each half term.

Bespoke Packages of Education

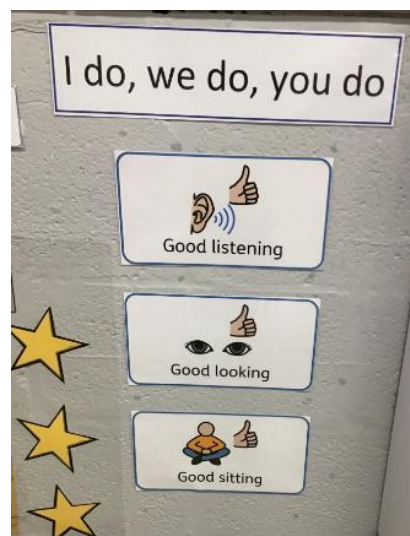


Ladywood School

Schemes of Work and Assessment Tools Agreement

To support a small minority of pupils working at pre key stage standards we use Ladywood's Schemes of Work and Assessment Tools in English and Maths, as an Inclusive Teaching and Learning tool for identified children. The Schemes of Work and Assessment documents are used for the purpose of supporting individual children with SEND within our school. The tracker and LP is used by the staff intended to support children with SEND and will not be adapted without correspondence with Ladywood.

WIDGIT





Widgit is used in our school because it:

- Supports learning and understanding
- Helps SEND and EAL learners
- Improves behaviour and routines
- Promotes inclusivity

Our staff wear Widgit lanyards because they:

- Provide quick visual communication
- Offer consistency across adults
- Help manage high-need moments
- Promote a communication-friendly environment

Putting in place a pupil premium strategy that is well thought through, is based on evidence of what works well to support the achievement of eligible pupils, and accounts for any challenges pupils face that may negatively affect their education and their readiness to engage with school

In our Pupil Premium Strategy, we have identified the specific challenges faced by our disadvantaged pupils, including low starting points, EAL/INA, attendance, limited cultural capital, oracy development, parental engagement and behaviour for learning. We ensure that we consult the EEF Teaching Learning Toolkit, independent high-quality reviews, and research evidence.

Our plan also cites the EEF evidence base for each action. For example:

- Small group tuition (+4 months)
- Phonics (+5 months)
- Oral language approaches
- Use of manipulatives in maths

- Social and emotional learning (+4 months)

This demonstrates clear evidence-informed decision-making.

Our Pupil Premium Strategy directly addresses the key academic and non-academic challenges our pupils face. Our strategy covers both:

- | | |
|---|------------------------------|
| ▪ Academic barriers | ▪ Non-academic barriers |
| ▪ Low starting points | ▪ Attendance |
| ▪ Gaps in reading, writing, maths | ▪ Behaviour for learning |
| ▪ EAL and language development | ▪ Social/emotional wellbeing |
| ▪ Working memory | ▪ Family engagement |
| ▪ SEND-related needs | ▪ Access to enrichment |
| ▪ Interventions include RWI, writing/phonics groups, maths sessions, KS1–KS2 targeted tuition, comprehension programmes, SALT, working memory intervention, and SLCN support. | |

The provision is fully integrated into curriculum and school systems. Before implementing activities, we have considered:

- Curriculum integration
- Grouping and timing
- Ensuring pupils do not miss key learning
- Staff CPD needs
- Monitoring requirements

Our strategy demonstrates a continuous improvement cycle. It addresses readiness to learn through:

- Breakfast provision/Magic breakfast

- Behaviour/SEMH support
- Lego therapy
- Attendance intervention
- Pastoral support
- Cultural enrichment and wider experiences

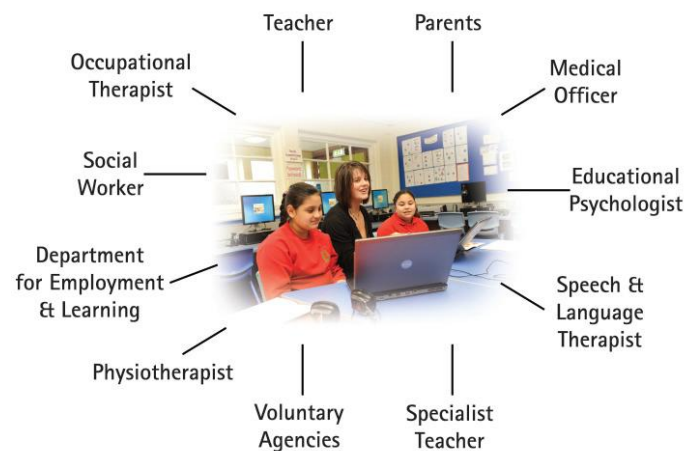
Our actions target the real barriers that prevent pupils from arriving ready to learn. We have ensured equity of opportunity for all.

Disadvantaged pupils:

- Are subsidised for trips
- Have access to all clubs and enrichment
- Have opportunities to take on pupil leadership roles

Involving specialists when necessary to support pupils' development

External Agencies working with Brownlow Fold



Specialist Interventions

At Brownlow Fold, if needed, we provide our pupils with specialist interventions. When identified as needing support, children can access interventions linked to working memory, speech and language and/or occupational therapy. These interventions are run by learning support staff and the activities/schemes of work are provided by external agencies.

Speech and Language: Speech and language interventions include developing communication skills in various different ways. The intervention activities focus on different areas including attention and listening, social interaction and play, understanding language, expressive language and speech pronunciations and fluency skills.

Occupational Therapy: Occupational therapy interventions include working on developing fine and gross motor skills. This includes improving pupil's ability in, and persistence with, fine/gross motor tasks that are required for academic, play and life skills.

Working Memory: Working memory is a type of short-term memory that stores information temporarily during the completion of cognitive tasks. A child's working memory is their ability to retain small chunks of information long enough so that it can be utilised for another action. Our interventions focus on a range of activities, which develop the improvement of working memory. For example; listening activities, memory games, visualising, chunking instructions and ordering activities.

Lego Therapy: Lego therapy is an evidence-based approach that aims to develop social communication skills. Our interventions focus on developing turn taking, speaking, listening, and eye contact, problem solving and sharing whilst focusing on language concepts such as; size, prepositions and colours.



Lego Therapy reflects our commitment to being an inclusive school.

The structured, collaborative activities allow pupils of all abilities to participate, communicate and succeed together. By providing a supportive environment where every child can contribute, Lego Therapy helps us celebrate diverse strengths and ensure all learners feel valued and included.

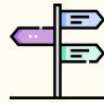
Sense Path: We use Sense path to create individual profiles for children that are displaying sensory needs/sensory integration difficulties. We are then able to assess the children against a sensory checklist. This then generates personalised 'Sensory Diets' that is delivered by staff in school. It also creates personalised sensory circuits. Progress can be clearly seen and then staff are able to identify patterns.

<https://sensepath.org/>



ASSESSMENT

Quickly assess sensory needs using our easy to use interface



GUIDANCE

Receive personalised sensory programmes, environmental adjustments and generate sensory circuits



EVIDENCE

Record interventions made and track progress over time.

Capturing Curiosity: This intervention aims to enhance shared exploration and foster attention and engagement skills through a child-led, exploratory approach, encouraging curiosity and shared experiences.

Sensory Harmony: This package aims to support an individual's sensory profile providing advice, strategies and modelling in the setting.

Teddy Time: Teddy continues to be a much-loved part of the day. Children consistently demonstrate kindness and responsibility taking turns, speaking softly, and showing real empathy. Time with our four-legged friend is a powerful motivator: pupils settle more quickly, read with greater confidence, and persevere with challenging tasks. We've seen calmer classrooms, brighter smiles, and plenty of gentle pats. Thank you to everyone who helps make these moments possible; they're inspiring learning and nurturing compassion in equal measure. All interactions are supervised by trained staff, with hand-washing before and after, and opt-in arrangements for any pupils who prefer not to take part.



How Teddy Helps Create an Inclusive Environment: Teddy's presence supports our commitment to building a school where every child feels valued, safe, and able to shine. Animal-assisted support is widely recognised for helping children regulate emotions, reduce anxiety, and build confidence benefits that can make a big difference to all learners.

For many of our children, Teddy provides:

- **A calming influence** that helps them settle into learning
- **A non-judgemental companion** who encourages communication and confidence
- **A sense of responsibility and routine**, promoting independence
- **A shared experience** that strengthens friendships and classroom relationships

Supporting Pupils with SEND: Teddy has been especially impactful for pupils with special educational needs and disabilities (SEND). His gentle presence can remove barriers to learning by offering emotional reassurance and predictable, structured interactions. For some children, this can mean:

- Reduced stress and sensory overwhelm
- Increased motivation to read, communicate or complete tasks
- Improved social interaction and turn-taking
- Greater engagement in lessons through positive reinforcement
- A safe, comforting point of connection during challenging moments

By meeting children where they are emotionally and developmentally Teddy helps ensure every pupil can access learning in a way that feels supportive and inclusive.

