



SEND POLICY
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
MOSSBOURNE PARKSIDE ACADEMY
2020-2021

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.”

From the new Code of Practice published July 2014

Aims and Objectives

This policy accepts the definition of SEND as set out in the SEN Code of Practice July 2014 (Appendix 1). It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the Principal, Inclusion Leader or the appropriate governor has been informed that a child has SEND, those needs will be made known to all who teach them.

All staff and governors in the Academy are aware of the importance of identifying and providing for children who have SEND.

The Principal, staff and governors will draw up and report annually to parents on the policy and effectiveness of the Academy’s work for pupils with SEND.

All staff will ensure children with SEND can join in the activities of the Academy together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the Academy and the efficient use of resources.

Responsible Persons

The ‘responsible person’ for SEND is the Principal. The person co-ordinating the day to day provision of education for pupils with SEND is the Inclusion Leader.

Admission and Inclusion

All the teachers in the Academy are teachers of children with Special Educational Needs. As such Mossbourne Parkside Academy adopts a whole Academy approach to SEND that involves all staff adhering to a model of good practice and the use of inclusive classroom teaching and learning

strategies. The staff of the Academy are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Hackney Local Authority. All children with SEND are afforded the same rights as other children in terms of their admission to the Academy.

Specialist Provision

Mossbourne Parkside Academy is an inner city, Academy with pupils coming from a variety of cultural backgrounds. The Academy provides a calm and caring environment promoting positive attitudes towards learning and each other.

Mossbourne Parkside Academy is comprised of one building. There is a Nursery Entrance with 1 step access to the Nursery playground and classroom. There is a Reception entrance through the main gate and a main Academy entrance. This is a two-story building which has the hall on the ground floor and first floor, a library area on each floor and a sensory room between the ground and first floor which is accessed by 2 flights of stairs.

The ground floor hall is also used as a dining hall and is level to the Kitchen. The first and second floor are both reached by 2 flights of stairs. The Academy has one main playground and nursery and reception have separate playgrounds. There is one disabled toilet. The Academy office is on the ground floor. The Academy also has a lift.

The Academy works with partners to purchase specialist equipment tailored for individual pupils where advised and appropriate.

Teachers uphold the importance of early detection of learning difficulties and involvement of parents in order to pinpoint and provide appropriate support. Teachers are willing to share advice and ideas with each other and outside specialists in order to develop specific and effective targets, strategies and methods of measuring pupil progress.

The Academy has a structured approach to planning, monitoring and communicating about SEND outlined in the Inclusion/SEND Calendar (Appendix 2) and built into the organisation of the Academy year. There is a graduated response to the waves of provision across the Academy outlined in the Whole Academy Provision Map (Appendix 3).

There is a shared approach to monitoring the progress of all pupils who access extra provisions in Academy and to the cycle of "Assess/Plan/Do/Review" for all pupils in the Academy. Class Provision Maps show the Academy's clear approach to planning for the learning outcomes for pupils and what is put in place to support the pupils towards achieving their learning goals.

The Principal, Vice Principal and Inclusion Leader meet regularly to review information regarding progress. The Inclusion Leader also monitors the delivery of provisions run by Teaching Assistants promoting their professional development through feedback and training.

The Academy is committed to training for inclusion through staff meetings and outside courses. The Academy works closely with Hackney's Educational Psychology and Speech & Language Therapy services and has developed a successful in-service which has supported a number of parents and pupils. The Academy welcomes the advice of all outside specialists to aid inclusive practice and values

a team approach to supporting pupils with SEND by promoting communication between all groups supporting the pupil with importance placed on the pupil and parental involvement throughout.

Access to the Curriculum

The Curriculum will be made available for all pupils, including those with SEND. Where pupils have SEND, a graduated response will be adopted. The Academy will, in other than exceptional cases, make full use of classroom and Academy resources before drawing on external support, as outlined in the Local Offer.

The Academy will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and Inclusion Leader will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. Schemes of work for pupils, within classes and year groups, will reflect whole Academy approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties. Class teachers use inclusive multi-sensory classroom strategies such as Visual Timetables, "Think Time," "Talk partners" and practical and visual resources to enhance the learning of all children and supporting those with learning difficulties. Regular staff training is provided for all staff.

