



Meridian Primary School
SEND Information Meeting



Our SEND framework and process

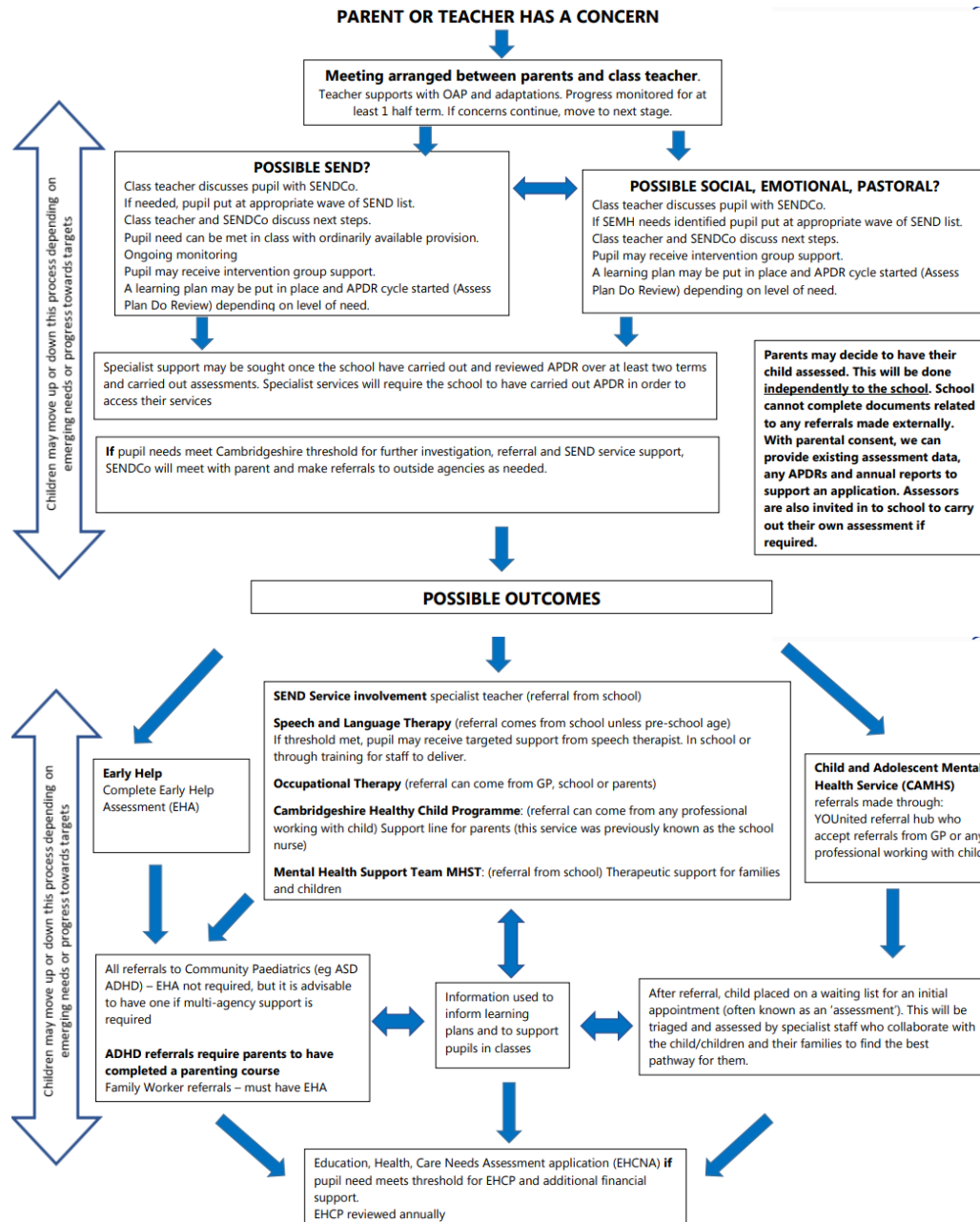
Ordinarily Available Provision

Q & A



SEND: Wave Descriptors-Based on Local Authority Bands

High Quality Teaching (HQT) & Ordinarily Available Provision (OAP)	All Pupils within a class Needs met through High Quality Teaching (HQT) and Ordinarily Available Provision (OAP)
Wave 1 HQT and OAP + Intervention Children being monitored	Mild additional needs being monitored by the class teacher and met through adaptation Additional support: may be part of group or individual intervention/s or catch up programme May have a specific learning diagnosis (such as dyslexia) May need specific additional classroom resources to support learning
Wave 2 SEND Register with APDR, accessing targeted provision	Response to intervention indicates that they have a greater need than other pupils which requires individual additional planning and provision Needs may be in several areas Will have an individual learning plan (APDR) and probably be part of interventions May have one or more specific learning diagnosis that significantly impact level of need Needs warrant focussed investigation and support from outside agencies such as specialist teachers or Educational Psychologist May have or had an Early Help Assessment (EHA)
Wave 3 SEND Register: High Needs Accessing specialist provision	As Wave 2 plus Will have a significant greater global need that requires an additional funding application Will have or be in the process of applying for an EHCP High Needs warrant ongoing support from outside agencies



NB: For pupils with external assessments and/or diagnosis, we must still follow this process



PARENT OR TEACHER HAS A CONCERN



Meeting arranged between parents and class teacher.

Teacher supports with OAP and adaptations. Progress monitored for at least 1 half term. If concerns continue, move to next stage.



POSSIBLE SEND?

Class teacher discusses pupil with SENDCo.
If needed, pupil put at appropriate wave of SEND list.
Class teacher and SENDCo discuss next steps.
Pupil need can be met in class with ordinarily available provision.
Ongoing monitoring
Pupil may receive intervention group support.
A learning plan may be put in place and APDR cycle started (Assess Plan Do Review) depending on level of need.



POSSIBLE SOCIAL, EMOTIONAL, PASTORAL?

Class teacher discusses pupil with SENDCo.
If SEMH needs identified pupil put at appropriate wave of SEND list.
Class teacher and SENDCo discuss next steps.
Pupil may receive intervention group support.
A learning plan may be put in place and APDR cycle started (Assess Plan Do Review) depending on level of need.



Specialist support may be sought once the school have carried out and reviewed APDR over at least two terms and carried out assessments. Specialist services will require the school to have carried out APDR in order to access their services