A School Community That Cares: Teddy is more than a classroom visitor; he is a reminder of the caring community we continue to build together. His influence reinforces our values of empathy, respect, and compassion qualities that help all children thrive both academically and personally.

Specialist Support Services

Educational Psychology Service: The educational psychology service provides guidance and support to school on a range of issues including special educational needs. They work with parents, carers and practitioners to identify and support the special educational needs of individual children.

School Nursing Team: The School Nursing Service works with school aged children, their parents/carers, other health professionals, education staff and other agencies to promote the health and wellbeing of children and enable them to reach their full potential.

Speech and Language Service: The Speech and Language Service provides a range of services for children and young people aged 0 –19 years who present with speech, language and communication difficulties.

Behaviour Support: The behaviour support team comprises of teachers and teaching assistants; they work with a range of pupils and their families with differing needs to develop positive behaviours.

The Nurture Group at Bolton Children's Opportunity Group (COG): The Nurture Group at COG is unique in the fact that it is a purpose-built nurture setting for up to twelve reception and Key Stage One (Year One and Year Two) children from settings across Bolton. The group is staffed by an experienced early years and key stage one teacher and two nurture group practitioners. All our work is underpinned by nurture research, theory, and practice so it is focused on making a real, practical difference in pupils' lives, by ensuring that they have the experiences and support they need to flourish. The model that we use of two full days a week in nurture group allows us to offer a highly staffed and structured, fully immersive nurture environment and to teach and embed all that nurture has to offer in a systematic and intensive way.

Woodbridge SEND Service: Woodbridge SEND service is a team of specialist teachers and teaching assistants that liaise with mainstream school staff to disseminate good practice.

The Achievement Cohesion and Integration Service (ACIS): The Achievement Cohesion and Integration Service works with new arrivals to the country who do not have a school place.

CAMHS: CAMHS stands for Child and Adolescent Mental Health Services. CAMHS are specialist NHS services. GM.Digital@GMMH.NHS.UK
They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.

Sensory Support Service: We continue to liaise with specialist teachers and other professionals who have knowledge and experience in working with children with a sensory impairment.

Social Care: All professionals work together to support children to achieve their full potential and that children at risk are properly protected.

Bolton Information and Advisory Service: The ISA ensure that children, young people and families receive appropriate and coordinated services where practitioners work together effectively at the earliest point to deal with the impact of difficulties and to prevent these from becoming more serious

Occupational Therapy: The role of the Occupational Therapist (OT) is to work with children who have difficulties with the practical and social skills necessary for their everyday life. An Occupational Therapist will aim to enable the child to be as physically, psychologically and socially independent as possible.

Brownlow Fold is currently working with the following external agencies;

- * Educational Psychology Service
- * Speech and Language Service
- * The Achievement Cohesion & Integration Service (ACIS)
- * Social Care
- * Integrated Working Team
- * School Nursing Team
- * Behaviour Support
- * Occupational Therapy
- * Paediatric Occupational Therapy
- * Early Intervention Service
- * Safeguarding Board
- * Woodbridge SEND service
- * COG

After meeting with and observing specialists, learning support staff support children with SEND by working on their individual targets. For example:

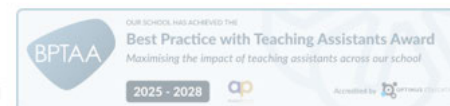
Miss Clarice Greenhalgh Working Memory Interventions (15 mins) and Speech and Language Interventions (20 mins)				
Monday 1:15pm – 2:30pm	Tuesday 1:15pm – 2:30pm	Wednesday 1:15pm – 2:30pm	Thursday 1:15pm – 2:15pm	Friday 2:15pm – 3:15pm
Working Memory x5 pupils	Working Memory x5 pupils	Working Memory x5 pupils	Working Memory x4 pupils	1:1 readers Year 4
2:30pm – 2:55pm	2:30pm – 2:55pm	2:30pm – 2:55pm	2:15pm – 2:55pm	2:15pm – 2:55pm
Year 2 Change books	Year 1 Change books	1:1 readers Year 6	1:1 readers Year 4	Speech and Language x3 pupils



Brownlow Fold Primary School

Headteacher Mrs J Cheung
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BL1 3DX

Telephone 01204 333511
Email office@brownlow-fold.bolton.sch.uk
Website www.brownlow-fold.bolton.sch.uk



Dear Parent/Carer,

Re: Importance of Attending Appointments Following a School Referral

As part of our commitment to supporting your child, the school may sometimes make referrals to external agencies such as health services, educational specialists, or family support providers. These referrals are made because we believe additional expertise will help your child receive the right support to achieve their full potential.

It is **crucial** that you attend any appointments arranged as a result of these referrals. Missed appointments cause unnecessary delays, slow down the support process, and ultimately disadvantage your child. This is not fair on them, as it prevents timely access to the help they need.

We ask that you work in **partnership with the school and external professionals**, attending appointments and engaging fully in the process. By doing so, you are ensuring that your child receives consistent and coordinated support across home, school, and external services.

Your cooperation is vital. Together, we can make the **biggest positive difference** to your child's development, wellbeing, and learning.

If you are unable to attend an appointment, please contact the agency directly as soon as possible to rearrange. If you require any support in managing appointments, the school is happy to advise and assist.

Thank you for your cooperation and commitment to your child's best interests.

Yours sincerely,
Mrs Cheung



Working closely and effectively with pupils, parents, professionals and staff, and ensuring that our pupils' and parents' views and aspirations are included in decision making about support for pupils.

We make use of a variety of strategies to do this, such as:

- Weekly newsletters
- School Twitter feed
- Website
- Parents' evenings
- Parent Governor
- School productions
- Parent workshops
- Text messaging service
- IC meetings
- EH meetings
- Annual/Person centred reviews



Where a pupil is receiving SEN support, school communicates with parents at each assessment cycle to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Where a pupil has an EHCP, school invites parents into school for an annual review meeting. The meeting celebrates the pupil's achievements and sets new targets for the following 12 months.

SEND Coffee Mornings with parents/carers

Questions I have about SEND

Each half term, we also hold a SEND coffee morning. Each session focusses on different areas of SEND. Some sessions are information based and other sessions are based around questions, which parents have asked. The sessions are informal and relaxed and are a time for parents to share their views, feelings and thoughts on SEND.

SEND Coffee Morning ADHD



SEND Coffee Morning ASD



SEND Coffee Morning SEND Provision



SEND Coffee Morning SALT



SEND Coffee Morning Dyslexia





Brownlow Fold Primary School

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SEND Coffee Mornings

Dear Parents and Carers,

I am very pleased to be able to invite you to a selection of SEND Coffee Mornings.

These will be an opportunity for parents of children who are supported for their educational needs attending our school to meet one another, share experiences, ask questions and find out useful information about different areas of SEND.

There will be hot/cold drinks, cakes and biscuits; as well as the chance to get together in a relaxed and friendly setting, introduce ourselves to each other and maybe make some new friends along the way.

Here are the dates and a short description of what the focus of each coffee morning will be. Each session will run from 8.50-9.20am.

1. Tuesday 13th February. Key information and Key staff.
2. Tuesday 26th March. Question and Answer session – bring your questions to the session.
3. Tuesday 7th May. To be confirmed – Parents to decide on the topic.
4. Tuesday 18th June. To be confirmed – Parents to decide on the topic.

If you would like to attend the coffee mornings, please complete the slip below and return to school.

Thank you for your support.

Kind Regards,
Miss Heyes
SENDCo

✂

Child's Name..... Class..... Parent's name/s.....

I will be attending the SEND coffee mornings.

SignedParent/Carer



Helpful questions for discussions with parents/carers in order to jointly identify a child's needs

What is your child good at/what are their strengths?
 What is working well at the moment?
 What could be going better?
 Do you have any concerns about your child's development?
 What can we work on together?
 What is important for us to talk about today that will help me to appreciate your circumstances and to learn about your child, their strengths, their needs and your hopes/priorities?
 Is your child under/have they ever been under a paediatrician?
 Are there any known medical conditions?
 Were there any complications at birth?
 Did your child meet their early developmental milestones e.g., crawling, walking, talking etc?
 Are there any issues with toileting, feeding, sleeping, drinking?
 Are there any known hearing or visual impairments or do you have any concerns about these?
 Are there any issues with fine gross motor skills, body awareness and balance, are they under/over active?
 Are Occupational Therapy or Physiotherapy involved, or have they ever been involved?
 Is your child able to remember what they have been taught?
 Is your child able to generalise skills to other contexts?
 What tasks is your child able to complete independently?
 Does your child ask for help when needed?
 What support do you receive from family, friends, community members and other professionals?
 What do the child and family find difficult, challenging or stressful? What is not working well?
 Is your child safe at home and in the community? Do they feel safe?
 Has the family had any previous social care assessments or involvement?