Providing the Graduated response: SEN Support

The Academy offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the Academy follows an 'Assess, Plan, Do, Review' approach.

Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place (Provision Mapping, an Individual Plan/Pupil Passport) detailing appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher
- In-class support by TA
- Small group work
- Home/Academy reading schemes
- Home/Academy help with Maths
- Behaviour support/modification programmes
- Support in the playground
- Use of specialist equipment
- Alternative teaching strategies
- Individualised teaching and learning programmes

- Regular and joint communication between class teacher, parent, pupil, Inclusion Leader and other staff in a team approach.

The plans will be outcome focused. The resources deployed to help the child achieve the agreed outcomes will be captured in a Provision Map, Individual Plan and/or Pupil Passport. Parents and children will be involved in developing this plan. The plan will also set out review arrangements.

Where more than one agency is involved, the Academy, in discussion with parents and other agencies will initiate a CAF to assist assessment and planning.

Identification, assessment, planning, intervention and review of children with SEND will be undertaken by all staff, with advice and support from the Inclusion Leader where needed. Appropriate records will be maintained, including continuous assessment, standardised tests and Key Stage attainment tests. Where necessary, pupils will be referred to the Inclusion Leader for diagnostic testing to construct a profile of strengths and weaknesses.

Additionally, the progress of any child receiving exceptional needs funding, or with a Statement / EHCP will be reviewed annually.

Parent Participation

The Academy will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the Academy will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

The Academy will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-Agency Working

Regular liaison is maintained with a number of external agencies including:

- Academy Speech & Language Therapy Service
- Educational Psychologist
- Child Adolescent Mental Health Service (CAMHS)
- Health Service (Academy nurse, dietician, OT and Physio therapists)
- Children's Social Care

Joint meetings are regularly held and information shared to maintain strong communication links between outside agencies, teaching staff, parents and pupils in order to support continuity and best practice in supporting pupils with SEND. With parental permission, advice is sought quickly from outside agencies if it is felt that this will further support the pupil's progress in Academy.

Regular Team Around the Child/School meetings are held where outside agencies are invited to ensure provision in place are meeting children's needs and seek further support for children where they are not making adequate progress. Overall progress and issues are discussed at Governors Curriculum

meetings and resourcing for SEND and its impact on outcomes at the Governors Resources Committee.

Arrangements for the Treatment of Complaints

If parents wish to make a complaint details of the procedure are available in the Academy's Complaints procedure which is available from the Academy Office.

Workforce Development

In-service training needs related to special educational needs will be identified by the SENDCo in consultation with the staff and will be incorporated into the staff development plan.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Success of early help intervention
- Academic progress of pupils with SEN
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements

Relationship to other Policies

This policy should be read in conjunction with the policies on teaching and learning, the Academy curriculum, equality and assessment, recording and reporting. The accessibility plan and Academy Information Report are integral to this policy

Appendix 1.

Definition of “Special Educational Need” (SEN Code of Practice July 2014)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory Academy age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream Academies or mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Definition of “Special Educational Provision” (SEN Code of Practice July 2014)

For children aged two or more special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream Academies, maintained nursery Academies, mainstream post-16 institutions

Definition of “Disability” (SEN Code of Practice July 2014)

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Inclusion/SEN Calendar

APPENDIX 2

September	October	November	December
<p>Staff meeting to review/plan SEN practice and information.</p> <p>Inclusion leader to review and amend SEN Policy.</p> <p>In-house training planned for Academic Year.</p>	<p>General parent/teacher consultations.</p> <p>Provision Map reviewed with SLT, Inclusion leader & current class teachers.</p>	<p>Inclusion Lead updates provision map.</p>	<p>Inclusion Leader to meet with SLT & Yr 6 Teacher(s) to discuss Access Arrangements for KS2 SATs.</p> <p>SEN Support plans reviewed, new targets set and new SEN support plans sent out to teachers.</p>
January	February	March	April
<p>Provision Map reviewed with SLT, Inclusion leader & current class teachers.</p>	<p>Inclusion Lead updates provision map.</p>	<p>SEN Support plans reviewed, new targets set and new SEN support plans sent out to teachers.</p>	<p>Inclusion Lead updates provision map.</p>
May	June	July	August
<p>Provision Map reviewed with SLT, Inclusion leader & current class teachers.</p>	<p>Teachers to review SEN file with Inclusion Leader who updates the Academy SEN Register.</p> <p>Hand-over meetings between teachers to discuss pupil's current plans and pass on information.</p> <p>Provision for next academic year mapped by SLT, Inclusion Leader & current teachers ready for September.</p> <p>General reports to Head.</p>	<p>SEN Support plans reviewed, new targets set and new SEN support plans sent out to teachers.</p> <p>General reports sent out to parents.</p> <p>Setting up and in-house training for TAs to deliver provisions next academic year if possible.</p>	

