




Appendix 1: Pupil Passport

Pupil Passport - East Ardsley Primary Academy

Date: 27/9/2023
Teacher: Carolyn Lynch

 photo	Joel Addison name	Pupil Voice - I like: ...	Pupil Voice - You can help me by: ...
	Date of birth: 27/12/2018 Year group: F2 Class: Blossom		
Strengths: ...	Barriers: ...	Important Universal Provision: ...	
Additional Provision: Learning ...	Additional Provision: SEMH ...	Additional Provision: Self Care / Independence ...	



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Appendix 2 : Example SEND plan layout – Early Years (1 a half term)

EY Planner for name Joel Addison

Date of birth: 27/12/2018 Gender: Male Tutor group: 30 Hrs Year group: N2
 Teacher: Carolyn Lynch Start date: 22/7/2023 Review date: 20/10/2023 Plan number: 1

EY Planner for Joel Addison 1

East Ardsley
Primary Academy**Assess**

Area of most immediate need:: testing ...

Strengths / abilities linked to this need:: testing ...

Plan

Target	Success Criteria	Strategies - overview	Resources & Provisions	Frequency, Key staff
testing ...	testing ...	testing ...	testing ...	
Target in Basket Work: testing ...		Target in Provision: testing ...	Target through focus tasks: testing ...	

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Appendix 3 : Example SEND plan layout – Year 1 – 6 (1 a term)



Learning Plan for name Joel Addison

Date of birth: 27/12/2018 Gender: Male Tutor group: 30 Hrs Year group: N2
Teacher: Carolyn Lynch Start date: 22/7/2023 Review date: 20/10/2023 Plan number: 1

Learning Plan for Joel Addison 1



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Assess

Areas of strength: testing ...

Barriers: testing ...

Pupil Voice:

testing ...

Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
testing ...	testing ...	testing ...	testing ...	

Further information: testing ...

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SEMh plan for name Joel Addison

Date of birth: 27/12/2018 Gender: Male Tutor group: 30 Hrs Year group: N2
Teacher: Carolyn Lynch Start date: 21/7/2023 Review date: 19/10/2023 Plan number: 1

SEMh plan for Joel Addison 1



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Assess

Focus area for intervention / Most immediate need:: testing ...

Baseline Evidence - Observations:: testing ...

Baseline Evidence - Pupil Voice:
testing ...

Baseline evidence - Other:
testing ...

Plan

Specific Objective	Activities / support to meet objective	Frequency, Duration, Resources	Expected Impact / Success Criteria	Key Staff
testing ...	testing ...	testing ...	testing ...	

Appendix 4 : Example Provision Grids



Early Years Provision Grid

	Universal	Targeted	Specialist	
Communication and Interaction	Makaton	Visual aids – symbols, photographs, signs	Objects of reference	
	Singing and rhymes	SALT language groups	Specialised Staff training e.g. intensive interaction, PECs	
	Full class visual timetable	Staff training re. specific language difficulties/conditions	Intensive Interaction sessions	
	Gesture	Individualised timetable	Picture Exchange Communication System	
	Music and movement	Reduced sentence length	Augmentative and Alternative Communication systems	
	Access to SALT Toolkit	Anticipatory play/ early turn taking games	Individual support advice from professional agencies. e.g. Speech and Language IEP from SaLT, STARS etc.	
	Staff training re. universal communication development		1:1 targeted support sessions	
	Communication Friendly environment		Choice boards	
			Individualised visual timetable	
Social, Emotional and Mental Health			Boardmaker / Wdigit	
	Whole class/key group circle time	ABC record keeping	I'm working towards' boards	
	Positive reinforcement	Visual supports e.g. Visual timetable	Additional transition time	
	Positive listening; noticing and motivational comments	Social interaction groups	1:1 targeted support sessions (core therapeutics, nurture room, therapy)	
	Positive role models	Use of direct, specific language	Individual behaviour plan	
	Verbal offering of choices	Reinforcement of positive behaviour though; stickers, gesture, celebratory symbols etc.	Risk assessments	
	Reflection Area		Home/school communication system	
	Whole class/room expectations and boundaries		Sequence of Play	
	Consistent class structure and routine		Referral to LSS	
	Positive behaviour policy		Additional Planning	