Was your child late to begin to talk?
 Can your child communicate effectively with others/is their speech intelligible?
 Is there a Speech Therapy programme in place in school or have Speech and Language Therapy ever been involved?
 What is your child's preferred communication style?
 What non-verbal strategies does your child use to communicate?
 Is your child able to understand what is said to them without the use of context, routine or visuals?
 What are your child's relationships like with adults and peers?
 How does your child play/socialise with other children e.g., are they able to share and take turns?
 Can your child initiate interactions and do they want to?
 Does your child have any particular special interests?
 How do they express their emotions or how aware of their emotions are they?
 Are they able to self-regulate their emotions?
 Are there any diagnosis or medical issues that may affect behaviours (including medication)?
 Are there any indicators of low self-esteem / self-image or any difficulties with early life experiences?
 What is important to your child?
 What does your child do outside of school? Do they see friends, attend groups, clubs or activities?
 What are their hobbies or interests?
 Where do they go to do these things?
 Do they face any challenges or barriers accessing these activities?
 In their day to day lives, what is going well for the child and their family?

End to the meeting

- Agree joint priorities for work.
- Agree clear outcomes to be achieved.
- Agree what the school/setting will do and what parents can do to support.
- Arrange a date to review the plan that has been developed.

Ensure the family know how to access Local Offer and Family Information Services

Parent Power Workshops



Brownlow Fold Primary School

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Presenting...

PARENT POWER

We are pleased to let you know that school has commissioned **Parent Power**, a coaching program designed to support families with expert, age-specific strategies for children. This service is:

- **Open to all families** – everyone is welcome.
- **Confidential and supportive** – a safe space to share challenges and strategies.
- **Practical and positive** – focused on building confidence, resilience, and wellbeing for both children and parents.

Through group (or individual) discussions parents will have the opportunity to:

- Discuss parenting challenges in a **safe, non-judgemental environment**.
- Learn **evidence-based strategies** to support children's behaviour, emotions, and development.
- Share experiences with other families and feel more **confident, connected, and supported**.

Sessions are delivered by **Emma Stott Therapies**, at Brownlow Fold Primary school making them accessible for all families. We warmly encourage parents to take advantage of this opportunity to grow, connect, and strengthen family life. For more information, please see the flyers below or contact school directly.

The first workshop will take place on Wednesday 5th November at 9.00am in the school hall.

We look forward to seeing you there.



Do you want to...

- Support your child more effectively?
- Know what good parenting looks like and whether you're on the right track?
- Feel more supported, educated, confident and connected as a parent?

PARENT POWER teaches you how to...

- Understand your child's development, behaviour and brain
- Manage their hormones, emotions and behaviour with confidence
- Navigate tech, social media, and online safety
- Respond to your child's needs with a calm and balanced approach
- Recognise neurodiversity and when to seek further support
- Use evidenced, research based and trauma-informed parenting strategies



0-5 Years

- Building secure attachment & managing separation
- Understanding early brain & sensory development
- Co-regulation, reasoning & behaviour management
- Bedtime routines, co-sleeping & how much sleep is enough
- Eating habits, snacks & how they affect mood
- Handling sibling rivalry
- Starting nursery/school & navigating change
- Boundary setting, consequences & resilience



6-10 Years

- How to build resilience through intentional parenting
- Emotions, validation, co-regulation & consequences
- Friendships, bullying, acceptance & belonging
- Encouraging responsibility & helping at home
- How to connect on a deeper level
- Clubs, hobbies, balancing social media & downtime
- Sleep routines, nightmares & digital use
- Meeting their physical needs (food & sleep)



Emma Stott • 1st

Integrative Therapist & Coach for parents, tee...
2w • Edited •



Last week whilst delivering my Parent Power workshop at Brownlow Fold Primary School, Bolton...

A mum asked for advice about how to help her 6 year old to hold a pencil 🖋️ His grip is weak and he's just not really interested 😊 and he is autistic. ❤️

What we know...

Developmentally boys (not all) tend to be disinterested in writing & develop later in comparison to girls. Children's pencil grip develops through several stages, from a whole-hand grasp (Palmer grasp) at 1-3 years old to the more mature dynamic (tripod grasp) by ages 5-6 and then to a dynamic one that allows for more precise finger movement, with individual children developing at different rates.

Boys' development

- Later maturation: Boys' hands and wrists mature later than girls', with specific bones ossifying at a later age.
- Later ossification: Bones like the Trapezoid, Scaphoid, and Pisiform appear later in boys. For instance, the Pisiform bone, the last to ossify in both genders, appears around age 12 in boys compared to age 9 in girls.
- Pubertal growth spurt: While girls' skeletal development is more advanced at the start of the pubertal growth spurt, boys' development is less mature at the end of the spurt, meaning boys' skeletal maturity is delayed relative to girls'.

So my advice was:

✅ Consider stage and not necessarily age. The age guidance is just that. It really depends on where the individual child is up to.

Instead of trying to make him hold a pencil...



At Brownlow, we work closely and effectively with pupils, parents, professionals and staff to ensure that everyone's views, needs and aspirations are central to decisions about support. As the NFER Executive Summary highlights, the rising cost of living has placed significant pressures on families across England, and schools are often the first to see the impact. In response, we are committed to supporting our community with compassion and practical help. We hosted a parent information fair to signpost families to the wide range of support services available across Bolton. The event was a great success and demonstrated our dedication to ensuring that parents and carers know where to access help when needed, reinforcing our strong partnerships and our commitment to inclusion.

Brownlow Fold's Parent Information Fair

Come along for free advice and guidance from a range of specialist services.

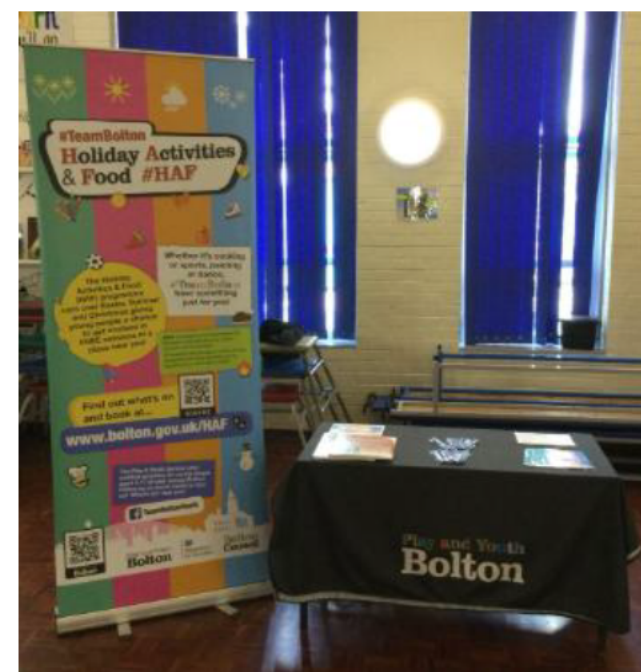
Bolton at Home

Thursday 9th May
1.30-3.15pm

The fair was very helpful, ~~is~~ informative and very detail with their explanation. And very friendly.

I just thought to give a thumbs up for the very beautiful initiative. I was reluctant coming, but I am really glad I did.

