



Special Educational Needs Policy

Mytham Primary School

Updated October 2025



Who is responsible for SEND at Mytham?

The Special Educational Needs Co-ordinators (SENDCos) at Mytham Primary School are: -



Miss Lisa Nuttall (National Award in Special Educational Needs Co-ordination, member of the Senior Leadership Team and SENDCo for Years 3, 4, 5 and 6)

Mrs Amanda Lord (National Award in Special Educational Needs Co-ordination, member of the Senior Leadership Team and SENDCo for Early Years Foundation Stage (Nursery and Reception) and Years 1 and 2)



Mrs Angela Bogle (Headteacher with responsibility for managing SENDCos)

Mrs Barbara Taylor (SEND Governor)



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Introduction

This policy was reviewed and updated in October 2025. It is in line with the Special Educational Needs and Disability Code of Practice: 0-25 years (updated 1st May 2015).

At Mytham Primary School we aim to offer excellence and choice to all our children, whatever their ability or needs. We want all our children to feel that they are a valued part of our school community. We provide a broad and balanced creative curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs, having high expectations for all. Where possible teachers try to make the curriculum as creative as possible and allow for assessment for learning to inform the next steps in their planning and teaching and the next steps in the children's learning. Some children have barriers to learning that mean they have special educational needs and these needs require particular action by the school.

Teachers take account of the children's needs and make provision, where necessary, to support individuals or groups of children and thus enable them to support and promote an inclusive ethos which allows them to participate effectively in curriculum content. As a result, children with learning, emotional or behavioural needs will be well supported by the school.

We recognise that children may have special educational needs either throughout their time at Mytham or require additional support at a given time. This policy is inclusive of all educational needs and school will ensure that individual needs are quickly identified and supported effectively across the school.

Our Vision

At Mytham, we follow the six principles of nurture, as stated in the Bolton SEND Handbook.

These principles are:

- ✱ Staff will understand children's learning developmentally. We will respond to children's developmental progress rather than just their attainment levels with a non-judgmental and accepting attitude.
- ✱ Our classrooms will offer a safe base. The warm, positive and inclusive classroom environment enables all children to feel safe, celebrate their strengths and work with trusted adults. Learning is organised around clear, consistent and predictable routines where there is an important link between emotional containment (emotionally helping children to bring about support and change) and cognitive learning.
- ✱ Staff will recognise that nurture is important for the development of self-esteem. Staff listen and respond to children as individuals, rewarding the small steps that children make.
- ✱ Staff will understand that language is a vital means of communication. By having a nurturing approach, our children are listened to and responded to appropriately.
- ✱ Staff will recognise that all behaviour is communication. We understand that what can be seen as difficult or challenging behaviour is the child's way of communicating their needs. Staff make the link between the needs of the child and their behaviour responding in a clear, consistent and predictable way.
- ✱ Staff will support the transition of pupils at key points in their education. Children's lives are full of transition: between school and home, lessons, break times, or changing classrooms. Changes in routine are inevitable, but these are planned for with an awareness of the children and their needs, when this is required.

Mytham will provide a fully inclusive curriculum for all pupils, including those with SEND. We will ensure that all pupils - whatever their starting point and needs - will make sustained progress during their time at Mytham.

Intent

At Mytham we intend to:

- enable all children to have full access to all elements of the school curriculum;
- ensure that the special educational needs of all children are identified, assessed and provided for, in accordance with the guidelines set out in the SEND Code of Practice;
- ensure that parents are able to play their part in supporting their child's education by being actively involved in the decision making process;
- make clear the expectations of all partners in the process;
- identify the roles and responsibilities of staff in providing for children's special educational needs;
- provide support and advice for all staff working with children with special needs;
- provide Special Educational Needs Co-ordinators who will work within this SEND inclusion policy;
- ensure effective collaboration between education, health and social care to provide the best support for each individual child.

Implementation

A Graduated Approach and Response to SEND including Provision Maps and Target Setting

Children with special educational needs have learning difficulties that call for special provision to be made. All children may be recognised for having special educational needs at any point in their development. Children have a learning difficulty if:

they have significantly greater difficulty in learning than the majority of children of the same age (one year behind the age expectations);

they have a disability which prevents or hinders them from accessing the use of the educational facilities that are provided for children of the same age;

Under the SEND Code of Practice there are 4 categories: -

- ✱ Communication and Interaction
- ✱ Cognition and Learning
- ✱ Social, Mental and Emotional Health
- ✱ Sensory and/ or physical

Many children have difficulties that fit into one category; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

At Mytham we recognise that there may be areas of need that might impact on a pupil's progress and attainment but that this does not necessarily mean that they have a special educational need. We will work with families to support them with these concerns, which may be a contributing factor in a child's outcomes. These include:

- ✱ Attendance
- ✱ Punctuality
- ✱ Health and Welfare of the child
- ✱ Health and Welfare of the child's support network

Our Graduated Response to SEND (see Appendix 3)

At Mytham we believe it is important that we carry out individual, detailed assessments of each child.