Appendix 3

Mossbourne Parkside Academy - Whole Academy Provision Map - Description

A graduated response to children's learning needs	Wave 1	Wave 2	Wave 3
Definition of Waves	Quality first teaching in the classroom through differentiation and inclusive practice.	Intervention programmes (1:1 or small group) for identified pupils aimed at helping them to “catch up” with their peers or maintain progress. These interventions may be personalised (based on personal assessment) or a planned programme followed by the group.	Personalised intervention (based on assessment and monitoring) targeted for pupils identified as needing individualised SEN support. This provision often draws on specialist advice from outside support agencies.
Analysis of need	This wave includes all learners. The majority of the class should have their learning needs met within this wave. Specific groups such as EAL learners or Dyslexic learners should be able to access the curriculum offered at Wave 1 through the teacher's growing knowledge and use of inclusive strategies.	Pupils in these groups need something additional and extra to Wave 1 provision i.e. a programme to help boost their knowledge and ability. The aim of a Wave 2 programme is to help the pupil “catch up” with his/her peers. They may/may not also be receiving SEN support.	These pupils have complex special educational needs eg. severe specific learning difficulties or a condition such as Autism or global developmental delay. They need something additional and extra to Wave 1 & 2 provision (but may have received a Wave 2 programme). They will be receiving SEN support or have a Statement.
Examples of provision	Lesson planning & differentiation Multi-sensory strategies Inclusive practice Talk partners/ Thinking Time Dyslexia-friendly teaching Brain Gym & Water Assessment Timetable	Language Groups Social Skills Groups Learning Mentoring Fine Motor Skills groups Star Readers/Catch Up Literacy Clicker Club Number box/ Plus 1 Maths Intervention Handwriting Groups Can also be Wave 3 - adapted to suit the pupil's individual learning needs.	Pupil has a Teaching Assistant assigned to them for part/all of the Academy day working on IEP targets or following a programme advised by an outside specialist such as SALT, OT, and/or an Outreach Team.

Whole Academy Provision Map 2019-2020

Year Group Foundation stage	Wave 1	Wave 2	Wave 3
Nursery	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment for learning ▪ Assessment Timetable ▪ Primary Language Screen ▪ Home/Academy Reading Record ▪ Daily phonics ▪ Parent/Teacher meetings ▪ Phase Group meetings ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Group Targets ▪ Inset/Professional development ▪ launchpad 	<ul style="list-style-type: none"> ▪ Identification of Concerns ▪ IEP (SEN Support) ▪ Regular CT/TA focus group ▪ Language Groups (TA) 	<ul style="list-style-type: none"> ▪ Identification of Concerns ▪ IEP (SEN Support/ Statement/ EHCP) ▪ Regular CT/TA focus group ▪ Language Groups (TA) ▪ Specific strategies/programme devised with Inco and/or specialist advice
Reception (RM & RB)	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment for learning ▪ Assessment Timetable ▪ Primary Language Screen ▪ Home/Academy Reading Record ▪ Daily Phonics ▪ Parent/Teacher meetings ▪ Phase Group meetings ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Group Targets ▪ Inset/Professional development ▪ launchpad 	<ul style="list-style-type: none"> ▪ Identification of Concerns ▪ IEP (SEN Support) ▪ Regular CT/TA focus group ▪ Language Groups (TA) 	<ul style="list-style-type: none"> ▪ Identification of Concerns ▪ IEP (SEN Support/ Statement/ EHCP) ▪ Regular CT/TA focus group ▪ Language Groups (TA) ▪ Specific strategies/programme devised with Inco and/or specialist advice ▪ SALT advice for particular pupils

