

SEND Coffee Morning

SEND at Brownlow Fold



What do we do at Brownlow Fold to support pupils with SEND?

What does SEND provision look like at Brownlow Fold Primary School?

SEND provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school.

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.



Visual time tables are displayed and used in every classroom.



Parental Involvement

Engagement with parents/carers is very important to us at Brownlow Fold and 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.

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.

Key members of staff at Brownlow Fold



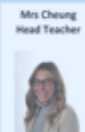
Miss Hayes
SENCo



Mrs Brindle
Learning Mentor



Mrs Leach
Assistant Head Teacher/EYFSL Lead



Mrs Cheung
Head Teacher

We have a strong ethos of **inclusion** at our school. Every child at Brownlow Fold is treated as a unique individual and we will consider and support all of their needs and requirements.

Bolton
SEND
Local Offer

SEND Coffee Morning Session 3



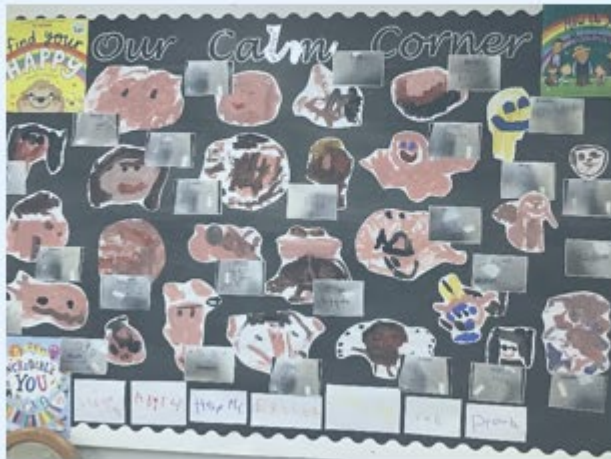
Pupil Voice

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.

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.



IC and EH Provision

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.

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.



Curriculum Interventions

Following on from each assessment cycle, pupils highlighted as being behind age related expectations or pupils who are not making sufficient progress are placed into carefully planned intervention groups. Intervention groups are 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.

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.

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 develops 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.

Multi-Sensory Room

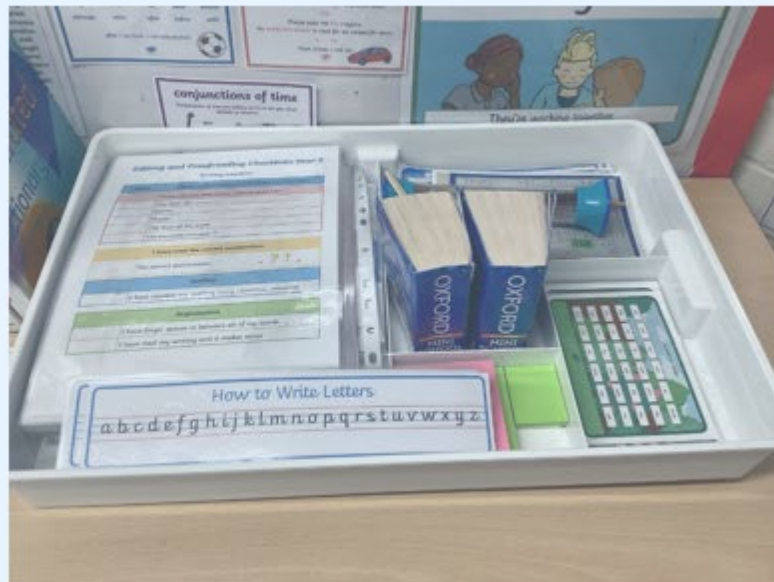
Multi-sensory environments are specially designed therapeutic spaces that soothe and stimulate senses in a controlled manner. Multi-sensory rooms are modern beacons of inclusivity. Our multi-sensory room is well structured so that the amount and intensity of a sensory experience can be easily controlled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

Teaching and Learning

Teachers are responsible and accountable for the progress and development of the 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.



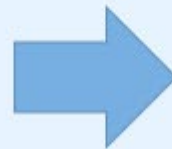
Learning resource boxes and areas are accessible for all learners in each of our classrooms. Children can help themselves to resources which support their learning.



English resource box



Maths resource box



SEND Art and Design Curriculum Adaptations

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.

SEND Computing Curriculum Adaptations

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.

SEND History Curriculum Adaptations

Maps, atlases, artefacts, models and photographs are labelled and accessible.

Larger print maps and atlases are provided for pupils with visual difficulties.

Symbols are used to identify specific historical vocabulary.

Visual history time lines are used.

Historic events are role-played.

Drama is used to portray moments from history.

Visual sources are compared from different times.

Word banks are created and vocabulary is shared on regular occasions.

Targeted questioning enables adults to check understanding.

Digital resources are used to remind pupils and help pupils to reflect upon their prior learning.

On history visits/trips, pupils with SEND are positioned close to the adult so that they can hear information/instructions.

On history visits/trips, pupils with SEND are put with a trustworthy and reliable peer/partner.

On history visits/trips, pupils with SEND are supported appropriately by a familiar member of staff.

For children with SEND additional adaptations are made to ensure that they can attend and participate in history visits/trips.

Additional risk assessments are completed for pupils with SEND when completing class trips/visits.

Accessible history displays are created linked to the current focus and area/unit of work being taught.

Historical explanations are scaffolded - including:

- This tells me...
- Both sources...
- In this picture I see...