All our children are assessed when they join the Early Years Foundation Stage of our school, so that we can build upon their prior learning. If children are not working within expectation, then we would begin to identify possible barriers to learning. We use this information to provide a personalised approach for all our children. A graduated approach is followed.

At Mytham this is:

Wave 1

At Mytham all children receive Quality First Teaching. This is documented as Wave 1 (see Appendix 1). Staff have checklists for supporting children with different needs e.g. dyslexia, dyspraxia to ensure class environments are supportive to all children (see Appendix 2)

Wave 2

The children receiving wave 2 interventions are not children with SEND but require additional support to improve outcomes. These may be cognitive, emotional health or behavioural needs. As much as possible, these interventions will be in the classroom but some interventions, such as SALT (Speech and Language Therapy) and social skills may need to be carried out outside the classroom. Class teachers fill in a class provision map termly which identifies those children receiving Wave 2 and Wave 3 interventions.

Wave 3

The children receiving wave 3 interventions are children we identify as having a Special Educational Need, and will have their own provision map detailing specific targets for them. This cognitive wave is split into Wave 3a and 3b. Wave 3a details the support that children are receiving in school and at Wave 3b external agencies are involved with the child.

Wave 3a/Provision Maps

If our on-going or termly assessments show that a child may have a learning difficulty, we use a range of strategies in the classroom that make full use of all available classroom and school resources. This level of support is called Wave 3a. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENDCo will be informed and the child will be placed on the SEND list.

The strategies used to support the child will be recorded on a provision map. The provision map will show the teaching strategies and interventions used to improve their outcomes. It will be reviewed termly following pupil progress meetings where interventions and teaching strategies will be discussed to see if they are having an impact on a child's learning. Targets will need to be SMART (Specific, Measurable, Attainable, Realistic and Time Bound) to demonstrate the child's progress towards achieving a desired outcome.

Wave 3b/Early Help Assessment (EHA)

If the provision map review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. This may require the opening of an Early Help Assessment, if one is not already in place. Once opened, we are able to refer children to a range of specialists and professionals who support us with assessing an individual child. These professionals/ specialists include: -

- * Educational psychologists
- * Behaviour support service
- * Communication and interaction specialist teachers (Woodbridge Outreach Service)
- * Speech and language therapists
- * Medical professionals based at CAMHS and Halliwell Health Centre
- * Specialist doctors and nurses at hospitals located in the North West
- * Occupational therapists
- * Physiotherapists
- * School nurse
- * School counsellor
- * Sensory support specialists
- * Specialist teachers for the hearing impaired.

Early Help Assessment Process

The Early Help process is central to the early identification of SEND and to the co-ordination of support for children and young people with SEND. This is the process through which SEND Support should be coordinated.

The SENDCo, Pastoral team or a member of SLT may make a referral for further assessments of the child's needs, this may be for a cognitive need, or allow access to services that will improve outcomes for the child. An Early Help Assessment (EHA) is driven by family needs. It will be completed to assist the child or family by a member of staff who knows the child's / family's needs well, this may include the class teacher. A parent/carer must be present to refer the child to the appropriate agency. EHAs will be reviewed regularly with the Lead Professional, and parent/carer present to discuss the child and the progress that has been made. In some cases, a child action meeting may be held to ensure a multi-agency approach to child need.

EHAs are reviewed regularly, to ensure that targets are current and the needs of the child are being met. Review periods may fluctuate depending on the needs of the child and subsequent multi agency involvement. School keep families informed, wherever possible, regarding referrals and waiting lists.

N.B. Some agencies have their own referral form if that is the only agency to be referred to e.g. speech and language and this is the child's only need.

EHCP (Education and Health Care Plan)

If the child is not making progress towards a desired outcome or requiring additional support above and including Wave 3, a request for consultation with the school's Educational Psychologist will be made. This may lead to a request for statutory assessment (Education and Health Care Plan) to the Local Authority. A range of written evidence about the child, including evidence of the appropriate amount of outside service support, will assist with the request. If a child's application is successful then they will receive an Education and Health Care Plan. The school will follow the Bolton SEND Handbook's framework for an EHCP. (Appendix 4)

Assessment and Tracking

Children are assessed everyday in an informal way as part of everyday practice. Each term children are formally assessed and tracked by their class teacher to measure the progress that has been made. If progress is a cause for concern children may need access to strategies and approaches within the next 'wave.' The SENDCo and Senior Leadership team will be involved in this process in order to gauge whether additional support and approaches have been effective.

SEND register

At Mytham we have included a category of SEND called Initial Concern at which teachers and parents monitor children's progress carefully and strategies being used are discussed. This action is taken before a child officially enters the SEND register.

