



Wrekin View

Wrekin View Primary School and Nursery

Special Educational Needs Report

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Policies and public documents - Wrekin View \(lct.education\)](https://www.lct.education/Policies-and-public-documents-Wrekin-View)

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Mrs. Hollie Taylor-Ward is the Special Educational Needs Coordinator (SENCO). Mrs. Taylor-Ward is responsible for coordinating and reviewing our SEND provision in school and supports teachers to ensure that children with physical, medical, language and communication needs receive appropriate support to meet their needs.

You can make an appointment to speak with Mrs. Taylor-Ward by visiting the school office or emailing the office on wrekinview@lct.education with '**FAO SENCO**' in the subject line. You can also email Mrs. Taylor-Ward directly on send.wrekinview@lct.education

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

All Staff	Specific Training for some staff
Direct Phonics Training	Speech, Language and Communication
Making Sense of Autism	Team Teach
Epi-Pen Training	Paediatric First Aid Training
Asthma & Allergy Awareness	Diabetes Awareness
SEND Graduated Approach	Educational Visits Training
	Makaton Training
	First Aid (All Teaching Assistants)
	Intensive Interaction/Attention Autism

Support staff

We have a team of Learning Support Practitioners (LSPs) and higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

SALT - Speech and language therapists

Educational psychologists

Occupational therapists

GPs or paediatricians

School nurses

Child and adolescent mental health services (CAMHS - Child & Adolescent Mental Health Service and BeeU)

Education welfare officers

Social services and other local authority (LA)-provided support services such as Family support workers and the Early Help Team

Hearing Impairment team

Outreach teams from specialised schools

EWO - Educational Welfare Officer

Telford and Wrekin Bereavement Support Service

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can contact your class teacher via the school office to organise a meeting or speak to them at the end of the day.

They will pass the message on to our SENCO, Mrs. Taylor-Ward, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via email at send.wrekinview@lct.education

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

- We will provide termly reports on your child's progress.
- Your child's class teacher will meet you a minimum of 3 times per year, to:
 - Set clear outcomes for your child's progress
 - Review progress towards those outcomes
 - Discuss the support we will put in place to help your child make that progress
 - Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the school office wrekinview@lct.education

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey or questionnaire

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, changing the teaching style or content of the lesson, etc.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Learning support practitioners may support pupils on a 1-to-1 basis or in small groups, depending on the needs of pupils.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy Talk Boost Listen with Lucy Literacy Pathway
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, Coloured overlays, Multi-sensory teaching strategies
	Moderate learning difficulties	Adaptation of tasks, Extra adult support, Repetition and reinforcement of key concepts
	Severe learning difficulties	Highly individualised curriculum, 1:1 support, Use of concrete materials to support understanding
Social, emotional and mental health	ADHD, ADD	Quiet workstation Timed movement breaks, Use of visual reminders of routines
	Adverse childhood experiences and/or mental health issues	Nurture groups, Emotional literacy support assistant (ELSA) programs, Mentoring and counselling
Sensory and/or physical	Hearing impairment	Use of assistive hearing devices, Preferential seating
	Visual impairment	Limiting classroom displays Enlarged texts Use of braille resources
	Multi-sensory impairment	Specialist input from sensory teams, Adapted resources
	Physical impairment	Accessible classroom layout, Use of specialised equipment

These interventions are part of our contribution to Telford and Wrekin's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after a minimum of 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More learning support practitioner hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Arthog.

All pupils are encouraged to take part in sports day, school plays, special workshops and other extra-curricular events.

No pupil is excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed, in consultation with parents, to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Wrekin View, we are committed to ensuring that the admissions process is fair, transparent, and inclusive for all pupils, including those with Special Educational Needs (SEN) or a disability. Our arrangements for the admission of prospective pupils with SEN or a disability are guided by the principles of equality and the requirements outlined in the SEND Code of Practice and the Equality Act 2010.

Admission of pupils with a disability and SEN We welcome applications from all prospective pupils, and we work closely with parents and carers to ensure that the specific needs of pupils with SEN or a disability are fully understood during the admissions process. We liaise with local authorities, health professionals, and other relevant agencies to ensure we can offer the appropriate provision for each child. The school has an inclusive ethos and aims to provide every pupil with the opportunity to succeed in a supportive and accessible environment.