			Individual support and advice from professional agencies e.g. EY SENIT, Educational	
Learning and cognition	Small group music and movement sessions incorporating maths, phonics/sounds	Differentiated curriculum	Highly differentiated and personalised curriculum	
	Adult supported/scaffolded play	Modelling play	Individual support and advice from professional agencies e.g. EY SENIT, Educational	
	Exploratory and experimental provision	Additional sensory play	Psychologist, STARS etc.	
	Cause and effect resources		Specific outcome focussed 1:1 sessions	
	Full class visual timetable		Start and finish baskets	
			Choice board	
			High level of 1:1 support	
Physical/sensory	Multi-sensory play opportunities e.g. gloop, damp sand, paste, paint, water	Changing Facility	Care suite/nurture room	
	Consideration to full classroom layout; space to lay on the floor, floor and table top activities etc	Accessible bathroom provision/ care suite	Adapted timetable	
	Soft area/ relaxation space	Accessible provision e.g. floor space, chair accessible table tops etc.	Accessible provision e.g. floor space, chair accessible table tops	
	Movement play		Risk assessment	
			TacPac, Story massage	
			Moving and handling plan	
			Individual support advice from professional agencies e.g. DAHIT, VIT, Occupational Health	
			Sensory Circuit	
			1:1 targeted support sessions	



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Provision Grid for Autism



Leodis
Academies
Trust

Child:	Class:	Date:
Universal Strategies		
Emotional literacy / regulation lessons – through PHSCE, circle time, zones of regulation lessons.		Access to adult led activities or quiet zones at playtimes.
Communication Trust Screening Tool (EYs only)		Modelling language
Whole class visual timetable		Access to sensory resources, including ear defenders and fidgets.
Structured routine which is communicated in an accessible and visual way.		Universal Visuals such as Aided Language Displays (ALDs) single symbols and provision visuals, traffic lights, check lists.
Restorative conversations to support understanding.		Support developing peer relationships
Support for transitions between activities		Access arrangements for assessments – rest breaks, extra time, quiet rooms, familiar adult (as appropriate).
Comments:		

Targeted/Small Group Strategies		
Individualised provision map outlining current input, strengths and barriers for learning. (OPP)		Use of individual visuals such as: - choice board - individual visual timetables - task strips
Pupil Voice collection:		Quiet space for time away from demands / decompression time
Talking MATs,		Structured playtimes
Small group playtimes		Over learning
Pre-teaching vocabulary		Some additional home school communication as required
Sensory Profiles		Group emotional regulation intervention – My body Sends a Signal Zones of Regulation
Support for emotional regulation in the moment		Attention Autism
Small group teaching		Multisensory and hands on learning
Vocabulary intervention groups		Task Plans to promote independence
Social Skills groups – includes Superflex and the Unthinkables, Talk About, Friendship Formula etc.		Communication books or AAC device
Animal therapy (therapy dog)		Choice boards
Social Stories and Comic Strip Conversations		
Comments:		



Personalised			
Personal communication system:		Assessed using the B squared Autism Framework to give specific gap analysis and graduated approach in the areas of –	
<ul style="list-style-type: none"> - Objects of reference - PECS - ALDs - Communication book 		Communication, emotional regulation, flexibility of thought, social interaction.	
- VOCA / communication aid			
Additional regular home school communication			
Access to low arousal personalised work area.		Sensory circuits	
Specific diagnosis awareness and acceptance work		Personalised life skills intervention	
Recommendations from Autism Lead Practitioner			
Referral into and recommendations from SaLT (traded or NHS)		Therapy from a Speech and Language Therapist	
Recommendations from Occupational Therapist (OT)		Therapy within school under the guidance of a professional.	
Recommendations from cluster support		Direct input from Cluster	
Recommendations from counselling/Mind Mate		Direct input from Learning Mentors	
Recommendations from STARS		Recommendations from SENIT	
Play Therapy		Recommendations from other professionals.	
Individual intervention:		Individual intervention:	
_____		_____	
Comments:			