One Page Profile

Some children in school require a one-page profile. This will be a simple summary of the child's needs and how best they can be supported. This is particularly useful for adults who are working with the child and may not know them well, such as supply teachers. (see Appendix 5)

Parent and Carer Partnership

Successful education is dependent on the active and positive participation of parents/carers, the child and staff, supported when and where appropriate by specific professionals and agencies. Class teachers work in partnership with parents/carers of every child in their class. Initially class teachers will support parents/carers when a child is beginning to cause concern. The SENDCos may become involved and work in partnership with parents/carers and teachers to plan an appropriate programme of support. The school works together with parents/carers in support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents/carers. The home-school agreement is central to this. Parents/carers have much to contribute to our support for children with special educational needs.

Parental support will also be offered, if appropriate, in situations where we believe that the support will be beneficial to the family. For example: parental programmes or support groups.

We aim to communicate with parents in a variety of different ways. This may include:

- * termly parent consultation meetings

- * phone calls
- * emails
- * letters
- * texts
- * informal conversations at the beginning or end of the school day
- * Professional meetings with external agencies that may be involved with your child.

Parents/carers are integral to the Early Help Assessment process and decision making within school. Parents/carers will be informed of the outcome of any outside intervention or professional reports. Key documents, such as provision maps, will be shared with families once reviewed.

Pupil participation

At Mytham we encourage children to take responsibility for their learning and decision making. This is part of the culture of our school and relates to children of all ages. The work in the EYFS recognises the importance of children developing characteristics of effective learners. This is built upon throughout school.

We have a child centred approach and children are involved, at an appropriate level, in setting their own personal targets in their learning. This may be for their personal, social, emotional or behavioural needs. Children are encouraged to make judgements about their own successes. We recognise success here as we do in any other aspect of school life.

The role of the SENDCo

At Mytham the SENDCOs:

- * manage the day-to-day operation of the policy;
- * co-ordinate the provision for and manage the responses to children's special needs;
- * support and advise colleagues;
- * oversee the records of all children with special educational needs;
- * support parents and families;
- * ensure effective multi-agency working with external support providers (eg healthcare professionals);
- * monitor and evaluate the impact of special educational needs provision
- * report to the governing body on the progress of the school in meeting its intentions;
- * manage a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- * contribute to the professional development of all staff.
- * keep up to date with latest guidance from the local authority, Department for Education and Ofsted
- * demonstrate a commitment to ongoing professional development via courses and qualifications eg Attend annual SENCo conference.

The role of the governing body

The governing body follows the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body supports the quality assurance of the provision in place for all pupils. The governors ensure that all teachers are aware of the importance of providing for all children. The governors will challenge school leaders to ensure that this intention is implemented and is having an impact on pupils.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

The 'responsible person' in this school is the Headteacher.

Impact

At Mytham we will ensure that

- * SEND children make good or better progress from their starting points as a result of early intervention and effective support
- * Children with SEND can all access a curriculum that is broad, rich and builds on prior knowledge and skills.
- * Children with SEND are making progress in that they know more, remember more and are able to do more. They are learning what is intended each lesson.
- * All children with SEND acquire the knowledge and cultural capital they need to succeed in life.
- * All children at Mytham know their worth, feel that they are important, and see their potential to contribute to the wider community beyond the school gates.

Monitor and Review

Reviewed by Miss Lisa Nuttall (SENDCo) Mrs Amanda Lord (SENDCo) Mrs Angela Bogle (Headteacher),	October 2025
Agreed by : Mrs Louisa Halliwell (Chair of Governors) Mrs Barbara Taylor (SEND Governor)	October 2025
Review Due	October 2026

Appendices

Appendix 1 - Universal Teaching At Mytham Wave 1

Universal Teaching At Mytham (Wave 1)

The first wave is quality first teaching. The reasoning behind this is that good planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning – which is used to change instruction so all learners can achieve – is the first step in reducing underachievement.

These are examples of how teachers at Mytham support and encourage learning for all children:

Differentiated curriculum/ activities- via outcome or adult support.

Chunk learning

Visual timetable

Visual, Audible and Kinaesthetic teaching styles used across different lessons.

Repetition of key facts in a lesson. 'My turn, Your turn.'

Regular brain breaks – activities that get the children to actively engage within a group or with a partner or Go Noodle.

Learning walls

Carefully planned and targeted questioning.

Technology used in learning – video clips, I-pads, computers.

Peer support

Self and peer marking / assessment.

Flexibility with space and groupings depending on the lesson or task.

Smartboard/ PowerPoint for every lesson – background colours changed on smartboards to assist those who have difficulty or find it uncomfortable to read from a white screen.

Talk for writing/ discussions.

Modelled / scaffolded writing.

Pre/ post learning activities.

Laminated resources/ visuals especially in writing.