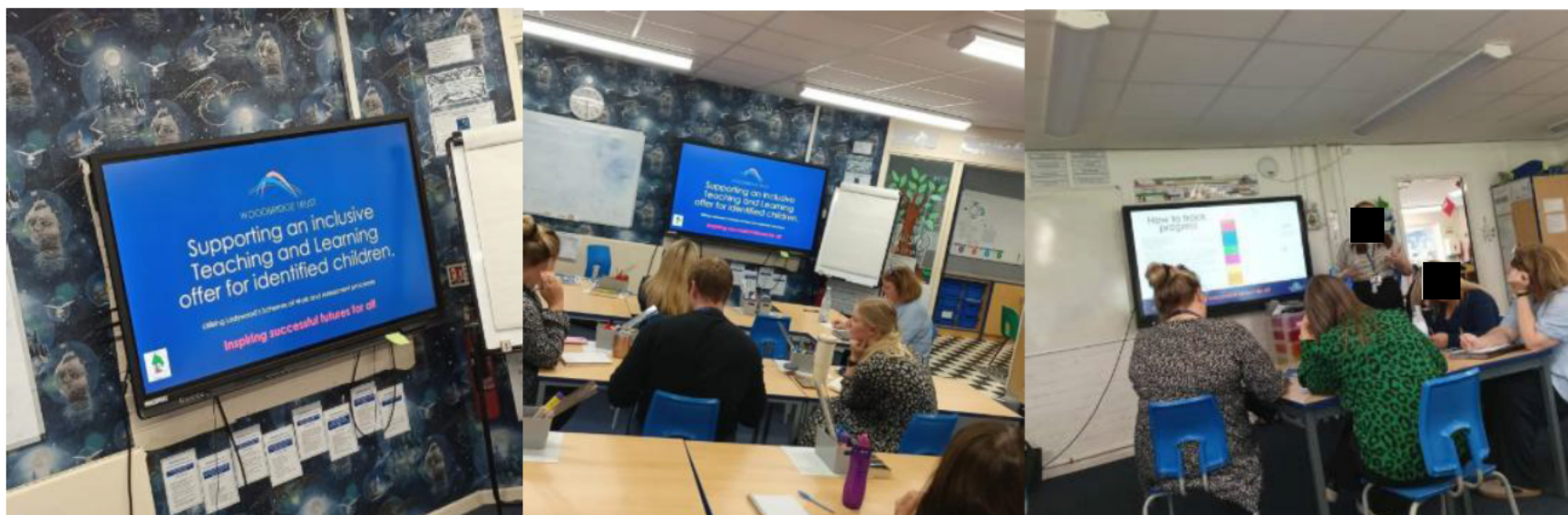
I got very valuable information from each table and I thought to say thank you.



Investing in Inclusive Teaching

At Brownlow, we are committed to ensuring that every pupil including those with complex SEND needs receives high-quality, personalised teaching. Our teachers have taken part in training focused on adapting provision for SEND learners, equipping staff with practical strategies and confidence to meet the wide range of needs in our classrooms. Working in partnership with Woodbridge Trust, we are proud to be implementing the Ladywood Scheme of Work. This provides excellent resources and a clear framework to help teachers plan and deliver lessons that are both inclusive and ambitious. With the additional guidance of specialist SEND services like Ladywood, our staff are empowered to ensure that learning is accessible, meaningful, and aspirational for every child.

By investing in our teachers, we are investing in our pupils — ensuring that barriers to learning are reduced and that every child has the opportunity to thrive.



We are committed to our role in the local area partnership's strategy to improve the experiences of, and outcomes for, our pupils with SEND and we promote the local offer and help pupils with SEND, and their families, to find out what support is available and how to access.

For more information about advice and support offered by Bolton Local Authority, please visit:

<https://www.brownlow-fold.bolton.sch.uk/statutory/bolton-local-offer/>



SEND Local Offer
Your special educational needs and disabilities information hub

Bolton's Local Offer

Are you a...

- ★ Young person with a special educational need or disability
- ★ Parent or carer of a child/young person with a special educational need or disability
- ★ Practitioner working with a child/young person who has a special educational need or disability

If so, take a look at...
Bolton's Local Offer.

Bolton Council

What is the Local Offer?

It is one place for information about provision across education, health and social care for children and young people who have a special educational need or disability. This includes:

- The special educational needs and disabilities provision you can expect in Bolton
- The range of services to support children and young people with SEND
- Information about SEN Support / Education Health and Care Plans (EHCPs)
- Early years, schools and colleges
- Preparing for adulthood
- Leisure activities
- Short breaks

The Local Offer also helps young people, parents and carers to plan for their needs, prepare for conversations with practitioners and be clear about how to give feedback and raise concerns.

For further details about the Local Offer, take a look at www.bolton.gov.uk/sendlocaloffer

Services included on the Local Offer can be found here www.mylifeinbolton.org.uk/localoffer

Bolton Council

The Bolton Local Offer provides a single point for information to help families access details about services available to them, and offer guidance in multiple areas, such as:

- Early years places
- Schools (including academies and free schools)
- Colleges
- Health and care
- Leisure activities

The Local Offer also includes guidance for parents when they need to speak with practitioners and professionals and information on giving feedback, raising concerns and making complaints.

Supporting our Families

Inclusion isn't just what happens in our school; it includes supporting our families to access opportunities that help children feel understood, welcomed, and able to participate fully in society. We empower families with information, not just provision

Signposting SEND-specific events demonstrates that we:

- Understand the needs of our SEND families
- Actively look for opportunities that reduce barriers
- Want Brownlow parents/carers to feel connected, not isolated

This contributes to an inclusive culture where parents feel supported and respected as partners.



UTILITY BILLS SUPPORT

Don't be cold this winter!
If you need some help with your utilities
and are on a prepayment meter, then reach out
Eligibility Criteria Applies

PREPAYMENT METERS ONLY

To apply, complete the online form at:
www.crescentfoodbank.org.uk
or scan the QR code

Deadline to apply – 30 November 2025
Please note supporting evidence will be required for every request

If you require any further information, please email
utilitysupport@crescentfoodbank.org.uk

www.crescentfoodbank.org.uk
0333 772 6299





SEND Family DAY

JOIN US
29 OCTOBER

+ Climbing wall + Halloween Crafts
+ Sensory Activities + Glitter Tattoos plus more!
+ Refreshments available to purchase.

SESSION 1
11.00am-12.30pm
SESSION 2
1.00pm-2.30pm
SESSIONS ARE FREE!
Booking required - Scan the QR Code to book
All activities will be available on both sessions

infini
Spa Road
Bolton
BL1 4AG

SCAN ME

01204 549199 to find out more!



HARVEY FAMILY HUB FUN DAY



FAMILY FUN ACTIVITIES | FREE REFRESHMENTS | SERVICE INFORMATION

Celebrate the launch of Harvey Family Hub; meet the team (and our bear). All families welcome!

Saturday
18 October 2025
11:00am – 3:00pm

Harvey Family Hub
Shaw Street, BL3 6HU
Telephone: 01204 337390

- Free prize draw
- Goody bag
- Access free*
data SIM cards

*eligibility applies

YOU ARE NOT ALONE

You are the expert of your child

You Are Not Alone - Every 1st Tuesday of the month - 7.00pm - 8.30pm

A free monthly online drop-in for parents & carers

The **You Are Not Alone** community is a friendly and safe space run by Erik & Sally Wagter where you can come and learn about autism & PDA, ask questions, connect with like-minded people or simply hang back and listen in.



In this community we talk about all sorts of things such as:

- helping your child regulate their emotions & feelings
- understanding autism and PDA
- navigating school and EHCPs
- Supporting your child with friendships
- understanding and managing challenging behaviour
- managing sensory needs
- developing a positive relationship with your child (family dynamics)
- exploring EOTAS or home education
- looking after your wellbeing
- and so much more



If you would like to join the **next drop-in on Tuesday 6th January**, please send an email to sallywagter@gmail.com and we will send you the **Zoom** link.



Parent Feedback ensures that as a school we are always striving to improve

Feeling Included and Welcome

- Do you feel that Brownlow Fold is a welcoming and inclusive school for you and your child?
- Does the school treat your child as an individual and recognise their unique strengths and needs?
- Do you feel that the school promotes a sense of belonging for all pupils?

Communication and Partnership

- Do you feel well-informed about your child's learning, progress and well-being?
- Do you feel comfortable approaching staff with questions, concerns or ideas?
- Does the school listen to your views and involve you in decisions about your child?

Support for Your Child

- Do you feel the school provides the right support to help your child succeed?
- Does your child feel safe, valued and included in school?
-

Support for Parents/Carers

- Do you feel the school supports you as a parent/carer (e.g., advice, workshops, communication, meetings)?
- Have you found school information sessions (e.g., Coffee Mornings, Parent Power, curriculum workshops) helpful?
- If you have not attended these sessions, is there anything that would help you join them in future (timing, topics, format)?

School Environment and Culture

- Do you feel the school promotes kindness, respect, diversity and positive behaviour?
- Do you believe your child understands and benefits from the school's values and expectations?
- What does the school do well to ensure all children feel included and supported?
- What could we improve to strengthen inclusion and parental involvement?

Yes, I feel well-informed as the school provides regular updates on my child's learning, progress, and well-being, and staff are approachable for any questions.

By listening to their feedback regularly and promoting them to share their thoughts

The school makes an effort to understand my child's strengths and challenges, and teachers regularly tailor support to help them succeed.

I have found the information sessions helpful, as they provide clear guidance on the curriculum and practical ways to support my child.

Entire team working hard every day. Highly appreciated, Keep on going specially thanks for Mrs Leach 🙏

So happy with the school thank you for all your hard work.

We are satisfied all good.

School and all the team are amazing for both children and parents.



