



How do we identify and support children with SEND at Newdale Primary School? Our Graduated Approach



	<p style="text-align: center;">Wave One Universal support</p> <p style="text-align: center;">This foundational support is provided to all students, focusing on quality teaching and inclusive practices, regardless of their SEND status.</p>	<p style="text-align: center;">Wave Two Targeted support</p> <p style="text-align: center;">When a child's needs are identified, more specialised interventions are introduced, including small group support or targeted interventions (for those being monitored for/on the SEND register)</p>	<p style="text-align: center;">Wave Three Specialist support</p> <p style="text-align: center;">This level is for children with more complex needs, often requiring one-to-one support, specialist equipment, or a personalised support plan.</p>
<p>Area of Need</p>			
<p>Cognition and Learning:</p> <p>These difficulties may affect all areas of the curriculum but may only impact on specific areas such as reading, writing, spelling and/or numeracy.</p>	<ul style="list-style-type: none"> • High expectations for all pupils. • Adaptive teaching. • Assessment for learning, including the use of Kagan strategies and a range of question types such as cold calling. • Success criteria used in all lessons. • Pre and post assessments. • Next step marking used when appropriate. • TA support in every class, every day for at least the morning with additional support offered when required. • Individualised targets recorded on class raising attainment plans. • Peer and small group support. • Strategic seating position. • Use of visuals on working walls, visual timetables and widget symbols on work for consistency across school. • Whole school use of interventions including Read Write Inc, banded books, Mastering Number and Number Sense. • Access to concrete resources, including Numicon, dienes, word banks and writing frames. • Access to brain/movement breaks. 	<ul style="list-style-type: none"> • Child's parents to be sent home termly targets and reviews. • Individual or small group, targeted interventions, including evidence-based interventions, for example Plus One and Power of Two. • Over learning through Precision Teaching. • Support from Learning Support Advisory Teacher (LSAT) or an Educational Psychologist (EP). • Access to class teacher or teaching assistant for 1:1 or small group support during maths and literacy lessons. • Additional reading support, such as through a 1:1 volunteer reader. • Access arrangements made for KS1/2 assessments. • Memory strategies explicitly taught and personalised to suit the pupil's learning needs. • Volunteer reader. 	<ul style="list-style-type: none"> • Personal evacuation plans. • Bespoke curriculum when appropriate for children with EHCPs. • Internal SEND provision Hub for our most vulnerable children. • 1:1 TA support in lessons. • External support from Educational Psychologists and LSATs.

	<ul style="list-style-type: none"> • Pre-teaching of key knowledge or vocabulary. • Use of ICT to enhance teaching, learning and access to resources. • Enhanced curriculum offer through trips, experiences and visitors. • A consistent approach to handwriting. • Information and advice shared with parents via the school website and SEND newsletter. 		
<p>Communication and Interaction:</p> <p>Including difficulties such as producing speech sounds accurately, understanding language, using language and interacting with others (e.g difficulties understanding and using the non-verbal rules of communication).</p>	<ul style="list-style-type: none"> • High expectations for all pupils. • Adaptive teaching. • Individualised targets recorded on class raising attainment plans. • A language rich environment, culture and climate across the school. • Sentence stems to aid oral rehearsal and embed learning. • Additional time to process/talk with an adult or partner. • Instructions broken down into chunks and visuals used across lessons. • WAGOLLS • Structured school and class routines. • Use of assemblies role play, drama activities and trips to aid language exposure. • Information and advice shared with parents via the school website and SEND newsletter. 	<ul style="list-style-type: none"> • Child's parents to be sent home termly targets and reviews. • Small group ELSA sessions to develop social and emotional skills. • Transition support. • EAL intervention groups. <p>Speech and language interventions</p>	<ul style="list-style-type: none"> • External support from Educational Psychologists, LSATs, Speech and Language therapists...
<p>Social, Emotional and Mental Health:</p> <p>This is when children have difficulties managing their emotions and</p>	<ul style="list-style-type: none"> • High expectations for all pupils. • A culture and climate based on positivity and nurture. • Clear behaviour expectations and the use of our school's BeSMART code. 	<ul style="list-style-type: none"> • Child's parents to be sent home termly targets and reviews. • Small group/individual ELSA sessions. • Sensory Circuits twice per day to support with emotional regulation. • Additional adult support during break and lunch times. 	<ul style="list-style-type: none"> • Designated Senior leader in Mental health qualification. • Specialist training including ELSA and Nurture UK. • Early Help referral. • Individual workstation and cool down kits/spaces.