Individual laminated spelling cards.

Guided teaching groups

Feedback at the point of learning (also known at Mytham as 'helicoptering')

Clear learning intentions and success criteria.

Praise and rewards – e.g. dojos

Whiteboard work and opportunities for whole class participation.

Metacognitive strategies, see Self-regulated learning.

Classrooms with resources clearly labelled.

Working in partnership with parents and carers.

Strategies to include all pupils in learning – eg lucky ducks, name wheels, lolly sticks.

Appendix 2 – Classroom checklists to support SEND

Dyslexia Friendly Classroom

	Yes	No
The use of multi-sensory teaching approaches.		
Giving pupils adequate thinking time before expecting a response.		
Use of alternative means of recording for example mind maps, ICT, verbal responses, diagrams etc.		
Use of effective scaffolding.		
All pupils are able to see the board easily.		
All students have space to write comfortably.		
Use of a pastel background on the whiteboard to avoid glare.		
Use of colourful visuals and large font used to highlight keywords.		
Staff CPD focusing on dyslexia so that staff are aware of the signs of dyslexia and how to support pupils with dyslexia.		
Parental involvement in planning, learning and decision making.		
Screening programmes and early intervention programmes in place. At Mytham we use GL assessment as a screening tool and early interventions can include – Little Wandle catchup, Direct Phonics, Toe-by-Toe, Word Wasp, Stareway to Spelling, Visual Memory skills and Auditory memory Skills.		
Use of the Bolton Dyslexia pathways to plan for children experiencing literacy difficulties and track response to interventions and progress.		
Marking is based on knowledge rather than the presentation of work/spellings etc.		
Effective use of ICT to support pupils.		
Use handouts/date stamps etc to avoid pupils with dyslexia having to copy large amounts of writing from the board.		
Chunking instructions and tasks to reduce the reliance placed on working memory.		

Dyscalculia Friendly Classroom

	Yes	No
The use of multi-sensory visual approaches to the teaching of number e.g. Numicon.		
Use of concrete materials and practical activities e.g. base 10.		
Chunking instructions and tasks to reduce the reliance placed on working memory.		
Giving pupils adequate thinking time before expecting a response.		
Use of effective scaffolding.		
Use handouts/date stamps etc. to avoid pupils with dyscalculia having to copy large amounts of information from the board.		
Use of visual aids to help recall information when needed e.g. a table of addition facts to 20, multiplication facts or visual representation of number bonds to 10.		
Use of squared/graph paper to help keep columns and numbers straight.		
Use of mind maps to support the pupil to understand how their learning links together so that they are better able to build on previous learning.		
Teach more than one way to solve mathematical operations.		
Try to understand the pupil's errors and ask them to explain verbally how they arrived at a particular solution.		
Provide examples and try to relate problems to real-life situations.		
Directly teach the language of mathematics.		
In the early stages of teaching new mathematical skills ensure that mathematical problems are free of large numbers and unnecessary calculations.		
Opportunities for the overlearning and repeated practise of basic maths skills throughout the day.		
Opportunities to practice recognising differing quantities (presented in the form of arrangements of dots such as those seen on dominoes and dice).		
Practice at counting in different quantities from differing start points both forwards and backwards.		

Make use of mnemonics and visual prompt cards to assist pupils in memorising rules, formulae and tables.		
Allow pupils to use computers and calculators especially to self-correct.		
Parental involvement in planning, learning and decision making.		
Marking is based on knowledge rather than presentation of work etc		
Effective use of ICT to support pupils.		
Use of the Bolton Dyscalculia pathway to plan for children experiencing numeracy difficulties and track response to interventions and progress.		
Staff CPD focusing on dyscalculia so that staff are aware of the signs of dyscalculia		

Dyspraxia Friendly Classroom

	Yes	No
Break each task into small sections to be mastered one by one.		
Use of pencil grips, writing lines and templates.		
Provide a sloping board to lean on or non-slip mat to hold paper/books still.		
Consider alternative methods of recording – ICT, word processors, sound buttons or a scribe.		
Use of special equipment the pupil finds helpful e.g. looped scissors.		
Position pupil away from busy routes in the classroom.		
Allow pupil extra time to complete work, with motor-breaks when needed.		
Allow pupil to pack up their equipment a bit early.		
Allow pupil to leave lessons early to avoid crowded corridors.		
The use of multi-sensory teaching approaches.		
Giving pupils adequate thinking time before expecting a response.		
Use of effective scaffolding.		
Ensure there is adequate space for the pupil to write comfortably.		
Use of colourful visuals and large font used to highlight keywords.		
Staff CPD focusing on dyspraxia so that staff are aware of the signs of dyspraxia.		
Parental involvement in planning, learning and decision making.		
Referral to Occupational Therapy for further exploration of the pupil's fine and gross motor skills and coordination.		
Ensure marking is based on knowledge rather than presentation of work/spellings etc.		