Belonging to our school community is really important. We work with parents and carers to celebrate and engage arts and culture, whilst fostering good relations. To achieve this, two six week blocks of weekly parents' workshops were delivered, addressing loneliness, whilst developing art skills. Participants initially indicating, they had 'no interactions with other adults.' Afterwards, 80% of the parents said it was nice to have some time for themselves away from their children' and 90% said 'it made them feel happier,' with reasons including, 'I can do something I enjoy and talk to other parents.' 25% of the parents applied their skills to support children in their sewing lessons.

Below is the fantastic work that the parents created that is on display in our school.



Monitoring Our Provision (internally and externally)

Teachers and support staff use appropriate multi-sensory teaching styles, and pupils will demonstrate their learning via multiple means of representation to record their learning, eg bullets, story board, mind maps, flow charts, scribed/oral recorded, etc.

- Planning evidences multi-sensory teaching.
- Planning monitoring.
- No Pen Day – Speech and Language UK

Planning Monitoring

Planning – short term planning		
Teacher	Date 17/6/24	Scrutinised by Miss Heyes SENDCo
Reception	Strengths - Taught in small guided groups - Provided with hands on objects to learn with/from - Scaffolded questioning used - Reminder prompts - Repetition of instructions - Independent activities encouraged - Adapted tasks/activities – expectations related - Visual aids - SEND children highlighted in most year groups - Now, Next, Then used - Learning support staff used to scribe ideas - Pencil grips used by specific children - A mix of teacher led and learning support staff led activities Next steps - EYFS to highlight the pupils with SEND - EYFS to add what SEND adaptations are being made in each lesson	
Year One		
Year Two		
Year Three		
Year Four		
Year Five		
Year Six		

TA approach

- plan and structure followed
- resources prepped (time allocated?)
- adaptations

- Lovely, calm and positive interactions between all staff and children
- Positive praise and encouragement
- Use of visuals and gestures to promote understanding (phonics)
- Supporting resources – prepared and appropriate,
- Strategies to promote/reinforce learning e.g. Fred fingers, pinch the sounds, my turn, your turn
- Modelling/prompting (c-a-t example, OT exercises)
- Misconceptions are addressed in the moment (phonics)
- Children independently using strategies e.g. looking at the working wall for support (phonics)



Brownlow Fold Primary School

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No Pens Day
Wednesday 27th November 2024

Speech and Language UK
Changing young lives.

No Pens Day is an exciting fundraiser! It's a chance for children to put their pens down, talk, listen, and take part in lots of pen-free activities, all whilst having fun raising valuable funds for Speech and Language UK.

On **Wednesday 27th November**, all children are being asked to bring in a donation of **£1** to be able to participate in a range of activities and lessons which promote the use of **NO** pens. The **£1** donation will be donated to Speech and Language UK.

The main speaking and listening activity which all classes will participate in is a 'Show and Tell'. On Wednesday 27th November, all children will need to bring an item into school which they can talk about. This could be: – An object from home that they love – An item of clothing – A photograph of a person who they want to talk about – A photograph of a special memory – Something imaginary. They don't have to bring anything in – they could just think of something they want to talk about.

Each child will be encouraged to talk to their peers about their object and every child will also receive a certificate for participating with the various activities which will take place during the day.

Thank you for your continued support, we look forward to seeing which items the children bring in to 'talk about'.

Miss Heyes
SENDCo

Why is your child's school taking part in No Pens Day 2024: Show and tell?

- Teachers estimate that, in the UK today, 19 million children struggle with talking and understanding words. Without the right support, they face huge hurdles in learning, making friends and staying in good mental health.



Length & Frequency of intervention

- How many times per week?
- How long each session?
- Sustained period of time (8-20weeks)?

- SALT – 3 x per week minimum
- OT – 3 x per week minimum
- Phonics – daily
- Sessions last approx. 20mins
- EHCP outcome targets – daily
- SALT/OT interventions are delivered and reviewed with outside professionals

	• Embedded practice – children aware of expectations, know specific exercises (OT) • Appropriate questioning including extending questioning was observed (EHCP Y5 intervention – are all apples red?) • 'Clueing' – What might you wear on your head? (EHCP Y5 intervention) • Repetition/repeating instructions for clarity • Modelling/extending vocabulary e.g. <i>good/bad clothing/appropriate clothing</i> • Children given 'thinking time' to respond during interventions	Connections - Links to previous learning - Cross curricular links - Class/out of class links	• Children observed using working walls in intervention areas • TA refer to previous learning e.g. "Turn taking is really important", "Can you remember when...?" • Links made to previous experiences e.g. Sorts Day/P.E Kit
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DAQM - Dyslexia Aware Quality Mark

Inclusion is embedded in our school mission statement. We are proud to confirm that we have achieved the Dyslexia Aware School award. This accreditation enables our school to systematically monitor and evaluate our strategy for meeting the needs of children with dyslexia and to achieve the status of being dyslexia aware.

Being "dyslexia aware" means we commit to:

- Early identification of dyslexic tendencies and other literacy barriers, enabling prompt and tailored support.
- Providing high-quality teaching and differentiated provision, underpinned by evidence-based strategies, to ensure access and progress for children with dyslexia alongside all pupils.
- Working collaboratively with pupils, families, external specialists and staff to ensure that support is integrated across curriculum, pastoral and intervention systems.
- Continuously monitoring the impact of our interventions, refining them where necessary, and ensuring the voice of children and families is heard and acted upon.

This award demonstrates our dedication to inclusive practice: ensuring children with dyslexia are not only supported but enabled to thrive in their learning, achieve their potential, and feel fully included in our school community.

Our Dyslexia Aware Action Plan evidences:

Targets re: achieving Dyslexia Aware School Quality Mark

Makes reference to Inclusion and ensuring Dyslexia Aware provision

SLT and all staff will be proactive in implementing and promoting inclusive, Dyslexia Aware teaching and practice

Pastoral support is embedded for pupils on the dyslexia spectrum

Undertaking whole school awareness training (including governors where possible)

Ongoing training and support of Teachers and Support Staff in Dyslexia Aware practices, including new staff induction programmes

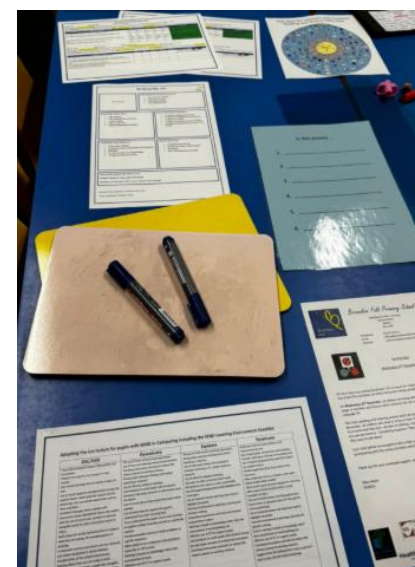
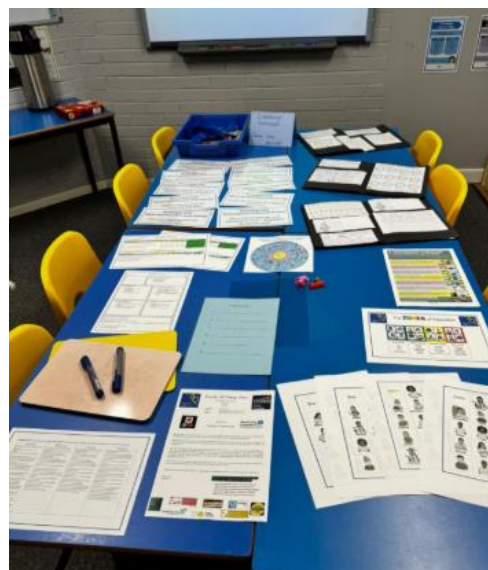
Cover staff are provided with guidelines on whole school teaching, including Dyslexia Aware Practice and profiles of pupils

Whole school systems in place to monitor and evaluate the process, e.g. learning walks, work scrutiny, peer support

School policies reflect a Dyslexia Aware ethos

Time is allocated for class teams to meet with regard to provision for all pupils

School marking policy includes a 'feed forward marking' approach. It focuses on content and identifies points for improvement.