Parents may decide to have their child assessed. This will be done independently to the school. School cannot complete documents related to any referrals made externally.

move up or down this process depending on
ing needs or progress towards targets

Wave 1



Reasonable Adjustments/OAP Record

Name:	Year group:	Date updated:	Highlighted strategies in use for this child
Physical / Sensory - Work station - Move 'n' sit/wedge cushion - Writing slope - Fiddle toys/chews - Proprioceptive feedback activities – push, pull, weighted blanket, etc - Sensory breaks - Movement/brain breaks - Ear defenders - Seating position to avoid distractions - Postural support e.g. block for feet - Fine motor activities e.g. Tweezer work / threading - Fidget band on chair legs	Reading - High frequency word mat - Simplified text / instructions - Adapted task - Longer texts chunked - Adult/buddy reader (for access to text) - Essential reading highlighted - Reading ruler / window - Coloured overlay / Paper - Additional time - Differentiated expected outcome - Prompt bookmark - Personalised copy of whiteboard information	Writing - Fine motor activities - Pencil grip/triangular pencil/pen - Letter formation cards, alphabet strips - Mats – Phonic, rhyme, prefix/suffix, common exception words - High frequency word mat - Writing frame - Worked examples - Checklists, e.g. for editing work - Sentence starters - Dictionaries / personalised spelling log - Word processor for extended writing - Voice to text software - Scribe – when writing not being assessed	Maths - Number line/100 square/Tens frame - Multiplication square - Manipulatives e.g. Numicon, Cuisenaire rods, counters, Multilink cubes. - Vocabulary mat - Symbol / operations cards - Simplified instructions - Chunked tasks - Additional time
Organisation - Own set of resources e.g. pencils, ruler, etc - Personalised visual time-table - Task planner / check list - Routine Planners - Highlighting instead of noting - In/out work trays - First & Then boards - Verbal choice / Choice board - Mnemonics – memory - Additional practice/overlearning approaches - Resources colour coded - Pre-teaching / explaining what's next - Additional time	Language - Chunking/Step by step instructions - Back up instructions visually - Simplified Language - Modelling good use of language - Pre-teaching vocabulary - Social stories/scripts & comic strip conversations - Topic and academic vocabulary cards for individuals - Resources labelled with words and visuals - Give extra processing time	SEMH - Individual motivation resources - Mindfulness strategies - Anxiety mapping - Break cards - Regular check-in with class teacher or TA - Sand timers - Play and social support - Supported turn taking - Meet and greet with a buddy	