<p>behaviour. They may show inappropriate responses and feelings to situations which then impact how they build and maintain relationships. They may struggle to engage with learning and cope in the classroom without additional strategies and interventions.</p>	<ul style="list-style-type: none"> • A wellbeing focus across all curriculum areas and themed days, including Children's Mental Health Week. • Adaptive teaching. • Bespoke Life Learning Curriculum, with input from external professionals. • House Points system. • Individualised targets recorded on class raising attainment plans. • Children are greeted by an adult upon entry to school each morning. • Access to lunch time club and a safe space for when they feel overwhelmed. • Additional staff training linked to children's SEMH needs and responses. • Access to a visual timetable, fidget toys. • Access to brain/movement breaks. • Information and advice shared with parents via the school website and SEND newsletter. 	<ul style="list-style-type: none"> • Additional pastoral check ins throughout the day. • Use of social stories. 	<ul style="list-style-type: none"> • Nurture interventions, including the completion of Boxall profiles. • Children's mental health services referral system. • External support from Educational Psychologists, the BSAT team and BeeU. • Virtual schools support. • Modified timetable.
<p>Sensory and Physical:</p> <p>Sensory impairments can be defined as an impairment that affects a child or young person's ability to access auditory or visual information. Physical impairments usually originate from neurological or metabolic causes and can require specific intervention.</p>	<ul style="list-style-type: none"> • High expectations for all pupils. • Adaptive teaching. • Individualised targets recorded on class raising attainment plans. • Accessible school for all (see accessibility policy on our website). • Access to a sensory room. • Access to fidget/sensory toys to aid concentration and regulation during lessons including a wobble cushion and chair band. • Access to ear defenders. • Strategic seating position. • Information and advice shared with parents via the school website and SEND newsletter. 	<ul style="list-style-type: none"> • Child's parents to be sent home termly targets and reviews. • Sensory Circuits twice per day to support regulation. • Fun with Movement intervention led by our P.E staff. • Use of social stories. • Access to additional resources, such as a writing slope, coloured overlays, standing desk or adapted chair. • Occupational therapy referral and advice/intervention. • Access to the school nurse. 	<ul style="list-style-type: none"> • Specialist medical plans, such as for those with epilepsy or an allergy. • Individual risk assessments when appropriate. • Intimate care policy. • Personalised provision revised and supported by an Occupational Therapist. • Makaton for non-verbal children and those with a hearing impairment. • Outside agency support, such as teacher of the deaf. • Individual workstation. • Assistive technology.

At Newdale, targets, interventions and progress are set and monitored as part of our Class Raising Attainment Plans. These are updated each half term and targets are communicated with parents termly. Parents are also given an opportunity to share their views on the targets set so it is a collaborative process.

Name:	SEND / PPG / EAL / EHCP	Area of need:	Attendance: %
PLAN SMART Targets Specific, Measurable, Achievable, Relevant, Time-based	DO Strategies, Intervention, Resources What intervention? Level of support? Frequency?	REVIEW Entry and exit data. Progress? Impact? Maintain, amend, or change target outcome.	
AUTUMN - R: W: M:			
To		Target met? Yes / No	
To		Target met? Yes / No	
To		Target met? Yes / No	

Each term, pupil progress meetings are held with class teachers and members of the senior leadership team. During these meetings, the attainment and progress of all children are reviewed. Where necessary, additional targets, interventions, and referrals are implemented to support any child who is not making the expected progress.

There are several external professionals who support our children with SEND at Newdale:

Educational Psychologists (EP).	Learning Support Advisory Teachers (LSAT).	Occupational Therapists (OT).
Speech and Language Therapists (SALT).	Behaviour Support Advisory Teachers (BSAT).	Early Years Advisory Teachers (EYAT).
	School Nursing team.	Mental Health support from BeeU, CYP Psychological Wellbeing Practitioner.
Houghton Outreach.	Bridge Outreach.	The Linden Centre.