We have implemented

- Resource boxes in classrooms
- Dyslexia policy
- SEND focus whole school assemblies
- Colorvail
- Coloured paper/text on worksheets
- Pencil grips
- SEND staff information board in EYFS and School
- Visual Time tables
- Visual lanyards
- Visuals added to EYFS provision
- Displays – pastel/neutral colours
- Less distractions around the IWBs
- Communication boards
- The use of iPads – all KS2 children
- Overlays used by children who have been diagnosed
- Self-regulation areas in each classroom
- Sensory room
- Self-regulation room
- Behaviour expectations and policy
- No pen days
- Reading corners in every classroom

iPads have a coloured screen for pupils who have been diagnosed
Adapted provision in place for each subject
Colorvail added to all computers



Irlen Screening training

<http://www.irlennorthwest.co.uk/>

Our SENCO is an Irlen screener and is now able to:

- Identify individuals with Irlen Syndrome
- Understand the learning and behavioural characteristics associated with it
- Have a greater insight into how perceptual issues affect reading, writing, copying, maths
- Share the knowledge of sensory integration and depth perception impact with the Brownlow team
- Train in the Irlen Reading Perceptual Scale (IRPS)
- Have hands-on practice in using the IRPS
- Share various intervention strategies, including coloured overlays



EHCP (Education, Health and Care Plan)

Pupil Voice

The views of each pupil is sought at all stages of SEN support. This could be through involving the pupil in all or part of discussions itself, or gathering their views as part of the preparation for a meeting. An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. It details a child's needs and outlines the specific, quantified support and provision from various services—such as education, health, and social care—to meet those needs and achieve agreed outcomes. An EHCP is only issued after an Education, Health and Care needs assessment and is overseen by the local authority, which has a legal duty to provide the outlined provision.

How do we request an EHC plan assessment?

We work with external agencies and the local authority to carry out an assessment if we think a child needs an EHC plan. All our EHCP's are reviewed at least once a year to ensure the provision is still appropriate and to monitor progress towards the agreed outcomes.

Person Centred/Annual Reviews

Our school SENCo plans the date/times of the Person-Centred Review meetings each year and arranges with the school office the necessary correspondence that needs to take place with all those involved with the children that have an EHCP. All dates/deadlines are given to Brownlow Fold staff at the start of the year so that everyone is aware of their individual responsibility/contribution to this process.

EHCP provision includes but is not limited to;

- Simplified language where needed with instructions being repeated for those who need it with the use of visual cues, symbols or pictures alongside words to make instructions easier to follow.
- Use of visual supports and approaches to help the pupil to better understand the routine and the school day, this can include approaches such as 'Now and Next'.
- Providing plenty of opportunities for multisensory, practical learning.
- Allow pupil extra time to complete work, with motor-breaks when needed.
- Consider alternative methods of recording work.
- Consideration of the school environment, thinking about how you can make it more comfortable. For example, a pupil who struggles to block out background noise may benefit from the use of ear defenders.
- Allow pupils to leave lessons early to avoid crowded corridors.
- The use of multi-sensory visual approaches.
- Use of concrete materials and practical activities.
- Chunking instructions and tasks to reduce the reliance placed on working memory.
- Use of visual aids to help recall information when needed.
- Use of mind maps to support the pupil to understand how their learning links.

- Provide examples and try to relate problems to real-life situations.
- Marking is based on knowledge rather than presentation of work.
- Effective use of ICT to support pupils.
- Working on tasks in short, frequent bursts.
- Use of a timer to delineate tasks and aid concentration.
- Opportunities for a child to work at their own level, following their own task or targets if needed. This might mean that a child works on slightly different work, at the right level for them, with some extra support from a teaching assistant



Brownlow Staff example SEND Continuing Professional Development

Adapting teaching for learners with SEND	Widgit	Sticky Learning	Talking Partners	Communication Approach
Irlen Screening Training	ECM Monthly TA training	Attention for learning – Woodbridge SEND service	Elklan/ pre-teaching vocabulary	Dyslexia Awareness
SENDi Conference	ASD/Sensory Needs	SEND Webinar – Inclusive Maths – Bridging the gap between abstract and concrete	Aided Language Stimulation Training	EP training - To promote understanding of the development of language skills. To provide strategies and practical activities to support the development of; Listening,
Understanding trauma and trauma informed approaches for SLT/SENcos	Positive beginnings: Supporting children with SEND at the start of their school journey	Supporting Early Language	Positively responding to increasing complexity in mainstream school	Visit to Children's Opportunity Group
Sensory Strategy Workshop	Lego Therapy	Talking partners intervention training	Working Memory	Recovery Intervention Training (Ladywood Outreach)
The Quiet Child	SPLD Awareness and classroom strategies	Early Years Foundation Stage Good Autism Practice in schools	Engagement Toolkit	Wellbeing for Education Return Covid - 19
Receptive language (understanding of language), Vocabulary, Verbal concept and categorisation, Verbal reasoning and Verbal expression skills	Working Memory (Ladywood Outreach)			

SEND Staff Information Board



Brownlow Fold Best Practice Teaching Assistant Award



This award recognises the hard work, collaboration, and commitment our learning support staff show every day to support pupils' learning, progress, and wellbeing. It's a testament to the way we place value on every adult in the classroom making a measurable difference.

A key part of this journey has been our use of the Education Endowment Foundation's (EEF) guidance on 'Making Best Use of Teaching Assistants'. We've aligned our approach to the EEF's 7 recommendations, including:

Ensuring learning support staff are integrated into planning

Using learning support staff to deliver structured interventions with fidelity

Promoting independent learning rather than dependency

Investing in ongoing training and professional development

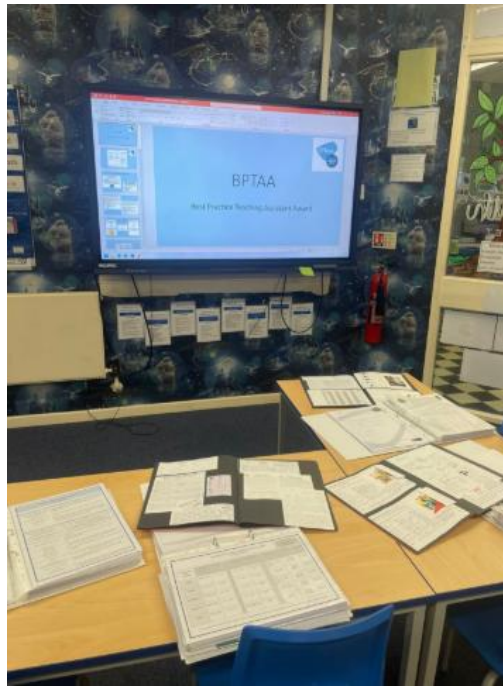
The impact? Greater pupil independence, improved attainment for those accessing interventions, and empowered support staff who feel valued and confident in their roles. Evidence-informed practice isn't just a buzzword it's a blueprint for excellence. And we're proud to see it in action every day across our classrooms

This award provides us with a structured and strategic framework for the effective management of our teaching assistants (TAs). Through this process we committed to refining our systems of induction, appraisal and professional development for all learning-support staff. In doing so we ensured that our teaching assistants were well supported, highly skilled and deployed in ways that maximise their impact on positive pupil outcomes.

We have:

- Established an induction programme for new TAs that ensures they understand the school's vision for learning, their role within it, and the expectations around pedagogy and pupil support.
- Refined appraisal systems for all TAs setting clear professional goals, aligning these with school priorities, reviewing progress and identifying further development needs.
- Provided regular, high-quality professional development opportunities, tailored to the needs of TAs, which build their ability to support pupils effectively, collaborate with teachers and contribute to high-quality learning across the school.
- Reviewed and improved deployment strategies ensuring TAs work in partnership with teachers, are clear about their contribution to classroom practice, and are used in ways shown by evidence to improve pupil progress and engagement.
- Monitored the impact of these systems rigorously analysing how TA support is contributing to better behaviour, stronger learning routines and improved outcomes for all pupils, including those with additional needs.

- By adopting this award and embedding these practices, we demonstrated our commitment to the vital role of our learning-support workforce and ensure that they are a driving force in raising standards, supporting inclusion and enriching the educational experience of every child.



Learning Support staff supplement (not replace) the classroom teacher

Brownlow learning support staff lead on interventions, teach small groups or 1:1 following on from class teacher lesson input, support lessons, get resources ready and follow class teacher instructions and directions, help to keep children safe, promote positive behaviour, use information and communication technology to support pupils' learning, plan deliver and evaluate teaching and learning activities under the direction of a teacher, contribute to the planning, delivery and evaluation of teaching and learning activities under the direction of the teacher, observe and promote pupil performance and development, prepare and maintain the learning environment, monitor and maintain curriculum resources, liaise with parents, carers and families.

How we review learning support staff deployment each year

- Learning support staff deployment is updated following each assessment cycle
- Learning support staff are in charge of a specific intervention which they resource and deliver
- Some Learning support staff lead on curriculum interventions and other Learning support staff lead on specialist SEND interventions which they have had specific training/CPD in

- The groups of pupils that Learning support staff work with changes after each assessment cycle to match the need and scope of pupils across school
- Interventions are held for all pupils from Reception – Year 6
- Learning support staff time tables are updated with new groups of learners following pupil progress meetings.
- Class teacher decide on groups of learners who need extra support.
- Class teachers decide on the focus on each intervention.

