

Lift Schools documents

SEND Information Report

Domain of application	Hamford Primary Academy
Review cycle	Annual
Approved by	Melissa Heatherson, Regional Education Director
Date of last review	September 2024
Date of next review	September 2025

Overview	2
Which SEND needs do we provide for at this school?	3
What is the SEND information report?	3
Which legislation and guidance informs this report?	4
What do we mean by SEND?	4
Identifying pupils with SEND, assessing need, and involving pupils and parents	5
How will this school monitor and track my child's SEND support?	6
What is our whole school approach to teaching pupils with SEND?	7
What is our targeted approach to teaching pupils with SEND?	8
Our Provision Menu/Map	10
Who are the other people providing services to children with SEN in this school?	10
What happens if my child requires an Education Health and Care Plan (EHCP)?	11
How will we support pupils moving between phases and preparing for adulthood?	12
How are the adults at the school supported to work with children with SEND and what training do they have?	13
What are the contact details of support services for parents of pupils with SEND?	13
High Quality Teaching Checklist	14

This document details how Hamford Primary Academy will implement the trust wide SEND Policy and support children and young people with special educational needs and disabilities (SEND).

The Special Educational Needs and Disability Coordinator (SENDCo) at Hamford Primary Academy is:

Mrs Daisy Ketley

Overview

This school values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. All children with SEND are valued, respected and equal members of the school. Every effort is made to ensure that pupils identified as having SEND are fully included in the school and have full access to the National Curriculum and after school/extra-curricular activities. As such, provision for pupils with SEND is a matter for the school as a whole.

"All teachers are teachers of pupils with SEND".

School Overview	School Cohort
<p>Hamford Primary Academy, located in Walton on the Naze, is a two-form entry school with a total current intake of 377 pupils, covering Reception, Key Stage 1, and Key Stage 2. Year 6 has a bulge year to accommodate additional students. The academy is dedicated to providing high-quality learning and opportunities for all students to achieve their highest potential.</p> <p>Our vision is to ensure that all children, including those with SEND, receive the best opportunities to succeed academically and personally. We foster a nurturing, inclusive environment where pupils can grow as individuals and active members of the community. Children with SEND benefit from tailored support plans, specialist interventions, and close collaboration with parents and professionals.</p> <p>In line with Lift Schools' mission—to provide excellent education in every classroom, every day—Hamford strives to help all children, including those with SEND, achieve the best outcomes. Lift Schools' values—Be unusually brave, Discover what's possible, Push the limits, and Be big-hearted—reflect our commitment to creating a supportive and ambitious learning environment.</p> <p>Specialist provisions on site:</p> <p><u>Autism Support Centre</u></p> <p>The Autism Support Centre at Hamford Primary Academy provides specialised support for children with Autism, helping them access a mainstream class and curriculum. The Hub aims to offer a nurturing environment where children can develop their social, emotional, and academic skills with the appropriate level of support. To be placed at the Hub, children must have an Education, Health, and Care Plan (EHCP), which outlines their individual needs and the support required. Placement decisions are made by an Autism panel run by the Local Authority, which reviews each child's specific needs and determines if the Hub is the most suitable setting. The Hub operates with a staff-to-student ratio of</p>	<p>Hamford Primary Academy serves a diverse and inclusive community of learners, reflecting a range of academic, social, and economic backgrounds. The school is committed to providing high-quality education and tailored support to meet the needs of every student. The following figures highlight key demographics within the cohort, showcasing the school's focus on inclusivity and the importance of supporting students with varying needs.</p> <ul style="list-style-type: none"> ● EAL (English as an Additional Language): 1.59% ● FSM (Free School Meals): 31.48% ● PP (Pupil Premium): 33.86% ● SEND (Special Educational Needs and Disabilities): <ul style="list-style-type: none"> ○ EHCP (Education, Health, and Care Plan): 3.44% ○ SEND Support: 18.3%

one adult to two children, ensuring that each child receives tailored support to thrive in their learning environment. Please see our provision map (appendix 2).	
--	--

Which SEND needs do we provide for at this school?

