

Teacher Led Pre-teaching vocabulary/key concepts
Why? Allowing pupils to engage in whole class learning more effectively and with greater confidence
Impact? Increased pupil confidence, greater input engagement improved classroom profile

Individual Provision Plan (IPP)
Why? Communicate current provision, share individualised pupil targets and supporting resources
Impact? Improved parent awareness of provision and areas of current focus, targeted support and regular target attainment to build confidence

One Page Profiles
Why? Shared understanding of the needs of the pupils and how best to support them
Impact? Cohesive approach within phases in all areas, support staff, MDSAs and supply staff are able to make informed choices with pupils

SEND Review meetings
Why? An opportunity to discuss appropriateness of current provision, make adaptations if needed and access external agency support
Impact? Staff are supported with strategies and resources for pupils. Referrals for additional support for pupils are timely and follow a graduated response approach

- Pupil Centred Approach**
- Knowing our individual pupils and their needs
 - High expectations for all learners
 - Ensuring curriculum adaptations put in place to support pupils, maintains a level of challenge
 - Scaffolding learning with removable supports
 - High level of support and consideration at transition points
 - Consideration of social and emotional support in addition to academic provision
 - Positive relationships and engagement with external supporting agencies
 - Physical resources to meet a range of needs provided to support access to the curriculum

SEND Provision 
Blandford St Mary Primary

- Dyslexia Friendly Classrooms**
- ✓ Visual timetables
 - ✓ Task cards and checklists
 - ✓ Dyslexia friendly fonts
 - ✓ Visuals to support written resources
 - ✓ Scribing pupil ideas as appropriate
 - ✓ Mind mapping/story mapping to support planning
 - ✓ Change of font colour for new instructions/next steps

- Agencies who support and advise us**
- Early Help Coordinator/Parent Support Advisor
 - ELSA Team (Emotional Literacy Support)
 - Behaviour Support Team (BST)
 - Speech and Language Therapy
 - Mental Health Support Team (MHST)
 - Children and Adult Mental Health Service (CAMHs)
 - Advisory Teacher for Visual/Hearing Impairment
 - Educational Psychology
 - Occupational/Physiotherapy
 - Autism Assessment Service
 - Neurodevelopmental Paediatrics – ADHD
 - School Nursing service
 - SEND Lead workers for children with EHCPs

Enabling

Rather than setting lower expectations for our pupils, we support them to reach ambitious goals by using scaffolding to guide them on their way. The term 'scaffolding' is used to describe robust supports which can be withdrawn at the right time, like stabilisers on a bike.

Scaffolds are always temporary and cannot be relied on in the long term. Our objective is to encourage independence with the gradual removal of supports as children progress in all areas of the curriculum.