Effective use of ICT to support pupils.		
Use handouts/date stamps etc. to avoid pupils with dyspraxia having to copy large amounts of writing from the board		
Chunking instructions and tasks to reduce the reliance placed on working memory.		
Suggest loose fit clothing that is easy to put on / easy to take off and Velcro fastenings.		
Use of non-slip mats underneath a plate and/or chunky handled cutlery that is easier to hold and manipulate.		

Moderate Learning Difficulty Friendly Classroom

	Yes	No
Carefully planned and scaffolded work, broken down into small manageable tasks.		
Regular reinforcement of skills/knowledge to be mastered and the opportunity to practice and apply skills in everyday situations.		
Checking understanding at every stage.		
Demonstrating how to do things rather than just explaining them.		
Providing plenty of opportunities for multisensory, practical learning.		
Working on tasks in short, frequent bursts.		
Use of ICT to support learning, where applicable.		
Use of mind maps or other visual representations to identify what pupils already know/have learnt.		
Displaying key words on the wall, with pictures and/or symbols for pupils to refer to.		
Visual support systems such as visual timetables, targets on the desk, targets shown on the whiteboard, prompt cards (for example a card, with a picture, to remind a child to listen for their name) and photos could be used.		
A classroom environment that is not too cluttered and where equipment is clearly labelled.		
Careful seating arrangements that allow a child to be near to the front, and facing the teacher.		
Strategies to ensure a child is paying attention for example the teacher says their name before giving an instruction.		
Consistent vocabulary is used, where the same word is used all the time when teaching new subjects (for example take away is used, but not minus or subtract) and understanding is checked where necessary.		
Ensuring learning objectives are realistic for every lesson, and that success is achievable. This might mean that a child works on appropriately scaffolded work, at the right level for them, with or without some extra support from a teaching assistant.		

Additional resources are available if needed, for example IT software, alternative recording sheets with less information or where less writing is needed, work planning sheets etc.		
Staff CPD focussing on supporting learners with moderate learning difficulties.		

Speech and Language Friendly Classroom

	Yes	No
Visual support systems such as visual timetables, targets on the desk, targets shown on the whiteboard, prompt cards (for example a card, with a picture, to remind a child to listen for their name) and photos are used.		
A classroom environment that is not too cluttered and where equipment is clearly labelled.		
Teaching that incorporates the use of visual and tactile approaches including the use of real objects, practical activities, pictures and video.		
Staff using non-verbal communication to support what they are saying, for example gesture, pointing – or maybe signing		
Careful seating arrangements that allow a child with SLCN to be near to the front, and facing the teacher, for example tables placed in a horseshoe shape or tables that can be easily moved around.		
Children given time to respond to allow time for thinking. Time for planning work is also allocated before children are required to begin writing, for example in literacy children are given extra time to think about the key things to include in a story such as the main characters / what is going to happen, etc.		
Strategies are used to ensure a child is paying attention for example the teacher says their name before giving an instruction		
Language is not too complicated and instructions are short and repeated when needed.		
Consistent vocabulary is used, where the same word is used all the time when teaching new subjects (for example take away is used, but not minus or subtract) and understanding is checked where necessary.		
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.		
Additional resources are available if needed, for example IT software, alternative recording sheets with less information or where less writing is needed, work planning sheets		

School staff will have accessed ELKLAN training – At Mytham our ELKLAN trained staff are Mrs Tulin and Mrs Wolfenden.		
Classroom staff will be aware of speech and language therapy (SALT) goals and targets and incorporate these into lessons wherever possible.		
Pre-teaching of vocabulary.		
Interactive displays are used to support communication		
Opportunities for pupils to have structured conversations with both adults and their peers.		
Staff CPD focussing on speech, language and communication needs.		

ASC (Autistic Spectrum Condition) Friendly Classroom

	Yes	No
Clear and consistent routines, expectations and boundaries.		
Prepare the pupil for any changes to their routine.		
Give verbal warnings that an activity is about to end.		
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'.		
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		
Avoid the use of non-literal language during lessons (sarcasm, metaphors or idioms).		
Staff using non-verbal communication to support what they are saying, for example gesture, pointing – or maybe signing.		
Consideration of ways to incorporate the pupil's interests into lessons.		
Give children time to respond to allow time for thinking.		