We will meet the needs of children with the following SEND:

- Communication and interaction (C&I)
- Cognition and learning (C&L)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (P&S)

What is the SEND information report?

The SEND Information Report aims to outline how the SEND Policy will be implemented within the school.

The SEND Information Report will detail the local offer for SEND within the school and ways in which parents, children and young people may access the support required.

Which legislation and guidance informs this report?

This SEND information report is based on the:

- statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

What do we mean by SEND?

SEND refers to a learning difficulty or disability which calls for special educational

Hamford Primary Academy - SEND Information Report

provision to be made, for example, where a child has:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools. There are four key areas of Special Educational Needs outlined in the SEND Code of Practice:

Area of SEN	Definition
Communication and Interaction	Children with Speech, language and communication needs have difficulty in communicating with others such as those with an ASD diagnosis. This could include difficulties with producing or responding to expressive or receptive language. They may have difficulty in uttering speech sounds, difficulties in understanding spoken language and communications from others.
Cognition and Learning	This refers to when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), specific learning difficulties (SpLD) such as dyslexia and dyspraxia, severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties	This may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties and traumas. It also includes ADHD and attachment disorder.
Sensory and/or physical needs	Some children will require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These include visual impairment, hearing impairment, multi-sensory impairment and physical impairment, which may require additional equipment to assist with learning.

Identifying pupils with SEND, assessing need, and involving pupils and parents

Each pupil's current skills and levels of attainment are assessed on entry, which will build

on previous settings and Key Stages. Teachers are responsible for ensuring high quality teaching and where appropriate will make regular assessments of progress for all pupils and identify those whose progress is a concern. This may include progress in areas other than academic attainment, for example, social or communication needs.

When deciding whether special educational provision is required, the process starts with identifying areas of need and monitoring desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

An early discussion will be held with the pupil and their parents when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The parents' and pupils' views are considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support. Parents and pupils will be consulted on all matters relating to the child's SEND provision. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs and request additional meetings with relevant staff in order to make this possible. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

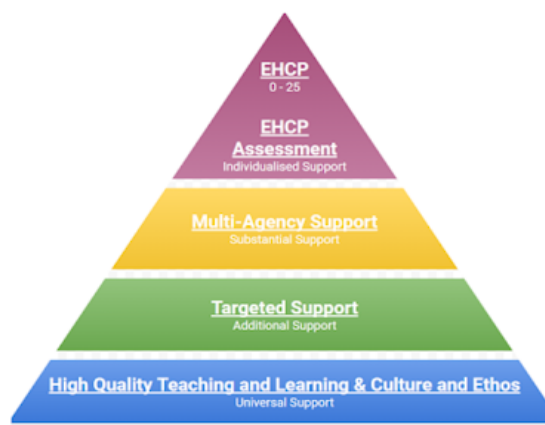
See the roles and responsibilities of people who support children and young people with SEND in our [SEND Policy](#)

How will this school monitor and track my child's SEND support?

At this school, we consider the needs of the whole child and will continue to assess and monitor your child using the graduated approach (see below) and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. The children's prior progress and attainment or behaviour is considered alongside the teacher's assessment and experience of the pupil. The pupils' views and the views and the experiences of the parents all form part of the cycle. Advice from external support services if relevant is sourced and the plans and subsequent assessments are reviewed regularly.



Figure 1. The graduated Approach



What is our whole school approach to teaching pupils with SEND?



Delivered By:	Type of support available	Received by
Class teacher or key worker input via good or outstanding classroom teaching.	<p>The teacher/key worker will have the highest possible expectations for your child and all pupils in their class. This is referred to in school as “High Quality Teaching”. See Appendix for high quality teaching strategies.</p> <p>All teaching is based upon building on what your child already knows, can do, and can understand. This is achieved through ongoing assessment and focused marking of children’s work.</p> <p>Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</p> <p>Putting in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable your child to access the learning task. This</p>	All children in the school.

	may include occasional support from a teaching assistant/key worker to help with a particular difficulty.	
--	---	--

What is our targeted approach to teaching pupils with SEND?