EAPA - SEMH Support – Provision Grid					
Child:		Class:		Date:	
Universal All children will access					
PHSCE, lessons following the LT curriculum.		Weekly circle time – planned to respond to the needs of the class, to use restorative practices and to teach emotional literacy and regulation (Zones).		Teacher prioritises teaching PHSCE/Circle time themselves to build relationships.	
Zones of Regulation lessons and language used throughout school		Ongoing focus on Growth Mindset / Resilience		Restorative enquiry and conversations	
Clear school rules, routines, behaviour expectations and procedures		Timetabling gives opportunities for informal SEMH development in less structured times – playtimes, trim trail, forest school.		Assemblies with ongoing SEMH focus, including resilience.	
FS and Y1 provision structured to give opportunities for quiet spaces, sensory activities and heavy work, allowing opportunities for co / self regulation		D Side (drugs and online safety education) annually.		Bikeability (Year 6)	
PCSO visits, planned in F2.					
Universal Plus All children can access					
Time to talk to phase adults – teacher, TAs. Ongoing communication with parents around individual needs.		Phase team build communication with parents in the way that suits them best – Tapestry, phone calls, face to face.		Emotions coaching approach to overwhelm	
MAT Coffee mornings with Family Support Worker and MAT Pastoral staff		Parental support for children’s SEMH provided to all through Tapestry			
Targeted Some children access					
Planned conversations/ activities /support in less structured times. For example: Resilience activity in forest school. Support with social communication planned for trim trail time. Modelling of manners during lunch - etc		Regular check ins throughout the day.		Restorative mediation and conferencing	



Planned Pupil Voice Collection		Visuals to support restorative enquiry and conversations		School rules, routines and procedures supported by visuals	
Consistent approach / strategies used by all of phase team.		Strategies for repeated behaviours, consistently applied, known by the child		Phase run nurture group / social skills group.	
Planned observations – as in behaviour policy.		Pastoral team offer meeting with parents to share the point of view of life at home and the child's history.		LM can direct parents towards resources for their child's SEMH	
Supervision by SLT, SENCO, DSL, Pastoral Team		Mediation to support understanding of others / impact of behaviours		Peer support. Buddies / mentors.	
Pastoral team support phase team to consider barriers and needs.		Pastoral team to support phase team with strategies For example: <ul style="list-style-type: none"> • Calm boxes • Disappointment rituals • Social stories 		FSW one off drop in / meeting	
Lego Therapy Group		Group work with school mentors or TAs linked to:		Group referral to MAT for Wellbeing work relating to:	
PCSO visits, responding to identified need.		Group intervention:			

Specialist / Professional: Support for an individual

One Page Profile, read by team around the child. Shared and amended with parents termly.		Boxall Profile – Assessment and learning plans		Social stories	
Very regular check ins required to keep child regulated throughout a lesson		Flexible approach required to meet child's needs in the moment		Reasonable adjustments to rules and routines applied	
Comic strip conversations		Sensory circuits / sensory breaks		Key worker approach, used for children who would benefit from learned dependence	
Individual behaviour plan (supported by visual for the child?)		Group supervision with all staff who work with the child, DSL, SENCO, pastoral team, SLT		Crisis Curve	
Risk assessment		Individual planning / risk assessments for trips		Small group playtimes	
Personalised timetable with breaks, relational time, sensory time etc as required. Visual version for child.		Personalised rewards system		Clear exit strategy / safe space	



Intervention: Emotional Literacy		Intervention: Emotional Regulation		Intervention: A Parts Model Approach (Bomber)	
<ul style="list-style-type: none"> My Body Sends a Signal Zones of Regulation The Incredible 5 Point Scale 					
Intervention: Calming/ Sensory Activities		Intervention: Sitting Still Like a Frog		Intervention: Flexible Thinking / Superflex / Social Detectives	
Intervention: Theraplay Activities With Staff / Peers		Intervention: Theraplay Activities With Peers Or A Parent/Carer		Intervention: Think Good, Feel Good (CBT)	
Intervention: Transition Support (Preparation For High School)		Intervention: Scenario Work		Intervention: The Blob Trees	
Intervention: You're a Star (Self Esteem)		Intervention: Support in class with a specific focus		Intervention: Anxiety Support	
				Anxiety Gremlin?	
Intervention: Self-Esteem/Resilience		Intervention: Life Skills Work		Intervention: Healthy Relationships (DV)	
Intervention: Anger Gremlin		Intervention: Therapeutic Treasure Deck:		Intervention:	
Learning Mentor Caseload		Inclusion Mentor Caseload			
MAT Referral: Family Support Worker support		MAT Referral: Play therapy		MAT Referral: Counselling	
MAT Referral: Wellbeing work		MAT Referral: Attendance support		Early Help	
Mindmate / CAMHS referral		Referral to external agencies. E.g. <ul style="list-style-type: none"> Families First Signpost Young Carers Other:			
Internal staff training provided: <ul style="list-style-type: none"> Emotions coaching through overwhelm De escalation techniques Trauma informed / attachment aware practice other 		External staff training provided: <ul style="list-style-type: none"> Attachment Lead training (SENCO) Additional TeamTeach trained Staff other 		Staff liaising with professionals: <ul style="list-style-type: none"> 	