Teachers receive regular SEND training and adapt lessons to ensure that the needs of all our learners can be met, with high expectations for all. There are several examples of how this may look in the classroom:

Adaptive Teaching and Intervention strategies

Language and Communication	Literacy Skills	Numeracy Skills	Motor Skills
<p>For Speech and Language:</p> <ul style="list-style-type: none"> -Talk Boost. -Colourful Semantics. -Model good speech. -Over-emphasise speech sounds. -Give time. <p>For Language (expressive and receptive):</p> <ul style="list-style-type: none"> -Simplify and chunk information. -Use visuals to support with context. -Actively support vocabulary including pre-teach and regular repetition of new words. -Consider the child's working space which needs to be organised and clutter free. -Think about the type of questions you're asking. <p>Possible interventions:</p> <ul style="list-style-type: none"> -Talk Boost -Colourful Semantics -Lego Therapy -Small toys to encourage speech through imaginative play. -Mirrors so children can see how they move their mouths when pronouncing words. -Choice boards. -Communication boards. -Picture cards to support non-verbal children. -Now and Next boards and First..Then strips. -Visual timetable. -Visual task plan. <p>Possible Activities:</p> <ul style="list-style-type: none"> -Songs, role play. -Speech sound activities such as speech sound snap, bingo and sound hunt. -Questions about a picture. -Sorting activities. -Barrier games. -Story sacks. -Traditional games such as word association, who am I and I spy. 	<p>Adaptive strategies:</p> <ul style="list-style-type: none"> -Give time to read, write and organise thoughts. -Inviting reading spaces. -Using subtitles when watching videos. -Creating literacy-rich environments including visual words in walls. -Model a love for reading and writing. -Reduce unnecessary pressure using writing aids, re-thinking your approach to spelling tests. -Chunking of information. -Re-consider your approach to pen licences. -Use of technology -Ensure reading material is accessible such as decodable books and larger text on worksheets. -Coloured overlays. <p>Useful resources/activities:</p> <p>Reading:</p> <ul style="list-style-type: none"> -Text to speech apps. -Reading pens. -E-readers and Audiobooks. -Highlighter pens and sticky notes. -Phonics and sight word games. -Developing background knowledge about a text. -Re-reading stories. -Question the character and Comic strips. -Reading scavenger hunt. <p>Writing:</p> <ul style="list-style-type: none"> -Word processor. -Fine motor resources. -Writing frames. -Picture prompts and word mats. -Rhymes/songs/raps. -Explicitly teach the rules and overlearn them. -Composing the text verbally before writing. -Mind mapping key ideas. -Sentence starters. -Synonym games to develop vocabulary. -Word association. -Writing plan sticky note wall. 	<p>Adaptive strategies:</p> <ul style="list-style-type: none"> -Model a love for numbers. -Repetition of explanations and activities. -Understanding not memorising. -Give context. -Use of concrete resources and visuals. -Consider the length of worded questions. -Normalise numeracy by linking it to everyday situations. -Use of coins, notes and clocks. <p>Useful resources:</p> <ul style="list-style-type: none"> -Numicon, counters, bead strings, number stacks -Number lines. -2D and 3D shapes. -Two-colour counters. -Dominoes and dice. -Dienes blocks. -Interconnecting cubes. -Cuisenaire rods. -Numerule. -Fraction tiles. -Numberblocks. <p>Activities/interventions:</p> <ul style="list-style-type: none"> -Playground games. -Songs and chants. -Collecting and presenting data. -Shape hunt. -Set up a shop. -What number am I? -Roll and build (using Lego, roll a dice, add the number of bricks and count). -Using chalk to create multiplication grids outside. -Nature number line. -Plus One. -Power of Two. -Mastering Number. 	<p>Fine motor skills:</p> <p>Adaptations:</p> <ul style="list-style-type: none"> -Give extra time for organising themselves -Provide opportunities to practice under low pressure such as sharpening pencils, peeling stickers, putting on pen lids -Check their equipment, including a sharp pencil and checking the scissors work properly. <p>Resources:</p> <ul style="list-style-type: none"> -Pencil grips (these won't solve the problem but could be used with other resources). -Scissors (spring-loaded scissors, easy grip and long looped scissors, dual-control scissors, tabletop scissors). -Pens with 'wetter ink' -Softer/harder pencils. -Triangular/jumbo/chunky pencils. -Writing slope. <p>Interventions/Activities:</p> <ul style="list-style-type: none"> -Cutting different materials. -Threading, sewing and weaving. -Sorting activities. -Squishing, rolling, squeezing and manipulating resources. -Sensory writing - changing what the children with, such as their fingers, chalks, paintbrushes. -Threading pictures. -Rainbow sorting race - picking objects up with tweezers and colour sorting. -Plasticine writing. <p>Gross motor skills:</p> <p>Adaptations:</p> <ul style="list-style-type: none"> -Simplify movement tasks. -Consider alternative seating options. -Writing slope. -Wedge to sit on/wobble cushion. -Footrest/Standing desk.