Whole Academy Provision Map 2019-2020

Year Group KS1	Wave 1	Wave 2	Wave 3
Year 1	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment for learning ▪ Assessment Timetable ▪ Playground friends ▪ Pupil voice ▪ Breakfast Club ▪ Home/ Academy Reading and weekly Maths and Spelling homework ▪ Daily Phonics ▪ Parent/Teacher meetings ▪ Phase Group meetings ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Individual targets ▪ Inset & Professional development 	<ul style="list-style-type: none"> ▪ Identification of Concerns ▪ IEP (SEN Support) ▪ Regular TA focus group ▪ Language Groups (TA/Inco) ▪ 5 Minute Box ▪ Learning Mentor ▪ Small group Phonics teaching ▪ Fine motor group ▪ Extra reading with TA 	<ul style="list-style-type: none"> ▪ Identification of Concerns ▪ IEP (SEN Support/ Statement/ EHCP) ▪ Regular TA focus group ▪ Language Groups (TA/Inco) ▪ Volunteer Reader ▪ 5 Minute Box ▪ Learning Mentor ▪ Small group Phonics teaching ▪ Fine motor group ▪ Extra reading with TA ▪ Specific strategies/programme devised with Inco and/or specialist advice. ▪ Outreach Support
Year 2	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment for learning ▪ Assessment Timetable ▪ Playground friends ▪ Pupil voice ▪ Breakfast Club ▪ Home/ Academy Reading and weekly Maths and Spelling homework ▪ Daily Phonics ▪ Parent/Teacher meetings ▪ Phase Group meetings ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Individual targets ▪ Inset & Professional development 	<ul style="list-style-type: none"> ▪ Identification of Concerns ▪ IEP (SEN Support) ▪ Regular TA focus group ▪ Language Groups (TA/Inco) / Catch Up Literacy ▪ 5 Minute Box ▪ Learning Mentor ▪ Handwriting group ▪ Fine motor group ▪ Small group Phonics teaching ▪ Extra reading with TA 	<ul style="list-style-type: none"> ▪ Identification of Concerns ▪ IEP (SEN Support/ Statement/ EHCP) ▪ Regular TA focus group ▪ Language Groups (TA/Inco) ▪ 5 Minute Box ▪ Learning Mentor ▪ Handwriting group ▪ Fine motor group ▪ Small group Phonics teaching ▪ Extra reading with TA ▪ Specific strategies/programme devised with Inco and/or specialist advice. ▪ Outreach Support

Whole Academy Provision Map 2019-2020

Year Group: Lower KS2	Wave 1	Wave 2	Wave 3
Year 3	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment for learning ▪ Assessment Timetable ▪ Home/ Academy Reading and weekly Maths and Spelling homework ▪ Playground friends ▪ Pupil voice ▪ Breakfast Club ▪ Parent/Teacher meetings ▪ Phase Group meetings ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Inset & Professional development ▪ A-Space ▪ Talk for Writing ▪ Spanish lessons 	<ul style="list-style-type: none"> ▪ Identification of Concerns ▪ IEP (SEN Support) ▪ Regular TA focus group ▪ Language Group (TA/Inco) ▪ Social Skills Group ▪ 5 Minute Box/ Maths intervention ▪ Learning Mentor ▪ Handwriting group ▪ Fine motor group ▪ Phonics group with TA ▪ Extra reading with TA 	<ul style="list-style-type: none"> ▪ Identification of Concerns ▪ IEP (SEN Support/ Statement/ EHCP) ▪ Language Group (TA/Inco) ▪ Social Skills Group ▪ 5 Minute Box/ Maths intervention ▪ Grammar and Punctuation Group ▪ Learning Mentor ▪ Handwriting group ▪ Fine motor group ▪ Phonics group with TA ▪ Extra reading with TA ▪ Specific strategies/programme devised with Inco and/or specialist advice ▪ Outreach Support
Year 4	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment for learning ▪ Assessment Timetable ▪ Home/ Academy Reading and weekly Maths and Spelling/ Grammar homework ▪ Playground friends ▪ Pupil voice ▪ Breakfast & After Academy Clubs ▪ Parent/Teacher meetings ▪ Phase Group meetings ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Inset & Professional development ▪ A-Space ▪ Talk for Writing ▪ Spanish lessons 	<ul style="list-style-type: none"> ▪ Identification of Concerns ▪ IEP (SEN Support) ▪ Regular TA focus group ▪ Language Group (TA/Inco) ▪ Social Skills Group ▪ 5 Minute Box/ Maths intervention ▪ Learning Mentor ▪ Handwriting group ▪ Fine motor group ▪ Phonics group with TA ▪ Extra reading with TA 	<ul style="list-style-type: none"> ▪ Identification of Concerns ▪ IEP (SEN Support/ Statement/ EHCP) ▪ Language Group (TA/Inco) ▪ Social Skills Group ▪ 5 Minute Box/ Maths intervention ▪ Grammar and Punctuation Group ▪ Learning Mentor ▪ Handwriting group ▪ Fine motor group ▪ Phonics group with TA ▪ Extra reading with TA ▪ Specific strategies/programme devised with Inco and/or specialist advice ▪ Outreach Support