EAPA Parent/Carer SEND Termly Meeting

Child's name:		Class:	Date of meeting:
1	Share teacher-reviewed paperwork (as appropriate): Support plans, individual timetable.		Completed?
2	Review together and make additions (as appropriate): One page profile, sensory profiles, personal communication passport.		Completed?
3	Discuss progress with next steps as set at last meeting.		
Reviewed next steps in school:		Reviewed next steps at home:	
4 Point of view of parents/ carers. Discuss termly using 4 boxes below:			
What is working well for your child?		What is not working so well for your child?	
What <u>are</u> your child's most immediate needs?		Next steps <u>in school</u> : Next steps <u>at home</u> :	
Signed (teacher):		Signed (parents/carers):	



Transition Arrangements for SEND children, East Ardsley Primary, Updated April 23.

	Current staff:	New staff:
Sharing background, planning, paperwork	<p>Conversation with new staff:</p> <ul style="list-style-type: none"> - share this year's SEND planning, OPP and other paperwork you have written. Share the EHCP if the child has one. - share a copy of all paperwork from professionals this year: NHS, The Talking House, SENIT etc. - Share the last parent meeting notes (to allow review next year). - Outline all provision that is in place if this is not clear on the paperwork including SEMH provision / support. - Share example planning to share how the child is planned for. - Ensure CPOMS is up to date with the latest versions of planning. 	<p>Ensure you have read:</p> <ul style="list-style-type: none"> - SEND planning, OPP, EHCPs etc. - Professional paperwork: NHS, The Talking House, SENIT etc. - Notes from last parents meeting (to allow next steps to be reviewed by you in Autumn term). - Examples of planning. <p>Approach SENCO/Inclusion Mentor/Learning Mentor if you feel there may be more information that you require.</p>
Data	<p>Ensure B squared data is up to date, let new teacher know that the child uses this system.</p> <p>Share other data that you consider pertinent, including phonics assessments, HFW/CEW, maths assessments etc.</p>	<p>Look at data, including on B squared / Insight, approach current staff with questions.</p>
EHCPs	<p>Is an annual review due? Could this be used to support transition?</p> <p>Is the information held in the EHCP up to date? Share updates with SENCO.</p> <p>Do new outcomes need to be written for the next Key Stage?</p>	<p>Attend annual review if due.</p> <p>Use EHCP document as a working document over time.</p> <p>Use EHCP outcomes and provision as a focus for ongoing planning.</p>
Child meeting new staff	<p>Let the new teacher/TA know times that would be suitable to meet or observe the SEND child and how many visits you think are appropriate.</p> <p>NB: for high needs children, a few short visits may be better than one long one.</p>	<p>Liaise with your phase leader to find opportunities / cover for you and the TA(s) to go and meet/observe SEND children.</p> <p>NB: for high needs children, a few short visits may be better than one long one.</p>
Child getting to know their new setting	<p>Let the new teacher know if a transition booklet is required for the child to take home for the summer.</p> <p>Discuss a suitable format for the child.</p> <p>Support with the writing as needed.</p> <p>Check the booklet once written. NB: any changes to provision over the summer break must be agreed by the SENCO.</p> <p>Important for Autistic children.</p>	<p>Write the transition booklet for your new child with pictures of staff, setting, other areas used, doors, cloakroom, toilet etc.</p> <p>NB: any changes to provision over the summer break must be agreed by the SENCO. Provision can evolve after half term, once the child is settled and you know them well.</p> <p>Pass booklet to current teacher to check.</p> <p>Important for Autistic children.</p>
Pupil Voice	<p>Liaise with new teacher – when is a good time for the child to visit? Provide familiar staff for this visit(s).</p>	<p>Liaise with current teacher – when is a good time for the child to visit your classroom? Ensure the setting is quiet and calm for visit(s).</p>
Parents	<p>Involve pupils in transition procedures where possible and as appropriate to the child. Seek out pupil voice, giving them control of suitable aspects. When would they like to see their new classroom? Meet their new teacher?</p> <p>Once agreed by SLT, ensure parents know who new staff are. Share any key information with new staff.</p>	<p>Utilise pupil voice as a key part of getting to know the child. Give children control of suitable aspects, e.g. linked to where they sit or where their visuals / manipulatives are. Consider strategies from Leeds SENIT pupil voice document.</p> <p>If appropriate, offer a short meeting with parents to introduce yourself and to allow them to share key information.</p>
Transition week	<p>Before transition week:</p> <p>Pass over all timetables, work baskets, individual resources, coloured overlays etc for SEND children.</p> <p>Could a teacher or TA support with the set up if this is complicated?</p>	<p>Ensure all individual provision is in place and set up ready for SEND children from the first day of transition week and the first day in September to minimise the change and any anxiety.</p>