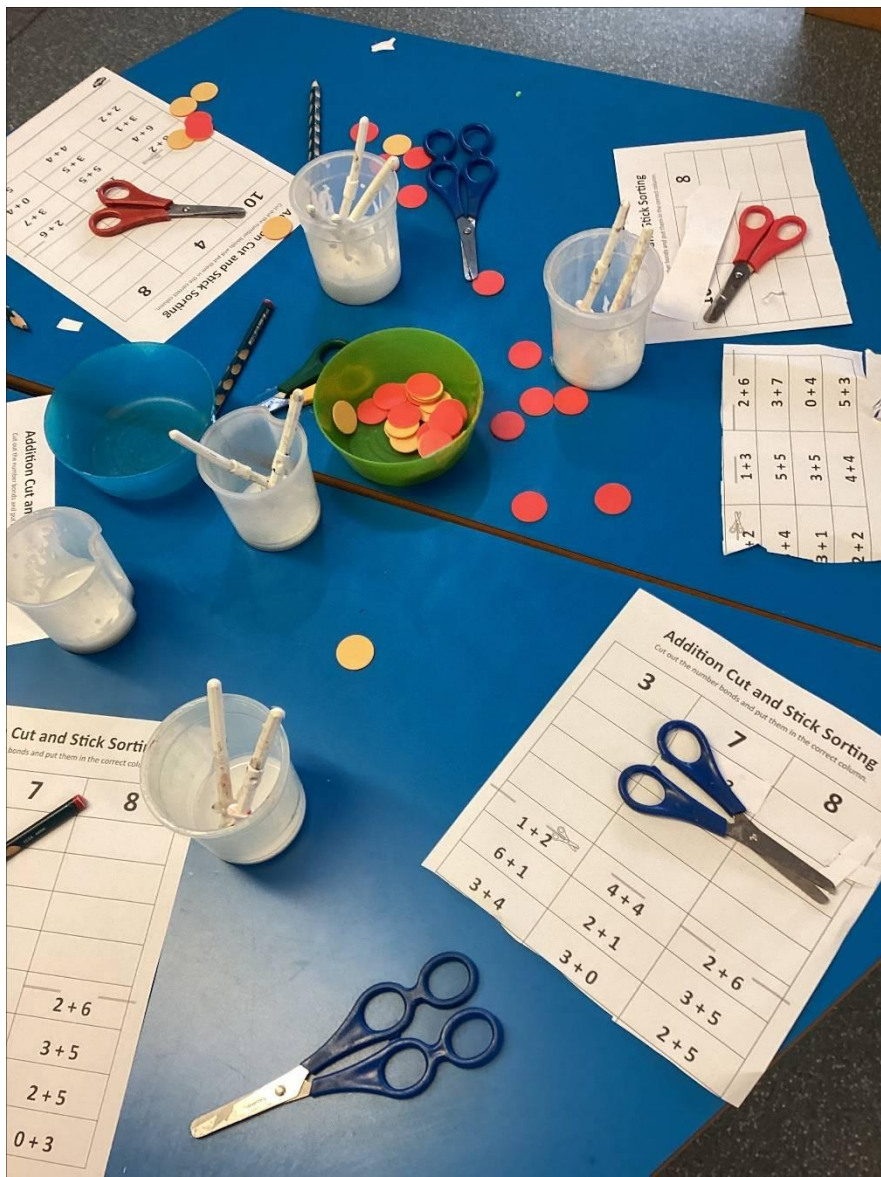
Writing

- Fine motor activities
- Pencil grip/triangular pencil/pen
- Letter formation cards, alphabet strips
- Mats – Phonic, rhyme, prefix/suffix, common exception words
- High frequency word mat
- Writing frame
- Worked examples
- Checklists, e.g. for editing work
- Sentence starters
- Dictionaries / personalised spelling log
- Word processor for extended writing
- Voice to text software
- Scribe – when writing not being assessed