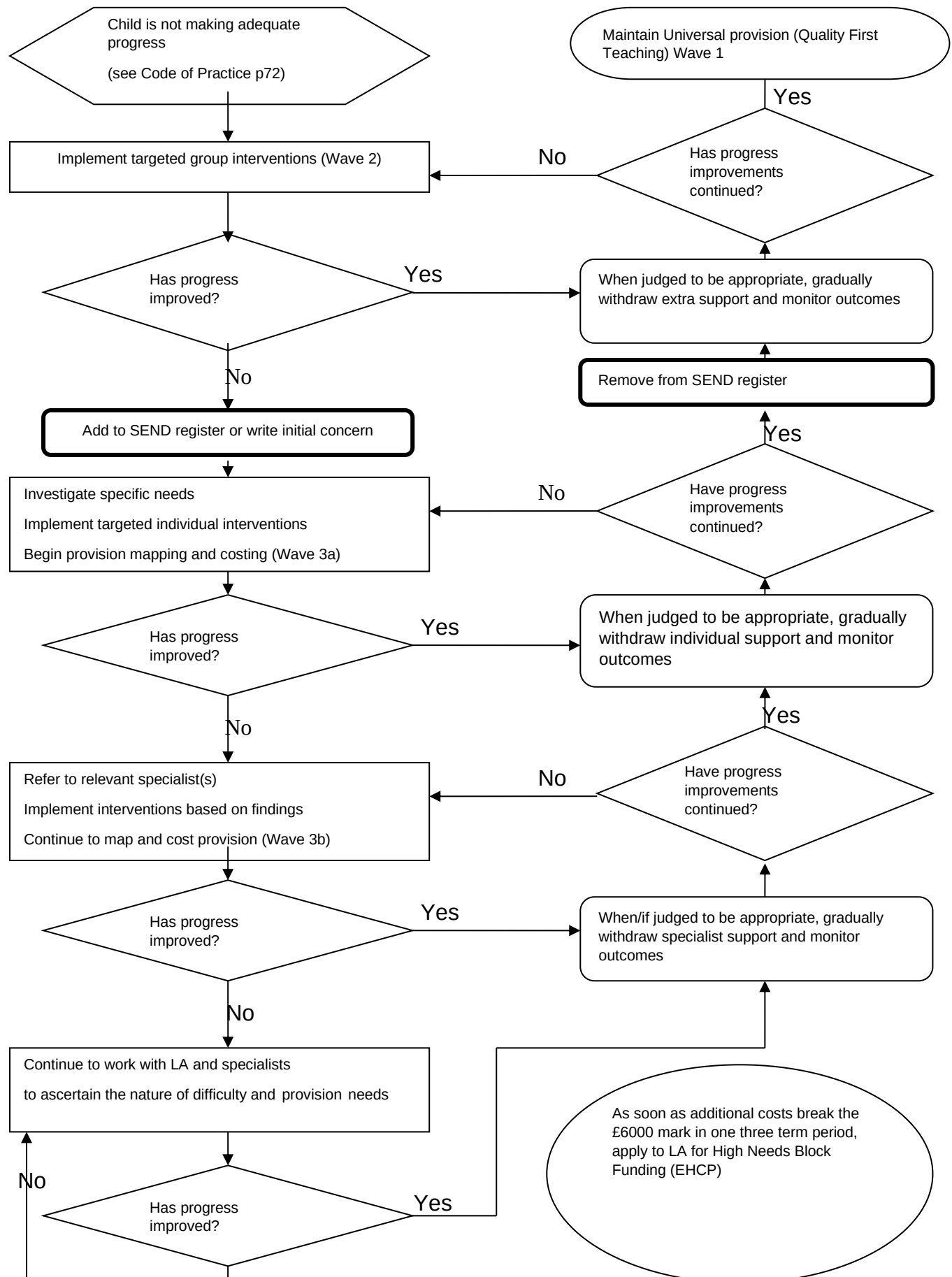
A classroom environment that is not too cluttered and where equipment is clearly labelled. Try to keep things simple and distraction free wherever possible		
Consideration of the school environment, thinking about how you can make it more comfortable. For example, a pupil who struggles to block out background noise may benefit from the use of ear defenders.		
Careful seating arrangements that allow a child with ASC to be near to the front, and facing the teacher, for example tables placed in a horseshoe shape or tables that can be easily moved around.		
Use of a stress scale to turn emotions into more concrete concepts e.g. The Incredible 5 Point Scale.		
Use of social stories to teach particular social skills and to develop greater social understanding		
Use of a time out or exit pass to indicate to staff when they are feeling anxious and need to leave the classroom		
Access to a safe and quiet place for the pupil to access when they feel anxious or are overloaded by sensory stimuli.		
Incorporation of the explicit teaching of social skills and social understanding during PSHE lessons.		
Visual support systems such as visual timetables, targets on the desk, targets shown on the whiteboard, 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		
Consistent vocabulary is used, where the same word is used all the time when teaching new subjects (for example take away is used, but not minus or subtract) and understanding is checked where necessary.		
Additional resources are available if needed, for example IT software, alternative recording sheets with less information or where less writing is needed, work planning sheets		
Classroom staff will be aware of any speech and language therapy (SALT) goals and targets and incorporate these into lessons wherever possible.		
Staff CPD focussing on social, communication and interaction needs.		