Our SENDCO is available to attend parents evening appointments and can be easily contacted via the school office or their dedicated email address newdalesendco@taw.org.uk

Each half term, SEND updates and advice, including mental health support, is shared to parents via our SEND Newsletter. This also contains useful information such as holiday clubs and support groups.



SEND Autumn 2

Dear Parents/Carers,
As the Autumn term comes to an end, we have been so proud of the children's hard work and effort. We look forward to communicating their progress and new targets for the Spring term with you in January. In this edition, we would like to share some messages from the 'Strong foundations in the first years of school' report. This report explores how schools secure the knowledge and skills that every child needs to give them the best chance of educational success, particularly within key stage one and for our pupils with SEND.

There are several things which you can also do at home to support your child to achieve and have the best possible start to their time in education:

The power of songs and nursery rhymes.

Listen and sing together to develop language and working memory.

Read with your child daily.

Re-reading and discussing a text to develop understanding and fluency.

The power of conversation.

What have you enjoyed doing today? What did you learn today?

Strong foundations in the first years of school
Research and analysis released October 2025

Ofsted
raising standards improving lives

Teaching and modelling skills.

For example, teaching your child how to hop and jump before they learn to play hopscotch.

Modelling positive behaviour.


Modelling turn taking, sharing, how to sit properly in a chair, how to hold a pencil or cutlery.

If you require any further help or support, please contact newdalesendco@taw.org.uk

Kind regards,
Mrs Poole and Mr McFarland.







SEND Summer 1


Dear Parents/Carers,
We hope your child has had an enjoyable half term - the weather has certainly been on our side! Thank you for taking the time to read your child's targets for the summer term. If you have any questions about them, please do not hesitate to get in touch via newdalesendco@taw.org.uk

Kind regards,
Mr McFarland and Mrs Poole.

How can you support your child with SEND at home?


Multi-Sensory Learning
Engage multiple senses to reinforce concepts:

- Use **sand, rice, or shaving foam** to trace letters and numbers.
- Let children **build words** with magnetic letters or tactile materials.
- Incorporate **movement**, like jumping or clapping to count or spell words.



Visual Supports
Help understanding with visual cues:

- Create **daily timetables** with pictures.
- Use **social stories** to break down tasks/parts of the day step by step.
- Try **colour-coded learning**, like highlighting different parts of a sentence (linked to Colourful Semantics).



Structured Routine & Breaks
Predictability helps focus:

- Use timers for **focused work periods** or to support completing everyday tasks like getting dressed, followed by movement breaks.
- Include time to **calm-down** with sensory-friendly activities.

Calm Down Box Ideas

Sensory Bottle

Colouring In

Fidgets

Favourite Chart

Breathing Activities

Sensory Exercises

Worry Monster

Bubbles

Paper to tear

Play-Based Learning
Make learning fun:

- Use **board games** to reinforce reading and maths, including times tables.
- Turn everyday tasks (shopping, cooking) into learning moments.
- Try **role-play activities** to build social skills.

PODS OPEN DAY
SATURDAY 14th JUNE
11am - 2pm

FREE ENTRY

Bring your own picnic!

Hot Dogs £1.50

PODS Multi-Plex, Tewkesbury Rd, Central Park, Telford TF2 9TU
events@podstelford.org

PODS MAY HALF-TERM SESSIONS

Date	Time	PODS Hub	Activity	Cost
Tuesday 27th	10am-11:30am	PODES Hub	Story & Play session	4-7 years, £4 per child
Tuesday 27th	12:30pm-1:30pm	PODES Hub	Complete needs session	£5 per child
Wednesday 28th	10am-12:30pm	Museum	Bliss Hill	£4 per child
Wednesday 28th	2pm-3pm	PODES Hub	Trains & construction	£4 per child
Thursday 29th	10am-11:30am	PODES Hub	Paint & Create session	£4 per child
Thursday 29th	1pm-2:30pm	PODES Hub	Gardening session	£4 per child
Friday 30th	10am-12pm	PODES Hub	Cooking session	£4 per child
Friday 30th	1pm-3pm	PODES Hub	Cooking session	£4 per child

Across the 2025/26 academic year, Newdale are proud to be participating in the **PINs (Partnership for Inclusion of Neurodiversity in Schools) project**. This will mean that we will receive support from a number of external professionals to further enhance our SEND provision and benefit all children from across school. We will also be hosting several 'Cuppa and Cake' sessions led by **PODS (Parents Opening Doors)** for parents to receive information and advice in an informal manner for their child with SEND.