Wave 1 Pupils

Reasonable Adjustments/OAP Record

Name: Child A	Year group: 3	Date updated: 15/05/26	Highlighted strategies in use for this child
Physical / Sensory - Work station - Move 'n' sit/wedge cushion - Writing slope - Fiddle toys/chews - Proprioceptive feedback activities – push, pull, weighted blanket, etc. - Sensory breaks - Movement/brain breaks - Ear defenders - Seating position to avoid distractions - Postural support e.g. block for feet - Fine motor activities e.g. Tweezer work / threading - Fidget band on chair legs	Reading - High frequency word mat - Simplified text / instructions - Adapted task - Longer texts chunked - Adult/buddy reader (for access to text) - Essential reading highlighted - Reading ruler / window - Coloured overlay / Paper - Additional time - Differentiated expected outcome - Prompt bookmark - Personalised copy of whiteboard information	Writing - Fine motor activities - Pencil grip/triangular pencil/pen - Letter formation cards, alphabet strips - Mats – Phonic, rhyme, prefix/suffix, common exception words - High frequency word mat - Writing frame - Worked examples - Checklists, e.g. for editing work - Sentence starters - Dictionaries / personalised spelling log - Word processor for extended writing - Voice to text software - Scribe – when writing not being assessed	Maths - Number line/100 square/Tens frame - Multiplication square - Manipulatives e.g. Numicon, Cuisenaire rods, counters, Multilink cubes. - Vocabulary mat - Symbol / operations cards - Simplified instructions - Chunked tasks - Additional time
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Phonics

Grapheme chart Phase 2 and 3

s	t	p	n	m	d	g	c	r	h	b	f	l	j	v
ss	tt	pp	nn	mm	dd	gg	ck	rr	h	bb	ff	ll	j	vv
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air	

Sounds we know

ar ee ai ur
 air oo er oi
 oa ow or oo ear

today
 said love come
 like have
 some here
 so says

lunchbox sandpit windmill melted
 strongest freshest grunted
 snapping jumping plumpest swimming

- one
- two
- three
- four
- five
- six
- seven
- eight
- nine
- ten

Make it

(Concrete)



Write it

(Abstract)

$$4 + 3 = 7$$

$$2 + 2 + 2 = 6$$

$$3 \times 2 = 6$$

See it

(Pictorial)



$$3 \times 2$$

array

$$2 \times 3$$

Multiplication and division

Say it

(Key vocabulary and sentence stems)

divide $\div$

groups of

equal groups

sharing

I know that $3 \times 2 = 6$
so I know that $2 \times 3 = 6$

repeated addition

multiply $\times$

times $\times$

I can read the number 11

- eleven
- twelve
- thirteen
- fourteen
- fifteen
- sixteen
- seventeen
- eighteen
- nineteen
- twenty

I can say if a number is odd or even



thousands 1 000 hundreds 100 tens 10 ones 1

2 Times Table

2 x 1 = 2
2 x 2 = 4
2 x 3 = 6
2 x 4 = 8
2 x 5 = 10
2 x 6 = 12
2 x 7 = 14
2 x 8 = 16
2 x 9 = 18
2 x 10 = 20
2 x 11 = 22
2 x 12 = 24

3 Times Table

3 x 1 = 3
3 x 2 = 6
3 x 3 = 9
3 x 4 = 12
3 x 5 = 15
3 x 6 = 18
3 x 7 = 21
3 x 8 = 24
3 x 9 = 27
3 x 10 = 30
3 x 11 = 33
3 x 12 = 36

5 Times Table

5 x 1 = 5
5 x 2 = 10
5 x 3 = 15
5 x 4 = 20
5 x 5 = 25
5 x 6 = 30
5 x 7 = 35
5 x 8 = 40
5 x 9 = 45
5 x 10 = 50
5 x 11 = 55
5 x 12 = 60

10 Times Table

10 x 1 = 10
10 x 2 = 20
10 x 3 = 30
10 x 4 = 40
10 x 5 = 50
10 x 6 = 60
10 x 7 = 70
10 x 8 = 80
10 x 9 = 90
10 x 10 = 100
10 x 11 = 110
10 x 12 = 120