Delivered by:	Type of support available	Received by
A collaboration between the SENDCo and class teacher on the basis of high quality evidence concluding that a pupil needs the additional targeted support.	<p>Your child's teacher/key worker will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to 'close the gap' between your child and their peers.</p> <p>Parents/Carers will be immediately informed and will be a full partner in planning and reviewing additional support or interventions. The term intervention is used to refer to additional support that a child receives to help move them forward in a particular area of learning. This support is always time limited (it lasts for a certain number of weeks) and will have clear targets to help your child make more progress.</p> <p>The class teacher will plan with parents/carers, the pupil and the SENDCo to put in place interventions that support your child's learning.</p> <p>Interventions may include small group work or individual sessions.</p> <p>We acknowledge that a number of children will have special educational needs (SEN) at some time in their school career. Some of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.</p> <p>When considering the type of support individual pupils might need, all teachers have been advised to think in terms of two groups of pupils:</p> <ul style="list-style-type: none"> • Underachieving and less experienced learners; 	Pupils identified as in scope

	<ul style="list-style-type: none"> • Pupils with a closely defined special educational need or disability. <p>Pupils identified with special educational needs require a response from the school that goes beyond the necessary differentiation that should typically be available to every child in every classroom.</p> <p>Particular care will be needed with pupils whose first language is not English. Teachers/key workers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. In assessing the SEND of children who speak English as an Additional Language, home language assessment may also be used where deemed appropriate to inform provision.</p> <p>Children must <u>not</u> be regarded as having learning difficulties solely because their home language is different from that in which they are taught.</p> <p>Where children's behaviour has been identified as a cause for concern in line with steps taken to support pupils in the school behaviour policy, the school works with the principle that children's behaviour is often the product of other underlying needs, for example social interaction or communication needs. Particular care is taken to address these needs through work with the four school inclusion teams.</p> <p>Where small group sessions are put in place they will be run by a Teaching Assistant, Learning Support Assistant, teacher or an outside professional (like a Speech and Language Therapist)) using a recognised programme. These small group sessions are often referred to in school as 'interventions' and steps have been taken to ensure that there is a strong 'evidence base' underlying the interventions that we have selected to use.</p> <p>All Learning Support Assistants providing additional support to pupils in school have been provided with additional training.</p> <p>At this point you will be fully involved in discussions and decisions, and asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</p>	
--	---	--

	In addition to interventions that take place whether in the classroom, or during the school day, we offer some additional support to students outside of normal school hours.	
--	---	--

Our Provision Menu/Map

There are many approaches to teaching children with SEN including quality first teaching and personalised learning by the class teacher. Pupils who have an EHC plan will have particular provisions put in place. Where appropriate, external agencies are involved in providing further advice and support to meet the pupils' needs. Some intervention may be needed that is in addition to or different from the general provision. Additional interventions used at Lift Hamford include:

English -

- Handwriting practise – Write from the Start.
- Group phonics sessions
- RWI 1:1 tutoring
- Nessy
- Lexia
- FreshStart
- Precision Teaching
- Daily Reading 1:1
- Toe by Toe
- Lifeboat

Maths -

- Max's Marvellous Maths
- Plus 1
- Power of 2
- Number formation

Speech, Language and Communication –

- WellComm assessment and activities
- Speech and language exercises as recommended by a speech and language Therapist

Social and Emotional -

- Nurture groups
- ELSA - Emotional Literacy Support
- Draw and Talk
- Colour Monster Intervention

- Zones of Regulation Intervention
- Well Being Hub
- Lego Therapy
- Social Stories and Comic Strip Conversations

Physical -

- OT programmes where provided
- Differentiation within PE lessons
- Fine Motor Skills

Who are the other people providing services to children with SEN in this school?