Ensuring admission of pupils with an EHC plan For prospective pupils who have an Education, Health and Care (EHC) plan, we follow statutory guidelines. If the school is named in a child's EHC plan, we will ensure that they are admitted as a priority before any other places are allocated. This ensures that children with significant needs can access the support they require as part of their legal entitlement. We work in partnership with the local authority and families to assess and meet these needs effectively.

Oversubscription criteria and fairness In the event of oversubscription, our admissions criteria are designed to ensure that no child, including those with SEN or a disability, is unfairly disadvantaged. We do not discriminate on the grounds of disability or SEN, and all applications are considered equally. Our criteria focus on factors such as proximity to the school, siblings already attending, and looked-after children, rather than any characteristics related to a child's abilities or needs. This helps to ensure that children with SEN or a disability have the same chance of admission as all other pupils. We also ensure that reasonable adjustments are made to accommodate the specific needs of any child during the admissions process.

13. How does the school support pupils with disabilities?

We take proactive steps to ensure that disabled pupils are not treated less favourably and have access to the full range of educational opportunities. We are fully committed to providing an inclusive environment where all pupils, including those with disabilities, are supported to thrive. Below is an outline of how we support pupils with disabilities:

We ensure that all pupils with disabilities are treated with dignity, respect, and fairness. Staff are trained in disability awareness and the school follows the principles set out in the Equality Act 2010 to eliminate discrimination. This includes making reasonable adjustments to both the curriculum and the physical environment to meet individual needs. We maintain high expectations for all pupils and ensure that policies and practices do not disadvantage disabled pupils in any way.

Facilities to help disabled pupils access the school The school has taken several steps to improve accessibility for disabled pupils. These include:

- **Accessible classrooms and facilities:** We provide wheelchair access to all key areas of the school, including classrooms, playgrounds, and common areas. Disabled parking spaces are available near the school entrance.
- **Adaptations to learning environments:** Classrooms are equipped with appropriate furniture and equipment to meet the physical needs of pupils.

- **Aids and services:** We provide appropriate assistive aids and specialised learning resources to support pupils with sensory impairments or physical disabilities. Staff are also trained to use these aids effectively in the classroom and supported by agencies to do this.

We have an accessibility plan that is reviewed and updated. This plan outlines how we aim to:

- **Increase participation in the curriculum:** We adapt the curriculum to suit the needs of all learners. This includes personalised learning plans, differentiated teaching strategies, and access to specialised support services. Staff work closely with parents, carers, and external specialists to ensure that each pupil has the tools and resources they need to succeed.
- **Improve the physical environment:** The school is continuously working to make the physical environment more accessible. This includes ensuring that entrances, hallways, and classrooms are easy to navigate for pupils with mobility difficulties. We have ramps and handrails installed where necessary, and we monitor the layout of the school to ensure that disabled pupils can move around easily.
- **Improve accessibility of information:** We ensure that school information and teaching materials are made available in ways that are easy for disabled pupils to access and understand.

Our full accessibility plan is available on the school website and outlines our ongoing commitment to improving access and inclusion for all pupils with disabilities.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school council, safety squad, mental health and wellbeing squad and sports leaders.

We provide additional pastoral support for pupils with SEN by offering access to a Learning Mentor and an Emotional Literacy Support Assistant (ELSA), ensuring their views are heard and their emotional needs are addressed.

We have a proactive approach to tackling bullying. We prevent bullying in the school by fostering a positive and inclusive school culture, promoting respect and kindness, and having a clear behaviour policy that encourages pupils to report any concerns. Staff are trained to identify and address bullying early, and we actively involve pupils in awareness programs to create a safe, supportive environment for all.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed

Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Transitioning to secondary school

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

Practising with a secondary school timetable

Learning how to get organised independently

Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Our Deputy Headteacher, Miss Stephenson will work with Mrs Taylor-Ward, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy. [Trust policies - Learning Community Trust \(lct.education\)](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

Admission

Exclusion

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Telford and Wrekin's local offer [SEND - Local offer \(telfordsend.org.uk\)](http://telfordsend.org.uk).