Adapting our curriculum for pupils with SEND

Clear Routines and Visual Supports

- **Visual timetables** with symbols/pictures to provide predictability.
- **First and Then** for transitions (e.g., “First = maths, Then = playtime”).
- **First–then prompts** to reduce anxiety during less preferred activities.

Calm and Safe Spaces

- **Quiet corner** or “calm zone” with soft furnishings where pupils can go to reset - book corner could be used for this.
- **Feeling’s chart** (traffic light, we have the Zones of Regulation, or emotion cards) to help pupils identify their state.

Movement and Sensory Breaks

- **Brain breaks** (jumping, animal walks, stretching).
- **Sensory circuits** (push, pull, carry, balance activities) at set times of day.
- **Movement transitions** between tasks to help children regulate.
- We have purposefully created two **sensory spaces** in school to cater for children that become dysregulated so there is a safe and quiet space to support regulation.
- **Emotional Coaching**
- **Naming emotions:** “I can see you’re feeling cross because...”.
- Teach **Self-soothing strategies** (counting to 10, deep breaths, blowing a feather

- Role-play and storybooks around emotions

Positive Reinforcement

- Praise every effort at regulation attempts, not just success.
- **Token boards** or simple reward charts for sustained calm behaviour.
- Give clear, consistent praise tied to specific behaviours (“You used your calm breaths – well done”)

Regulation Resource Boxes

Tactile / Fidget

- Stress balls / squishy toys
- Pop-its / tangle toys
- Playdough or thera putty
- Fabric swatches (e.g. velvet, sequin flip fabric)

Calming / Visual

- Liquid timers or glitter jars (not glass)
- Kaleidoscope or light spinner
- Weighted lap pad or small weighted toy
- Colouring books and crayons

Movement / Proprioceptive

- Resistance bands (can be tied under a chair for feet)
- Small beanbags for throwing/catching

- Mini balance cushion (for wobbly seating)
- Push-pull toys

Breathing and Mindfulness Tools

- Pinwheels or bubbles (to encourage slow breathing)
- Feather for “blowing calm”
- Breathing cards with visuals (e.g. star breathing, rainbow breathing)

Communication Aids

- Emotions cards / Zones of Regulation visuals
- “Help” and “Break” cards pupils can hand to adults
- Sand timers for short calming breaks

Implementation Tips

- Introduce resources **one at a time** and model their use.
- Agree on **clear rules** (“use at desk / calm space”, “not to distract others”).
- Pair strategies with **explicit teaching of self-regulation skills** through PSHE or circle time.

Core subjects

Adapting the curriculum for pupils with SEND in English

- In guided reading/writing, pupils who need most support are placed opposite the teacher so they can hear and see teacher prompts clearly.
- When monitoring class independent reading and writing, teachers and additional adults position themselves so all pupils are within range of eye contact.
- Seating allows all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- We avoid the need for copying lots of information.
- Resource boxes are available for pupils to use as/when needed.
- Well-maintained and attractive reading corners /shelves are provided.
- Reading corners contain a range of texts that will appeal to all pupils.
- Learning walls and displays contain pupils' own reading recommendations/book reviews.
- Reading corners have appropriate seating and/or soft materials conducive to reading.
- We use activities involving drama skills and role play such as hot seating.
- Pupils are allowed enough time to complete reading and written tasks.
- Learning support staff understand the topic they are supporting, have the required subject knowledge and have read any text being studied.
- Some pupils with more significant learning disabilities may not yet have the ability to analyse language, but can be helped to form and express their own views independently through modelling and practice.
- We introduce key vocabulary explicitly and we ensure this includes verbs as well as nouns.
- Some pupils with significant learning difficulties have carefully planned activities that enable them to develop and consolidate their receptive and expressive communication skills on an incremental basis.
- Paired talk is used before and during activities such as shared reading/writing.

Adapting the curriculum for pupils with SEND in maths

Here are strategies that we use for effective support of all pupils, particularly those with SEND, in mathematics:

- Flexible grouping
- Teachers explicitly teach cognitive and metacognitive strategies to all pupils.
- Explicit instruction is used.
- Teacher-led approaches focus on teacher demonstration followed by guided practice and independent practice.
- Technology is used where appropriate to support teaching.
- Resource boxes are available for children to use as/when needed.
- We build on pupils' preferred learning styles when explaining mathematical concepts.
- We use concrete or visual support for mathematical discussions whenever possible.
- Pupils are pre-tutored in important mathematical vocabulary, concepts and/or processes.
- 'Scaffolding' is used when pupils use equipment, especially for tasks requiring accuracy or skill.
- Tightly targeted mathematics interventions for individual pupils and small groups are held.
- We recognise that the language of mathematics may be challenging for many pupils.
- We plan to teach new vocabulary explicitly.
- In a plenary after the class has completed a task, pupils are allowed time to discuss the answers to questions in pairs, before giving verbal responses.
- We use targeted questions to check pupils' understanding.
- Pupils are encouraged to reformulate concepts in their own words to check their understanding.
- Questions are prepared using contexts relevant to pupils' strengths and interests.
- Mathematical concepts are related to everyday applications and other areas of the curriculum so pupils see how mathematics is relevant and how it can be applied.

Adapting the curriculum for pupils with SEND in phonics

- Read, Write, Inc Phonics
- Pupils learn the routines and behaviours necessary for each activity, and practise these until they use them automatically. This allows them to focus on learning to read and write.
- Visual sounds cards are used in sessions to support writing.
- Background noise is kept to a minimum.
- Modelling of activities to ensure each child knows how to complete tasks.
- Pupils are taught in small Read Write Inc. Phonics groups or individually with Fast Track Tutoring; breaking down the programme into small, incremental steps to help pupils who need extra support.
- Lessons are well-paced, engaging and motivating.
- Pupils learn new sounds each week and importantly, review previous sounds and words until they read them confidently in closely matched decodable texts.
- Assessment matches the steps, so progress is recognised and celebrated.
- All teachers are trained in RWI and have ongoing training to ensure that they can adapt their teaching to children's needs.
- All children are taught specifically to their needs and are grouped in a way that they are taught at their level.
- Progress for EACH child/group is what we focus on.

Foundation subjects

Adapting the curriculum for pupils with SEND in computing

- Instructions are reinforced on how to use the computing equipment.
- Explicit rules of when to use the equipment and when to be listening and focusing on verbal instructions are shared and reinforced.
- Where possible, children with SEND will work in a group rather than independently so that they feel supported if they experience any issues with the equipment.
- Prior to each lesson, the teacher will discuss what the computing session will involve and what programme/software/computing equipment will be used.
- Printouts of the instructions that will be used in each lesson are provided.
- Screenshots of the computer programme that will be used in the lesson are provided.
- Extra time to complete tasks is given, especially when new concepts/programmes/software is being used.
- Videos that are shown in computing lessons are subtitled.
- Print outs or screenshots from the main input in lessons are provided.
- Background noise is kept to a minimum, particularly when sound is being used with computers.
- Headphones are provided for all children.
- Modelling on screen is used to ensure that each child understands how to access programmes and the information within them.
- Instructions are adapted, particularly those that contain unfamiliar technical vocabulary, so that each child can understand them.
- Printouts are provided which include the images of symbols/icons/buttons that will be used in the lesson.

Adapting the curriculum for pupils with SEND in art and design

- Items such as pencils, scissors, paint brushes etc can be found and put away in the right place easily.
- Tasks are made accessible through pupils using, where appropriate: specialist equipment. Eg. Adapted scissors.

- A range of drawing aids are provided such as grids, templates and viewfinders for transcription.
- Time is given, where appropriate for sensory exploration.
- A variety of materials and processes are used to make images and artefacts.
- Real objects are used which relate to the unit of work being taught – which they can touch, see and smell.
- Real objects are used to bring out ideas and feelings and can be displayed and/or photographed.
- Where necessary, natural products are explored through sight, sound, smell and/or taste.
- Pupil's subject knowledge is developed by recognising how artists and designers use ICT in their own work to create images and artefacts, and then using these as models to support activities and ideas in the classroom.
- Risk points in the lesson are planned for before each lesson takes place, eg for pupils with sensitivity to noise or smell, whether pupils need support in using art and design equipment.
- Pre teaching of vocabulary. The language of art and design may be challenging for many pupils, eg: "the specific uses in art of everyday words such as 'expression', or "terms specific to art, such as 'intaglio print'.
- Pupils are encouraged to experiment with materials, tools and concepts to reflect the reciprocal relationship between each artist and process. Individual risk assessments are completed when/where necessary.
- Scanned, photographed or videoed outcomes from the previous lesson's work using an interactive whiteboard are shared.
- Step-by-step reminders of key processes are shared and reinforced.