At times specialist professionals may work with your child to understand their needs and make recommendations, these may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific professional expertise.
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support.
- A group or individual work in school run by an outside professional.

You will always be involved in decisions about how the support will be used and what strategies that will be put in place. You will be provided with the contact details for any agencies or services outside the school who are or will work with your child. Throughout the year the school will also facilitate 'drop in sessions' which allow parents to meet with the professionals who support the school and to ask questions about the type of support that is provided in school.

Funded by:	Type of service
Directly funded by school	Learning Support Assistants Small group 1:1 reading tutor Speech and Language Learning Support Assistant

Services available by the local authority	Speech and language therapy Educational psychologist service Inclusion Partner Multischool Academy Council
Provided and paid for by health service	Occupational therapy Mind Affinity Support Worker Health Visitor Access to the School Nurse Service

What happens if my child requires an Education Health and Care Plan (EHCP)?



If, despite all the above support, your child needs further or more specialist input the school, or you, can recommend that the local authority makes a statutory assessment for an Education, Health and Care Plan. This is a legal process and you can find full details about this in the local authority based local offer of your main residence website which can be accessed at: <http://www.essexlocaloffer.org.uk>

This will occur where the complexity of need or a lack of clarity around the needs of your child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

Applications for education health and care plans

1. The application for an education, health and care plan (EHCP) will combine information from a variety of sources including: you, your child, teachers, the SENDCO, Social Care and Health professionals. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets

set.

2. This information will be shared with the local authority at the point at which a request is made for an EHCP. After the school has sent in the request to the local authority (with a lot of information about your child, including some from you).
3. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. You have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.
4. If an EHCP is not approved then the school will be asked to continue with the SEN Support in School.
5. If the application is approved by the local authority then an EHCP will be prepared. It is called an education, health and care plan because it brings together all of the educational health and social care needs that your child may have in one plan.
6. The EHCP will state in detail your child's strengths, needs and the provision that is required to meet the long- and short-term outcomes that are being sought.
7. The school must make its best endeavours to put in place the support identified in the EHCP.
8. A review of an EHCP will be conducted annually in which you, your child, teachers and other agencies (including health and social care professionals) will be invited to attend to discuss and review the progress of your child, set new outcomes and amend the EHCP where necessary.

How will we support pupils moving between phases and preparing for adulthood?

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

SEND transition arrangements:

Before pupils start at Hamford Primary Academy, the reception teacher aims to visit all new pupils whilst they are at pre-school. There are also multiple taster sessions for pupils to visit the school. Pre-school staff and parents therefore can discuss any concerns they may have and Hamford Primary Academy staff can make the necessary adaptations to help the child settle in. Occasionally children will already have support from an Educational Psychologist or other external professional. If this is the case, they will discuss support strategies with the class teacher and SENDCo about how best to support their transition.

Before pupils leave Hamford Primary Academy, we liaise with the relevant secondary schools to discuss meeting the needs of the pupils on entry. The children can usually visit their new secondary schools during the summer term of year 6 and additional visits are provided for

children with SEND who require it. A full handover is given to the corresponding secondary school and all documents, including support plans are provided to the child's new setting.

Where a child has an EHCP, we will liaise with parents and the local authority to consult about the parents' request for a preferred school and suitability of provision.

How are the adults at the school supported to work with children with SEND and what training do they have?

Staff Roles	Support and training
SENDCo	<ul style="list-style-type: none">● NPQSENDCO● Advanced award in Autism● Senior Mental Health Leadership
Teachers	<ul style="list-style-type: none">● Whole school SEND● ASD● ADHD● Edukey● Adaptations● Anxiety mapping● Coaching● Trauma Perceptive Practice● Inclusive Practise
Support staff	<ul style="list-style-type: none">● SEMH provision● Trauma Perceptive Practice● Sensory Awareness● Additional Provisions and Interventions● Inclusive Practise

What are the contact details of support services for parents of pupils with SEND?