Whole Academy Provision Map 2019-2020

Yr: Upper KS2	Wave 1	Wave 2	Wave 3
Year 5	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment for learning ▪ Assessment Timetable ▪ Home/ Academy Reading and weekly Maths and Spelling homework ▪ Playground friends ▪ Pupil voice ▪ Breakfast Club ▪ Parent/Teacher meetings ▪ Phase Group meetings ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Inset & Professional development ▪ Talk for Writing ▪ Spanish lessons 	<ul style="list-style-type: none"> ▪ Identification of Concerns ▪ IEP (SEN Support) ▪ Regular TA focus group ▪ Language Group (TA/Inco) ▪ Social Skills Group ▪ 5 Minute Box/ Maths intervention ▪ Learning Mentor ▪ Handwriting group ▪ Extra reading with TA ▪ Clicker Club ▪ Booster Classes ▪ A-Space ▪ Fresh start 	<ul style="list-style-type: none"> ▪ Identification of Concerns ▪ IEP (SEN Support/ Statement/ EHCP) ▪ Language Group (TA/Inco) ▪ Social Skills Group ▪ 5 Minute Box/ Maths intervention ▪ Learning Mentor ▪ Handwriting group ▪ Extra reading with TA ▪ Clicker Club ▪ Specific strategies/programme devised with Inco and/or specialist advice ▪ Outreach Support
Year 6	<ul style="list-style-type: none"> ▪ Good quality first teaching through differentiation & inclusive practice ▪ Assessment for learning ▪ Assessment Timetable ▪ Home/ Academy Reading and weekly Maths and Spelling homework ▪ Playground friends ▪ Pupil voice ▪ Breakfast Clubs ▪ Parent/Teacher meetings ▪ Phase Group meetings ▪ Cycle of planning, target setting & evaluation ▪ Planning/curriculum/lesson monitoring & feedback ▪ Individual targets ▪ Inset & Professional development ▪ Talk for Writing ▪ Spanish lessons ▪ Targeted year 6 booster 	<ul style="list-style-type: none"> ▪ Identification of Concerns ▪ Pupil passport (SEN Support) ▪ Regular TA focus group ▪ Language Group (TA/Inco) ▪ Social Skills Group ▪ 5 Minute Box/ Maths intervention ▪ Learning Mentor ▪ Handwriting group ▪ Extra reading with TA ▪ Booster Classes ▪ More able maths ▪ 15 minutes reading for pleasure ▪ A-Space 	<ul style="list-style-type: none"> ▪ Identification of Concerns ▪ Pupil passport(SEN Support/ Statement/ EHCP) ▪ Language Group (TA/Inco) ▪ Social Skills Group ▪ 5 Minute Box/ Maths intervention ▪ Learning Mentor ▪ Handwriting group ▪ Extra reading with TA ▪ Specific strategies/programme devised with Inco and/or specialist advice ▪ Outreach Support