SEMH (Social, Emotional and Mental Health) Friendly Classroom

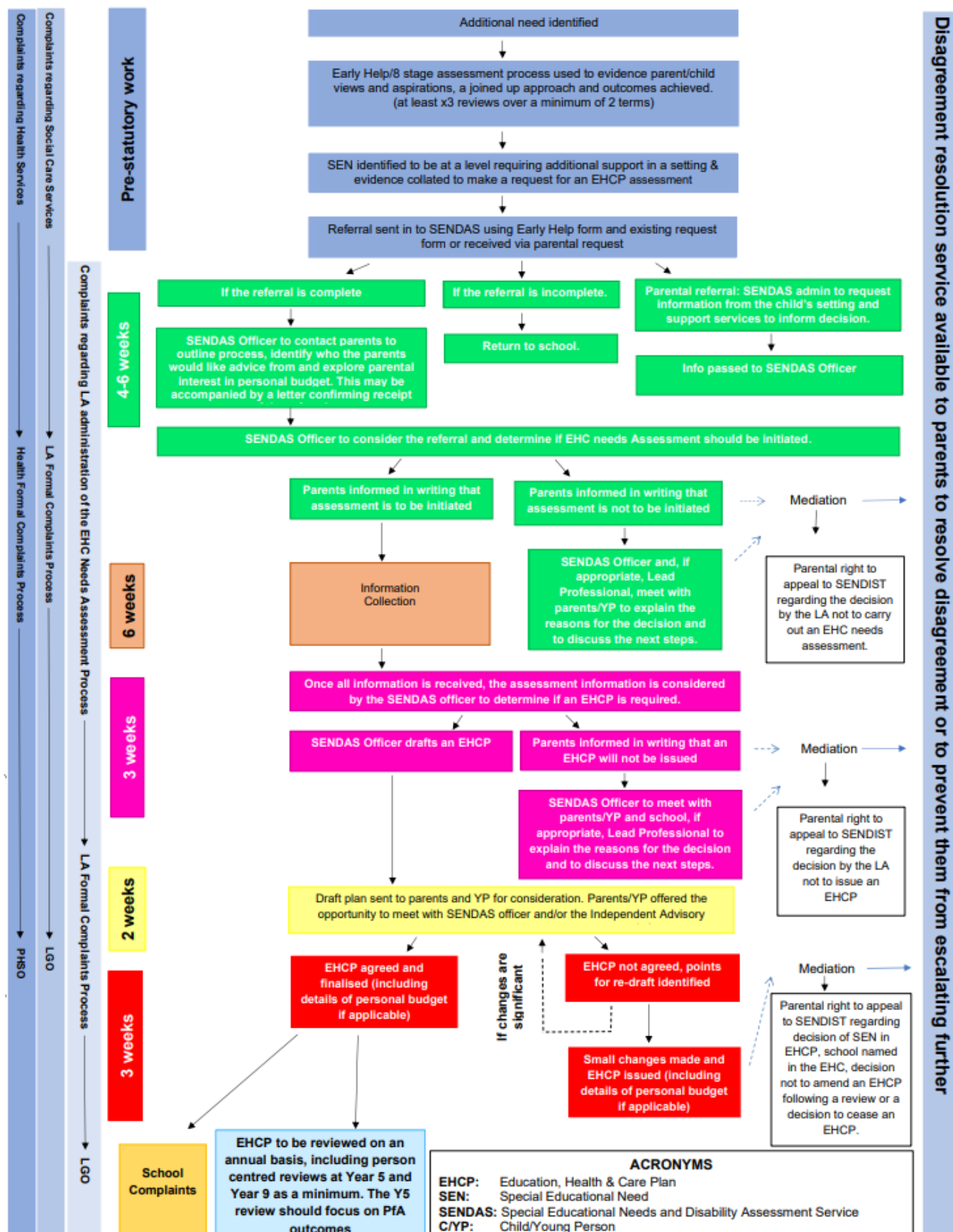
	Yes	No
Meet and greet every morning/lesson.		
Positive check-ins, as personalised as possible e.g. 'I like your new hair cut', 'I can see you've got a new coat' etc.		
Demonstrate that the child is being 'kept in mind' (e.g. I was thinking of you when...).		
If possible identify a 'key adult' and provide regular opportunities for the child to 'check in' with them.		
Clear and consistent routines, expectations and boundaries.		
Use of a visual timetable.		
Prepare the pupil for any changes to their routine.		
Break tasks into small steps to promote feelings of success.		
Use of a timer to delineate tasks and aid concentration.		
Give the pupil a job or role of responsibility.		
Consider seating the pupil next to a supportive peer/good role model.		
Respond in a calm and predictable manner and be aware of your own body language and facial expression.		
Use positive statements to redirect the pupil to the desired behaviour.		
Maintain high expectations and be mindful of labelling the child.		
Identify any possible triggers to behaviours (ABC charts, STAR charts, etc.).		
Give the pupil choices to allow them to feel more in control (although choices can sometimes overwhelm the child).		
Give compliance/take up time to allow the child to process their choices.		
Validate and empathise with the pupil's emotions and set limits on behaviour where necessary e.g. 'It's okay to feel angry, it's not okay to hit'.		
Use of social stories to teach particular social skills.		
Use of metaphors to describe emotions.		
Use of a stress scale to turn emotions into more concrete concepts as appropriate e.g. The Incredible 5 Point Scale.		
Ask the child to draw how they are feeling.		
Offer the pupil a movement break or walk.		
Access to mindfulness activities e.g. deep breathing, squeezing and relaxing muscles, focus on their five senses (sight, sound, smell, taste, touch).		
Use of a time out or exit pass to indicate to staff when they are feeling emotional and need to leave the classroom.		
Access to a safe a quiet place for the pupil to go when they are emotionally dysregulated.		