Make it
(Concrete)

$227 + 125 =$

Hundreds	Tens	Ones
[Blue blocks]	[Blue rods]	[Blue cubes]
3	5	2

$342 - 115 = 227$

Hundreds	Tens	Ones
[Blue blocks]	[Blue rods]	[Blue cubes]
2	2	7

See it
(Visual)

$227 + 125 =$

Hundreds	Tens	Ones
[Green blocks]	[Green rods]	[Green cubes]
3	5	2

$342 - 115 = 227$

Hundreds	Tens	Ones
[Green blocks]	[Green rods]	[Green cubes]
2	2	7

Time

- 60 seconds = 1 minute
- 60 minutes = 1 hour
- 24 hours = 1 day
- 7 days = 1 week
- 365 days = 1 year
- 52 weeks = 1 year
- 10 years = 1 decade
- 100 years = 1 century
- 1000 years = 1 millennium

Addition
more + increase by
add + plus
count on + and
sum $2 + 3 = 5$

Subtraction
minus - decrease by
subtract - less
take away - count back
difference between $8 - 4 = 4$

Write it
(Abstract)

$227 + 125 = 352$ km

Peter drives 227 km in the morning and 125 km in the afternoon. How far has he travelled altogether?

$$\begin{array}{r} 227 \\ + 125 \\ \hline 352 \\ 1 \end{array}$$

Adding 3 digit numbers
Subtracting in columns, with exchanging

$342 - 115 = 227$

Jane's book has 342 pages. Jane has read 115. How many more does she have left to read?

$$\begin{array}{r} 342 \\ - 115 \\ \hline 227 \end{array}$$

Say it
(Verbal and sentence stems)

hundreds
tens
ones
digits
place value
column
add
exchange

Using base 10 blocks to represent numbers and operations

Base 10 blocks are used to represent numbers and operations. The blocks are arranged in columns representing hundreds, tens, and ones. The blocks are used to show the process of adding and subtracting numbers.





Continuing text to follow on...

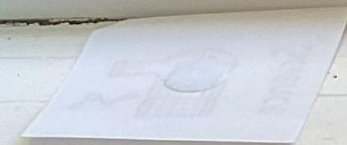
These consequences will occur for every MCB behaviour:

- Miss finding will talk to me
- I will have a restorative conversation as task
- A My Concern log will be completed
- My parents/careers will be told

There will also be a logical consequence:

Examples:

- I miss all of my break times for a day
- I work outside of the classroom
- If I am separated from my peer group
- I lose a privilege for a fixed time
- I replace the damage caused



Register

Phonics

Guided Reading

English

Capital letters	Lowercase letters	Full stop	Other marks to check in words
S C	h	.	at the end of a word

Playtime

Guided Reading

Maths

Lunchtime

Phonics



0 500 600 700 800 900 1000

thousands
1 000

hundreds
100

tens
10

ones
1

Español

uno/una	dos	tres	cuatro
1	2	3	4
cinco	seis	siete	ocho
5	6	7	8
9	10		

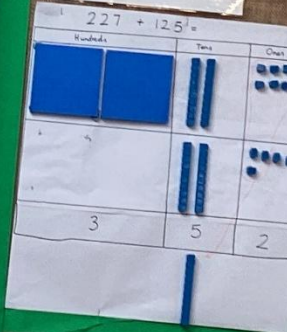
Nuevo Vocabulario

Estoy...
I am...

Estás...
You are...



Make it
(Concrete)



Write it
(Abstract) $4 + 3 = 7$

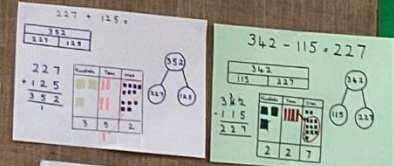
$227 + 125 = 352$ km
Peter drives 227 km in the morning and 125 km in the afternoon. How far has he travelled altogether?

$$\begin{array}{r} 227 \\ + 125 \\ \hline 352 \end{array}$$

$342 - 115 = 227$
Tina's book has 342 pages. Tina has read 115. How many more does she have left to read?

$$\begin{array}{r} 342 \\ - 115 \\ \hline 227 \end{array}$$

See it
(Visual)