Adapting the curriculum for pupils with SEND in design technology

- Demonstrations or discussions take place in a quiet classroom.
- The accessibility of demonstrations in lessons is considered.
- The demonstration area of activities is clearly laid out, uncluttered and gives all pupils a clear view.
- The safety of demonstrations is considered and where appropriate, risk assessments are completed.
- Pupils are given opportunities to work as individuals or in a team, learning from the work of others.
- Technical words are clarified when they have different meanings in other contexts.
- The designing and making stages are broken down into small manageable steps.
- Photographs are taken to record each stage of designing and making, this can be a useful tool to aid pupils' memory of the stages of completing the work.
- Previously learnt skills are regularly repeated and reinforced.
- Adults support adaptation within lessons for pupils with SEND.
- Directed adult support enables pupils to access visual/verbal prompts to support retention.
- Pre and over-learning of language is encouraged to support pupils with SEND and to enable them to access further learning.
- Words banks of key vocabulary are displayed within the classroom.
- Targeted questioning enables adults to check understanding.

Adapting the curriculum for pupils with SEND in geography

- Wall displays are accessible, including maps, plans and key geographical words.
- Pupils are prepared in how to use correct geographical terminology to identify and record the physical and human features.
- Pupils are encouraged to record work in different ways other than writing.
- Pupils are encouraged to use photographs and audio descriptions to describe patterns, processes and key features.
- ICT is used to make geography lessons more accessible for all pupils.

- We recognise that the language of geography may be challenging for many pupils – for example: "the specific geographical use of everyday words such as 'mouth of the river' or 'water table'.
- We recognise that it can be challenging when making comparisons between different places because of the language needed to conceptualise how a place is the same as or different from somewhere else.
- New language is explicitly taught.
- Pupils are given opportunities to answer open-ended questions – eg "Why did the river flood?"

Adapting the curriculum for pupils with SEND in music

- Interactive whiteboards are non-reflective to reduce glare.
- Pupils have adequate space to play instruments.
- Where appropriate pupils stand up when singing. Where standing is difficult or impossible, we encourage pupils to sit up as well as they are able.
- Seating allows all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- We make sure pupils are physically able to play the instruments they are asked to play.
- Pupils are encouraged to come together in group music-making activities, such as singing and playing together, but some pupils with SEND sometimes get more satisfaction from individual practical work, composing activities and using ICT.
- We include a number of different activities in music lessons, such as singing, moving, playing instruments and composing.
- Physical involvement is an important aspect of music learning.
- Action songs and rhymes for younger pupils – moving or dancing at the same time as singing – help pupils to begin to internalise rhythmic and pitch concepts, eg marching on the spot while singing and then moving around and maintaining the steady beat while singing to increase the challenge.
- We take video recordings to keep records of pupils' work.
- Appropriate support is available in whole-class instrumental and vocal work.
- Modelling, demonstration and imitation help pupils begin to understand musical concepts.
- Much music can be shared without the need for words, but where appropriate, pupils are encouraged to talk about their work and make use of appropriate language.
- Where pupils have composed their own music, we discuss how they might improve and/or continue with a particular piece of work.
- Opportunities are provided for pupils to join in all together before being invited to play or sing individually.
- Teaching songs by rote supports memory development and removes the need for written text.
- The combination of melody and words in singing helps the development of memory.

Adapting the curriculum for pupils with SEND in PE

- Performances are recorded to replay and improve their compositions.
- Teachers are aware of pupil allergies and take this into consideration when looking at equipment used. E.g. gym mats and allergy to rubber/latex.
- Adults can through the scaffolding of instructions and rules prior to PE session.
- For pupils with social, emotional, mental health difficulties or pupils with ASD, adult deployment is considered to support regulation of rules and structure of social game playing.
- Clarity of rules are considered at the start of the session.
- Assessment drives adaptation.
- Assessment of skill, enables the teacher to adapt the focus of the lesson to meet the needs of the pupils including challenge for pupils who may demonstrate advanced ability.
- New activities/games/sports are explained within the context of the curriculum and what they have previously accessed/experienced.

- Game rules/movements are taught concisely.
- Explanations are clear, concise and simplified where needed.
- Adults are utilised to support retention through pre/over learning, simplification of instruction/concept.
- All pupils are encouraged to be as independent as possible including pupils with SEND.

The STEP framework in PE is a very simple way to understand how to adapt PE lessons to make sure everyone is getting the most engaging experience. This principle ensures that all activities are fully inclusive and accessible and that the level of challenge can be increased or decreased to support motivation, learning and enjoyment. It allows teachers to modify elements of their activity to better meet the needs of either the individual pupil, or group of pupils, and especially pupils with SEND.

STEP stands for space, task, equipment and people. Sometimes an additional S is added at the end of the acronym, this stands for safety.

Space: Where the activity is happening?

Modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

Task: What is happening?

Modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

Equipment: What is being used?

Modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

People: Who is involved?

Modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.

Adapting the curriculum for pupils with SEND in RE

- The senses are used in different ways to relate to RE experiences and content.
- Artefacts, experiences, stories, music or other stimulus materials in RE are explored.
- Participation is varied in RE lessons and activities.
- Simple questions are asked about familiar religious events or experiences and simple meanings are communicated.
- New religious experiences are provided e.g. involving music, shared emotion, drama, colour, lights, food or tactile objects.
- Familiar religious stories, poems and music are shared.
- Ideas about religion, life events and experiences in simple phrases are communicated.
- Simple facts about religion and important people in religions are communicated.
- Religious artefacts, symbols and places are shared.
- Key vocabulary is pre taught.
- Key vocabulary and its meaning is revisited throughout each unit of work.

Adapting the curriculum for pupils with SEND in PSHE

- Instructions are delivered clearly, concisely and step by step.
- Strategies to improve listening skills are taught and reinforced.
- Pictures or diagrams are used to represent thoughts and ideas.
- We provide a mix of activities to suit a range of learning styles, especially including kinaesthetic activities.
- Learning breaks are provided where necessary.
- Instructions are given using tick lists and tasks are broken down into manageable chunks.
- Tasks and activities are structured.
- Open ended questions are avoided.
- Time is provided to process information.
- Pupils are encouraged to demonstrate/present their learning in alternative ways which suit them.
- Clear timelines for when things need to be achieved are provided.
- Expectations are made clear.
- Extra time to complete work is allowed if/when needed.

Adapting the curriculum for pupils with SEND in languages

- Good acoustics are important for all language learning.
- Interactive whiteboards are non-reflective to reduce glare.
- In guided reading/writing place pupils who need most support sit opposite the teacher so they can hear and see teacher prompts clearly.
- Seating allows all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- We avoid the need for copying lots of information. For example, notes on interactive whiteboards are printed off for all pupils.
- We reinforce words and phrases with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures.
- Film, interactive computer material, role-play and drama contribute to effective language learning.
- ICT can offer alternatives to writing as a way of responding to text.
- In language learning, ICT allows pupils to listen carefully and discriminate between sounds, identify some meaning from words and intonations and develop auditory awareness.
- We use symbols and audio recordings to associate a word and an object.
- In modern foreign languages, pupils learn key vocabulary.

Adapting the curriculum for pupils with SEND in science

- The accessibility of science demonstrations is considered.
- The demonstration area is planned so that it is clearly laid out, uncluttered and gives all pupils a clear view.
- Seating allows all pupils in the class to communicate respond and interact with each other and the teacher in discussions.
- Pupils are well prepared for trips/visits, particularly to museums. Preparation can include but is not limited to photographs, videos etc. so that pupils are not worried about unfamiliar situations.
- ICT is sometimes used to make science lessons more accessible for all pupils.
- Risk points in lessons are considered, e.g. for pupils with noise or smell sensitivity.
- We recognise that the language of science may be challenging for many pupils.
- Investigations are built on by using careful discussions that help pupils understand and use scientific vocabulary and help them to analyse and understand what they have observed.
- In a plenary after the class has completed an investigation, pupils are given time to discuss the answers to questions in pairs, before giving verbal responses.
- Pupils' understanding is regularly checked by inviting them to reformulate explanations in their own words or in other ways.
- Photographs are taken to capture each stage of an investigation, or important findings, for future reference.

- Photographs are also be used to build a visual record.

Access arrangements for internal assessments/external examinations are implemented

Use of readers for the grammar and math's test papers (if this is normal practice) completed in a small group or 1:1.

Use of prompters for all papers to keep children motivated and on task.

Additional time is given to a pupil who has been diagnosed with Dyslexia.

We have been externally moderated (SPaG paper 2022-2023) all access arrangements were in line with the government guidance.

Equipment is purposeful and any additional equipment e.g. Pencil grips and overlays are used if part of normal practice.

Together we Fly