History WAGOLLS and writing frames are provided.

SEND Maths Curriculum Adaptations

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.

2023 - 2024	
CPD	Staff Attending
Dyslexia	A.S
Communication	
Dyslexia	A.E
Communication	
SENDi conference	H.H D.B
EH and EHCP updates	H.H
Talk Boost – S+L intervention	H.H D.T R.B J.R C.H C.G J.K D.B
ASD and sensory needs	J.G S.A J.K L.R
Behaviour network meetings	HH
Aided Language Stimulation training	S.A
Annual review - WAGOLL	HH
SENDCo intensive support programme	HH
DAQM meetings with outreach/visiting other schools	HH
Ladywood Learning Environment training	All EYFS staff
DAQM – HH delivered	All staff Twilight
PLPs – HH delivered	All staff Twilight
Learning environments – HH delivered	Teachers
Learning support staff and interventions – HH delivered	Teachers
SALT expectations – HH delivered	Teachers
SEND provision – HH delivered	Teachers
SEND support and adaptive teaching – HH delivered	Teachers

[illegible]

Sew using stitching. Designs are unique.
 They have different types of fabric and materials
 Some parts are made of wood.
 Hand Puppets
 different decorations
 Some are big and some are small - different sizes.

Retrieval Practice – French

Do you know the names of different body parts in French?

Last Week Last Term Last Year Further Back

24.6.24-Shared write in Science

LF: To describe the functions of the parts of a plant

1) Stem -it keeps the flower or plant straight and strong. Leaves grow out of it.

Flowers grow out of it.

2) Leaves- give us Oxygen, help plants collect sunlight.

3) Roots- it takes the Nutrients from the Soil to help it grow, it keeps the plant or the flower in the ground.

4) Petals - they look pretty and attract lots of insects such as Bees for Pollination.

The Night Pirates	Your Story
dark, dark street	Down , Down , Down the light roadin.
dark, dark house	up, up, up the light, light mansion.
only the moon was watching...	only the children were watching.
Tom was a kind, little boy	Ella was a lovely big girl.
Tom was a brave, little boy	Ella was a friendly big girl.
Challenge: as stealthy as shadows	as sly as a fox.
Challenge: as quiet as mice	as brave as a cheetah.

The school works in partnership with pupils in the following areas:
To raise a general awareness of Dyslexia and other learning differences amongst peer groups.

- Whole school assembly – Dyslexia awareness week 2023-2024
- Whole school assembly – Autism acceptance (Everyone's brain is different)
- Whole school assembly – ADHD awareness week 2023-2024

Types of ADHD

There are three main types of ADHD:

- inattentive ADHD, which may present as being very distractible, having difficulty remembering or poor organisation;
- hyperactive-impulsive ADHD, which may present as being impatient, having excessive movement, talking and interrupting, as well as difficulties in turn taking;
- combined ADHD, which is a combination of the above.



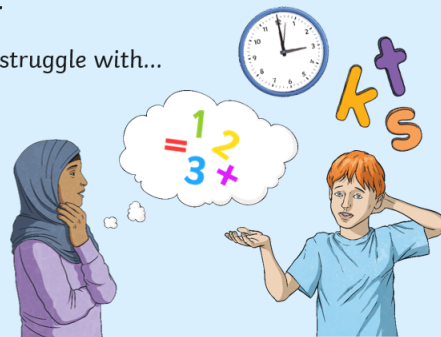
What Is Dyslexia?

Dyslexia is...

- A specific learning difficulty that alters the way the brain processes written words. This makes it difficult to recognise, spell and decode words.

People with dyslexia may struggle with...

- Organisation
- Reading
- Writing
- Maths
- Telling the time
- Spelling



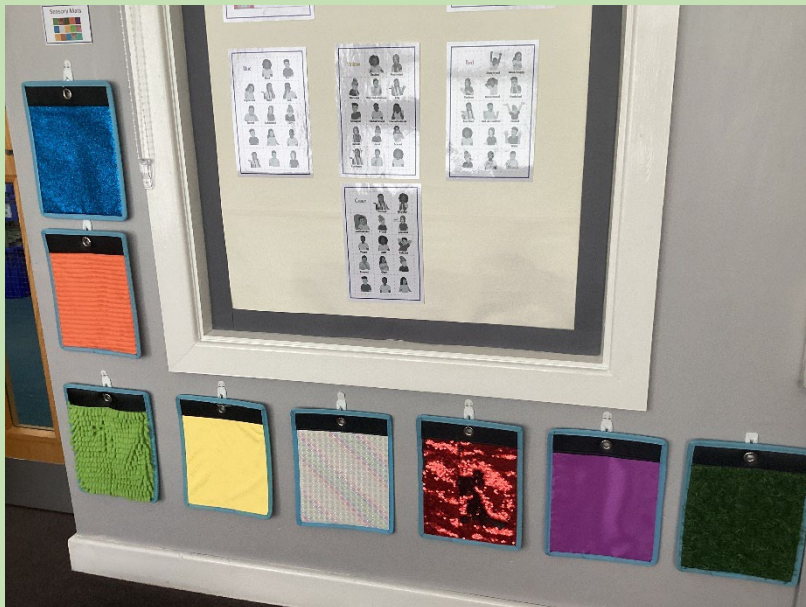
Autism Acceptance:

Everyone's Brain

Is Different



Sensory and Nurture Rooms



Thank you for attending the SEND
coffee mornings this year.

Please complete a feedback form.