The Bridge provides learning for some SEND children through indoor and outdoor provision. It is accessed by children from Year 2 – 6 for whom a different learning environment is, at times, needed.

Children will remain in class when:

- There is a lesson that they enjoy.
- There is a lesson which they can access (although the learning objective may differ to their peers).
- They are regulated and tolerating the environment.

Children can access The Bridge when:

- They are no longer able to tolerate the demands of the classroom.
- Even with significant differentiation, the context does not enable learning for the child.

When children are in The Bridge, there should be a planned and communicated **return time** to access class – based learning.

Learning in class:

All SEND children must access quality first teaching from their teacher, including daily English and maths. Children should also be developing their independence. This could mean having a structured work system to support independent task completion (work baskets). Or having visuals to help them to understand the structure of a lesson and the expectations on them, including when they will be working with a teacher, a group, independently or going to The Bridge.

Learning in The Bridge:

Class teachers remain in charge of all aspects of a child's learning. This means that objectives and planning must be provided to The Bridge. This will be through Provision Map.

Class teachers are expected to go into The Bridge and familiarise themselves with the indoor and outdoor environment and areas of provision to ensure that their planning is appropriate. Teachers can add resources to The Bridge as and when needed. Support can be requested from our Speech and Language Therapist (Melissa Jones) or the SENCO.

Objectives for The Bridge need to be SMART – Specific, Measurable, Achievable (but ambitious), Relevant to the child, their learning and the environment and Time based (all targets to be set for one week).

Objectives can be from a specialist report, finely graded assessment or a teacher identified gap.

Example targets are:

- To be able to retell a familiar story.
- To demonstrate an understanding of 1 – 10 in three different contexts
- To be able to take turns with a peer for 6 exchanges.

An example of how this could be planned for provision:

Target – To be able to retell a familiar story

In provision – Retelling the Billy Goats Gruff using finger puppets; to draw part of the story and retell it to a peer, to act out parts of the story of the Billy Goat's Gruff outside having, with support, used equipment to build the scene.



There will also be an ongoing focus on:

- Speech and language, supported by a speech and language therapist.
- Developing social skills
- Developing life skills

Opening times:

9 – 10, 11 – 12, 12.30 – 1, 2 – 3.30

Closed:

10 – 11, 12 – 12.30, 1 – 2

Provision in The Bridge:

Indoor Provision includes:

Small world play – this is run through a focus book. Past books are available for children to access.

Role Play –The provision will rotate and may be a café, shop, doctor's etc. This is an opportunity to explore lots of life skills.

Reading area, writing area and educational games.

Outdoor Provision includes:

Gardening -

The Bridge has a gardening curriculum. Children will complete seasonal activities and, eventually, will be harvesting their own flowers and food. With time we hope to have a potting bench, large planters and even fruit trees.

Messy play, gross motor movement, co-operative games.

Life skills –

This is a focus across the provision. Children may be involved in helping to put in an order, be supported to learn to tie shoelaces, arrange flowers or practice behaviours for a café.

End of day:

At the end of the day, there will be a story time, singing session (with Makaton) or a circle time.