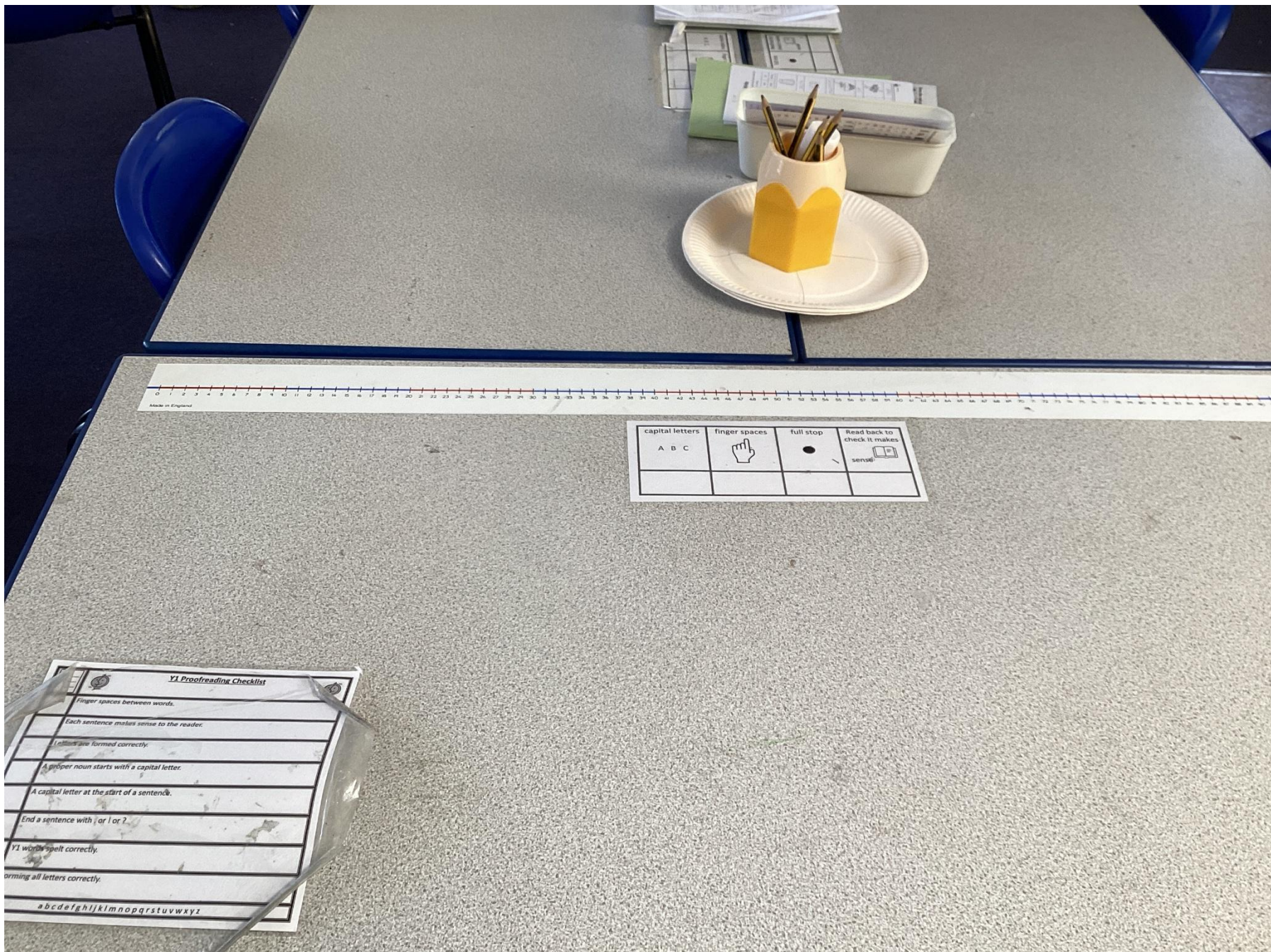


Say it
(Auditory and kinesthetic)

hundreds
tens
ones
digits
place value
column
add
exchange

Add it
more increase
add +
count on +
sum 2+

Subtract
minus decrease
subtract -
take away
difference between 8



capital letters	finger spaces	full stop	read back to check it makes sense
A B C		●	

Y1 Proofreading Checklist

☐ Finger spaces between words.