At Hamford Primary Academy parents are invited into school to discuss with the SENDCo and the class teacher the needs of their child and to review their child's progress. We provide opportunities during the course of the year to do this which includes two parents evenings each academic year. In addition all children will have a written report at the end of the summer term. If a child is on the SEND register then there will be a minimum of three Individualised Learning Plans per year which are usually held termly. If a child has an EHCP then they will have an Annual Review as well.

In addition to this, contact will be made with parents/carers to let them know of any issues that occur during the academic week. For day to day queries, Class Dojo is used to communicate with teachers.

We also hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths as well as courses provided by external providers to support behaviour and SEND needs at home. We also provide Open Classroom sessions for parents to come into school and see their child's books and classroom. Additionally we invite parents into school to take part in their children's reading lessons.

The Essex Local Authority SEND offer provides parents with comprehensive information and support for children and young people with special educational needs and disabilities. It covers guidance on accessing Education, Health, and Care Plans (EHCPs), SEN Support in schools, and specialist provisions. Parents can find advice through SENDIASS, support groups, and mediation services for resolving disputes. The offer also includes healthcare services like speech and language therapy, mental health support, and social care options such as respite care. Additionally, it outlines pathways for transitioning to adulthood, helping families navigate further education, employment, and independent living options. More information can be found here: [Local authority SEND offer](#)

Essex MIND provides a range of mental health support services for children, young people, and families. Their offerings include counselling, mental health information, and advice on coping strategies. They aim to help individuals manage mental health challenges and improve their emotional well-being. You can contact them through their website at www.mind.org.uk, by phone at 0300 123 3393, or via email at info@mind.org.uk.

Affinity focuses on providing therapeutic services and mental health interventions tailored to children, families, and schools. Their approach emphasises emotional well-being and mental health support through various programs, including one-on-one therapy and school-based interventions. More information can be found on their website at www.affinityhub.uk, or by calling 01245 904030. They can also be reached via email at info@affinityhub.uk.

Family Solutions, a service from Essex County Council, offers practical and emotional support for families facing a wide range of challenges. They assist with parenting concerns, financial difficulties, housing, and employment issues. The goal of Family Solutions is to empower families to find sustainable solutions and improve their overall well-being. You can reach them via the Essex County Council website at www.essex.gov.uk/family-solutions, by calling 0345 603 7627, or by emailing family.solutions@essex.gov.uk.

The **Multi-Schools Council** works to promote inclusion for children with special educational needs and disabilities (SEND) across Essex. They aim to bridge the gap between mainstream and special education, offering networking opportunities, activities, and advocacy for inclusive practices. Their work fosters understanding and inclusion for children with SEND in schools and the wider community. For more information, visit their website at www.multischoolscouncil.org.uk or email info@multischoolscouncil.org.uk.

High Quality Teaching Checklist

Whole class	Independent / group work
Access to teacher and any resources used has been planned for, e.g. a number line or grid or text visible to all or made accessible in other ways, background noise avoided where possible, light source in front of teacher not behind	Tasks clearly explained or modelled – checks for understanding, tasks cards or boards as reminders, time available and expected outcomes made clear
Purposeful seating arrangements to support learning or language difficulties	Children's different needs for explanation are recognised: children can choose to start if they feel they understand or wait for further explanation if they do not
Rules and routines for the lesson taught and displayed and referred to regularly; specific praise for the children keeping the rules	Work mats available on tables (alphabet arc/number line/HFWs)
All children clear about objectives of lesson	A distraction-free area has been set up for children who need it to work in / privacy boards available
All children clear about structure of lesson and day, e.g. visual timetables are on display	Children have been taught strategies which mean they can continue to work without direct teacher help if they get stuck; prompts to remind them are on display
New or difficult vocabulary clarified, written up, displayed, revisited	Tasks link back to earlier (or later) objectives where these are appropriate for child and group.