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [Telford SENDIASS | SENDIASS Telford](#)

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages

Appendix 1: Additional resource bank for staff

Cognition and learning	Typical aspect – things that you might see	Suggested strategies – <u>Additional to and different from usual classroom strategies</u>
	<p style="text-align: center;">Concentration –</p> <ul style="list-style-type: none"> • High level of task abandonment • Off task behaviours; such as fiddling with equipment, moving around the room etc. • Work is completed in very short bursts • Failure to follow instructions completely • Very fidgety 	<ul style="list-style-type: none"> • Workstation approach • Short, varied activities with refocus breaks set out on a visual timeline <ul style="list-style-type: none"> • Use of a tabletop timer to show how long to work for • Use of a privacy board/screen • Scheduled, frequent movement breaks • Personalised reward system aimed at increasing child's participation • 'Key facts' to listen out for during input/lesson • Ask the child to explain in their own words what they are learning/their task • 'Private refocus signal' – child recognising the prompt (rather than overusing child's name and focusing the attention of the class) • Offer a sensory diet • Move it/Wobble cushion • Fiddle and think objects
	<p style="text-align: center;">Memory –</p> <ul style="list-style-type: none"> • High level of task abandonment • Instructions are partially completed • Beginning/ending may be very good with a dip in the middle of the lesson ('Saggy middle') • Reluctance to start tasks • Work produced is often unrelated to teacher input • Child can 'blurt' things out – in an attempt to try and say it while they remember • Children look generally disorganised 	<ul style="list-style-type: none"> • Auditory memory skills (ensure metacognition work so intervention skills are transferred in the classroom and 'normal' everyday practice) • Visual memory skills • Memory fix resources and games • Pre-teaching programme • Revision programme • Creation of visual cues to support recall • Daily practice pack (series of key fact cards that pupils can 'speed' through every day) • Precision teaching (spelling/times tables) • Talking tins • Use of diary/planner • Note taking and jotting – with explicit teaching of how and when to use • Mind mapping / 'thought showers' • Reduce language levels – focus on key words and points needed for delivery • Personalise instructions (Name first to focus attention then instruction) • ensure that instructions are correctly sequenced
	<p style="text-align: center;">Reading accuracy –</p> <ul style="list-style-type: none"> • Confusing similar looking words • Reading sounds slowly • Reliance on only one strategy (for example; sounding out words) <p style="text-align: center;">Meaning – prediction based only on the grammar of the sentence</p>	<ul style="list-style-type: none"> • Precision teaching – focused on building a reliable sight vocabulary (starting with high frequency words and then moving to year group focus words) • Speed reads – using a familiar text containing words that pupil can read to build speed over time • Reading strategy prompt card with reward system for independent deployment of a strategy • Eye level reading ruler

Cognition and learning	<ul style="list-style-type: none"> • Poor comprehension • Pupils look uncomfortable while they are reading – lots of moving, complaining of headaches, feeling sick etc. 	<ul style="list-style-type: none"> • Specific prompts to play attention to the visual information on the page – Read to the end of the word / can you think of a word that looks like that • Create 'Tricky word cards' for words which pupil is finding difficult (An island is... land/ bed) • Explore the word 3 dimensionally – explore the words using magnetic letters. Children can feel the word and feel with their fingers • Direct instruction – flash card of the word 'my turn and then your turn and then together' repeating words • TRUGS (teach reading using games)
	<p>Reading comprehension-</p> <ul style="list-style-type: none"> • Relies on memory of what has been read without returning to the text • Unable to answer questions about what has been read – often guess to give you an answer • Pupils who can only give factual or literal information – cannot infer, deduce or predict • Unable to locate information • Pupils always select on 'easy' read • Pupils that rely on the phonic strategies • Poor general vocabulary 	<ul style="list-style-type: none"> • Highlight key information – colour code according to who, what, where, when etc. • Who, what, where, why and when cards • Picture based comprehension work then transference of skills back to the text • Processing tasks: recreate the text in another format • Work on question types – for example: what sort of answer do you give for a 'who' question? • Text marking to support efficient location of information • Word web for developing language • Reading comprehension cards
	<p>Punctuation –</p> <ul style="list-style-type: none"> • Punctuation missing and/or incorrectly used • Pupil does not necessarily speak in full sentences or observe punctuation in reading • EAL learner still acquiring language 	<ul style="list-style-type: none"> • Rainbow sentences • Use post it notes – one idea per post it note then write each one as a discrete sentence • Editing cards – post it marked at the end of work for example post it note full stop x4 • Pupil revisits work to find missing bits (guided editing) • Talking tin (pupil records one idea/sentence at a time) • Colourful semantics
	<p>Spelling –</p> <ul style="list-style-type: none"> • Incorrect spellings • Inconsistent spelling of the word • Children who can get the words correctly in test situation but not apply independently • Confusion with homophones – where/were 	<ul style="list-style-type: none"> • Precision teaching • Multi-sensory rehearsal opportunities • Developing word families and creating a personal spelling dictionary • Phonics intervention programme • Spelling games • Practice packs – Tricky words cards • Mnemonics • Look, say, cover, write and check • Alphabet rich activities • Magnetic spelling board • Hangman
	<p>Handwriting –</p> <ul style="list-style-type: none"> • Uncomfortable pencil grip • General fine motor difficulties • Lack of automaticity (writing does not flow) 	<ul style="list-style-type: none"> • Multi-sensory fine motor rehearsal (tracing in shaving foam, writing in sand) • Writing slope, non-slip matting and additional guidelines • Various Pen/pencil grips • Different shaped pens/pencils