Be available to reconnect with the pupil following conflict.		
Adult support to help the pupil repair relationships and to problem solve		
Staff CPD focussing on social, emotional and mental health needs.		

Appendix 3 - Flowchart to demonstrate the graduated approach at Mytham Primary School



Appendix 4 - Education, Health And Care Assessment Framework



Appendix 5 – One Page Profile

All About Me: Insert child's name		
Insert pupil photo	What people like and admire about me:	
Some of the things I enjoy:	Some of the things I am good at:	
I sometimes find it difficult to:	You can help me by:	
Some of the people who help me are:		
Parent/ Carer signature:		
Date completed:		Date to be reviewed:

Appendix 6 – Wave 3 Provision Map

SEN Provision Map

2025/6



Child's Name:		D.O.B:	
SEN Need:	☐ Communication and Interaction ☐ Cognition and Learning ☐ Social, Mental and Emotional Health ☐ Sensory and/ or physical	Year Group and Class Teacher:	

Wave 3 Provision					
Term	Outcome (Smart Target)	Provision/ Resource	Staff Involved	How often?	Impact
Autumn 2025 Outcome completed at the end of Summer 2025					
Spring Term 2026 Completed at the end of Autumn 2025					
Summer Term 2026 Completed at the end of Spring 2026					

Test Provision – Highlighted if your child has	Scribe	Reader	Additional Time (25%)	Rest breaks		Other:
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the additional provision.						
Specialist Provision - Highlighted if your child has the additional provision.	Fiddle Toy	Pencil Grip	Weighted Cushion	Wobble Cushion	Overlay Colour =	
External Agencies. List agencies currently involved with the child.						

Child's input	A grown up shared this with me. Signature _____
Parent/ carer involvement	I understand that my child is on the SEN list. Signature _____

Wave 2

Your child is also receiving the following Wave 2 intervention(s).

- ☐ Additional adult support in lessons, when required
- ☐ Targeted Reader
- ☐ Differentiated Spellings
- ☐ Handwriting Intervention
- ☐ Pastoral support
- ☐ Talk buttons used to support memory and writing.

Other:



MYTHAM FIDGET TOOLS IN SCHOOL

Supporting Children to Learn, Focus and Thrive



Fidget tools are not toys. They are support tools that help some children access learning successfully.



WHAT ARE FIDGET TOOLS?

Fidget tools are resources that can help some children to:



Focus on learning



Regulate their emotions



Meet sensory needs



Stay engaged in lessons



WHO USES FIDGET TOOLS?

Not all children need a fidget tool.

School staff carefully consider whether a child would benefit from one and make decisions based on individual needs.



Just as some children wear glasses to support their vision, some children may benefit from a fidget tool to support their learning.



WHY DOESN'T EVERY CHILD HAVE ONE?

Fidget tools are not beneficial for all children.



For some children they can improve concentration and regulation.



For others they can become a distraction and make learning more difficult.



Our aim is to provide the right support for the right child at the right time.



WHEN A FIDGET TOOL ISN'T WORKING

A fidget tool should help learning, not hinder it.

If a tool is becoming distracting, staff may:



Remove it temporarily



Provide an alternative strategy



Review whether it remains the most appropriate support



WORKING TOGETHER



If you have concerns about your child's concentration, sensory needs or emotional regulation, please speak to your child's class teacher.

We will always work with families to identify the most appropriate support for each child.

Examples of fidget tools school may provide:



Stress balls



Tangles



Sensory strips



Putty



Chewable jewellery

and more...

REMEMBER

- Fidget tools are support tools, not toys.
- Fidget tools are provided by school.
- Not every child needs a fidget tool.
- Support is based on individual need.

TOGETHER, WE CAN CREATE A CALM, FOCUSED AND SUCCESSFUL LEARNING ENVIRONMENT FOR ALL CHILDREN. ☆