Hamford Primary Academy - SEND Information Report

Using different coloured texts on boards for alternate lines/key words	Tasks simplified or extended, e.g. short, concrete text used by one group or long, abstract text by another, numbers to 100 by one group or to 20 by another
Thinking time – up to 10 seconds may need to be allowed. Teacher checks for understanding of instructions, e.g. by asking a child to explain them in their own words	Tasks made more open or more closed according to children's needs
Support in place for children who cannot 'hold things in their heads' – sticky notes, jottings, individual whiteboards	Arrangements (buddying, adult support, taping) made where necessary to ensure that children can access written text and instructions
Questions pitched so as to challenge children at all levels, e.g. define paragraph (for higher attaining), define sentence (for lower attaining)	Alternatives to paper and pencil tasks used where appropriate; Effective use of ICT as an access strategy, e.g. speech or sign supported software, on-screen word banks, predictive word processing
Individuals targeted for particular questions, e.g. one child to add 24 to 52, a less able child to then add 25 to 52	Scaffolding (e.g. problem solving grids or writing frames or clue cards) provided where needed
Use made of alternatives to questions to invite a response, e.g. making suggestions from which the children can choose, speculating, making a personal contribution from own experience	Variety of pupil groupings used so that children are able to draw on each other's strengths and skills; Children taught to work together in groups
Questions used to ensure the rest of the class are listening, e.g. 'Does anyone have a question for Gupta?' 'Who thinks the same as Jo?' 'Who thinks differently?'	Effective use of additional adult support, e.g. learning objectives clear, independence rather than dependence promoted, peer interaction encouraged. Emphasis on progression (DISS best practice)
Children clear about the timescale for the question, e.g. 'This is one for a quick response.' 'This is one which needs several minutes to think about.' 'This is one I want you to work at for ten minutes.'	Individual's learning objectives, e.g. positional language, number facts, punctuation, prediction are picked up on

Hamford Primary Academy - SEND Information Report

Time and support given before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding until child can answer correctly	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possible shared between classes.
Contribution of all children valued – secure and supportive learning environment where there is the safety to have a go, to make a mistake	Left handed equipment e.g. scissors, appropriate seating arrangements including sit and move cushions
Children help and support each other with ideas; they give one another space in which to think and respond to questions	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possible shared between classes.
Contributions reflected back by teacher in expanded form or expanded on by other children	Left handed equipment e.g. scissors, appropriate seating arrangements
Multi-sensory teaching approaches (visual, verbal, kinaesthetic)	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possibly shared between classes.
Time out (talking in pairs or other groups) used to maintain attention, link to children's own language and experience	Left handed equipment e.g. scissors, appropriate seating arrangements including sit and move cushions
Buddying used for seating and paired or partner work, e.g. more settled child paired with a child who finds concentration difficult, more able with less able	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possibly shared between classes.
Interactive strategies used, e.g. children having cards to hold up or own whiteboards or coming to the front to take a role	Left handed equipment e.g. scissors, appropriate seating arrangements

Hamford Primary Academy - SEND Information Report

Visual and tangible aids used, e.g. story sacks, real objects, signs and symbols, photographs, pegs on a coat hanger, variety of number lines, counting sticks, computer animations	An expectation that pupils will accept responsibility for their own learning and work independently.
Strategies which children need to use (e.g. for problem solving or text composition) made very explicit	Regular use of encouragement and authentic praise
Abstract concepts made concrete, e.g. word problems in mathematics turned into pictures or acted out or modelled with resources	<p>As a result of all of the above we expect our all pupils to;</p> <ul style="list-style-type: none"> • Show high levels of engagement with their learning • Take ownerships and responsibility over their learning • Be motivated and enjoy their learning • Develop a growth mind-set and rise to challenges • Become increasingly independent and resilient learners • Make good or outstanding progress
Children who need it being pre-prepared or pre-tutored where this would help them to access the lesson	
Additional adults, if present, are actively involved throughout in supporting or assessing learning	
Unobtrusive system to signal when help is needed	