☐ Each sentence makes sense to the reader.

☐ Letters are formed correctly.

☐ A proper noun starts with a capital letter.

☐ A capital letter at the start of a sentence.

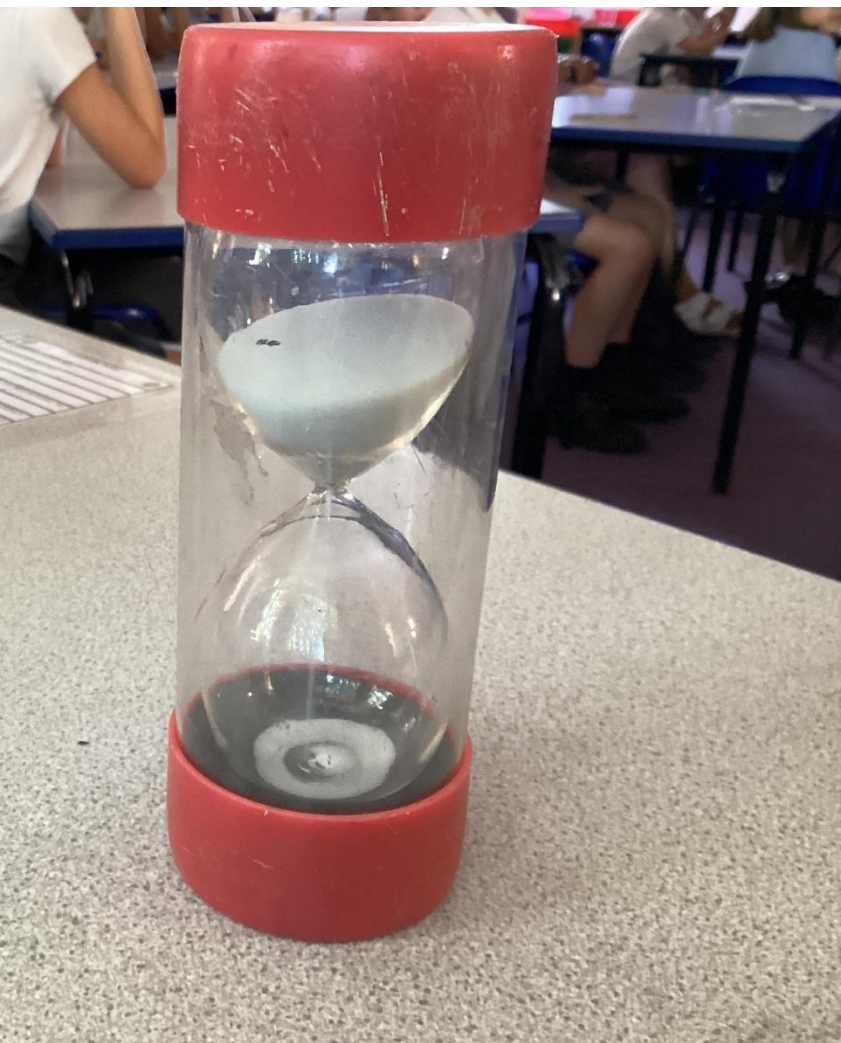
☐ End a sentence with , or ! or ?

☐ Y1 words spelt correctly.

☐ Forming all letters correctly.