<ul style="list-style-type: none"> • Incorrect entry and exit points for formation of letters and joins • Poor posture and book placement • Poor spatial awareness 	<ul style="list-style-type: none"> • Easy use crocodile rulers • Fine motor fastening cubes • Finger gym • Fine motor games • ‘Handwriting books to develop fluent handwriting • Photograph of correct posture to match self against • Prompt cards for correct orientation • Pre handwriting shapes guidance from OT • Whiteboards different guidelines and different colours • Trace and write sheets • Use of coloured paper • Cutting skills worksheets • Long loop scissors
<p>Letter / number formation –</p> <ul style="list-style-type: none"> • Unable to recognise and recall letters and numbers consistently over time 	<ul style="list-style-type: none"> • Precision teaching • Multi-sensory rehearsal • Alphabet/number arc activities • Direct instruction • Explore letters and numbers using 3D representations (magnetic letters/.wooden letters) • 1-10 and 11-20 bean bag buckets • Alphabet sorting box • Alphabet wooden puzzle
<p>Number facts –</p> <ul style="list-style-type: none"> • Incorrect recall • Difficulty with remembering overtime • Over reliance on concrete materials such as fingers/cubes/100 square etc. • Written methods are incorrectly calculated 	<ul style="list-style-type: none"> • Precision teaching • Speed challenges • Daily practice packs • Written method procedures – modelled to refer and check against • Allowing the use of concrete materials (such as cubes, counters, number lines etc) with the abstract to relate to (using number line to count and showing the related calculation together) • Times table games • Times table websites
<p>Organisation –</p> <ul style="list-style-type: none"> • Frequently losing things • Child has the wrong equipment on the wrong day/wrong lesson • Look disorganised • Untidy • Pupils who struggle to change task • Difficulties with time management • Always appear to be one step behind – trying to catch up • Difficulty in selecting the correct materials 	<ul style="list-style-type: none"> • ‘Survival’ kits equipment – one for each subject *ensure that pupils know how and when to use each item of equipment • Photo check lists – what pupils need for the lesson/subject • Workstation approach • Task slicing • Reminder mat • Resource menu for a task- with limited choices (rehearse selecting correct equipment and justifying choices) • Use of diary and planner • Visual timeline – class and individual • Time tracker/timer • Allowing extra time for pupil to think through the steps in a task and what they will need • Use of a digital watch or timer • Advance notice of changing of task – pre warning / time reminders • Teaching to project plan (good idea for homework to ensure that pupils are working through tasks systematically) • Group role cards

	<p>Self-assessment –</p> <ul style="list-style-type: none"> • Pupils who cannot recognise when they have done a good job • Pupils who cannot spot their own errors • Pupils who do not pick up implicit improvement points (for example recognising that the rest of the group has gone quiet) 	<ul style="list-style-type: none"> • Self-marking against pre-agreed criteria • Have a best copy of the pupil's own work always available for them to compare their work too – does it match? Agreed standard • Develop a personalised achievement collection book • Narrate the behaviours of others (I can see that everyone is sitting down – what does this mean for you?)
	<p>Seeking help –</p> <ul style="list-style-type: none"> • Learned helplessness – pupil seeks help as default all of the time or does not seek help appropriately • Reluctant to seek help 	<ul style="list-style-type: none"> • Personal private help signal agreed with adults • Asking for help prompt card • Coloured cards (Red, Yellow and green – signal for help if needed) • Strategies reminder card – before I ask for help I MUST... • 3B4ME