abcdefghijklmnopqrstuvwxyz

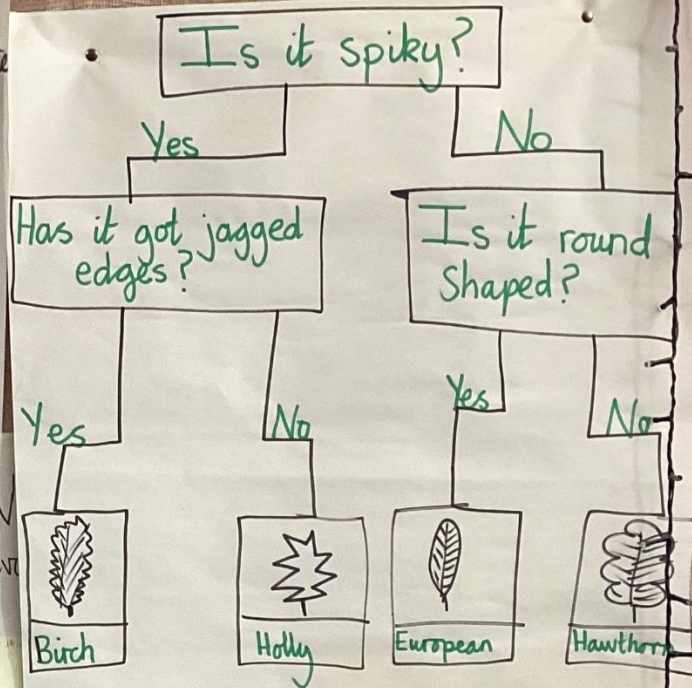
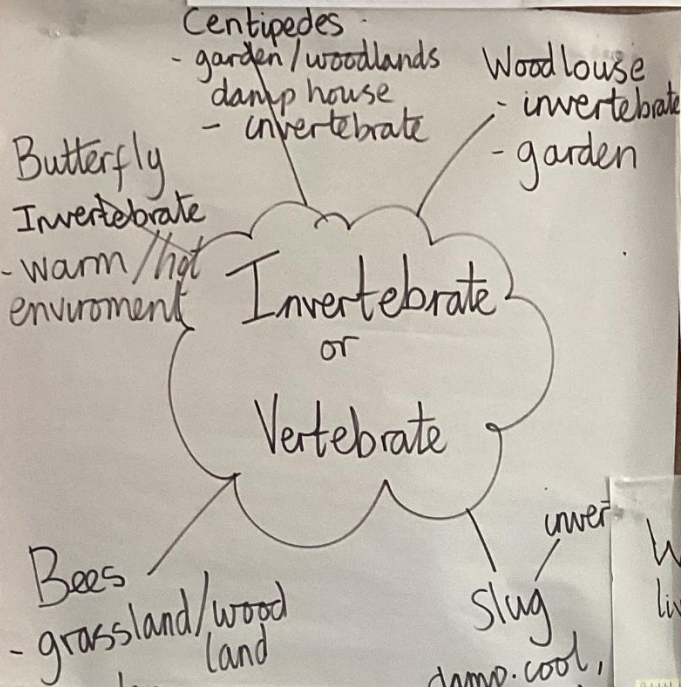




Closing paragraph:

- Play is an important part of life
- Helps people learn, stay healthy and build friendships.

What will you play today?



Classification keys

How the environment is changing?

- Forests are being cut down (deforestation).
- Animals are being hunted/poached. Natural habitats are being destroyed or reduced.
- Climate change is causing temperature to rise.
- Pollution is entering rivers, oceans and habitats. More buildings and roads are being built.
- Flooding is becoming more common in some areas.
- Plastic waste is harming natural environments.
- Urban areas are becoming more built up.

How are the animals affected by the change?

- Animals may lose their homes and shelters.
- Some animals struggle to find enough food.
- Water sources can become polluted.
- Some species become endangered.
- Animals may need to move to new habitats.
- Plastic waste can injure or kill wildlife.
- Food chains can be disrupted when species disappear.
- Changes in temperature can affect breeding and migration.

How can humans help?

- Protect nature reserves and habitats.
- Recycle and reduce waste.
- Plant more trees and protect forest.
- Use less plastic.
- Clean up litter from parks, beaches and rivers.
- Save energy and reduce carbon emissions.
- Reduce water pollution - take less bath and more shower.
- Educate others about protecting wildlife and the environment.
- Create wildlife-friendly gardens.

Poetry Toolkit

rhyme	line
metaphor	simile
imagery	personification
alliteration	repetition
rhyme	imagery



How many different fish are there?

Do all animals breathe? live or need air & breath?

I breathe.

Does every living thing have a heart?

How many different plants are there?

How many different animals are there?

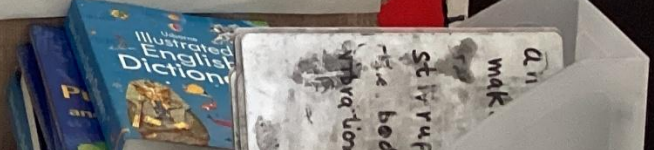
How many different insects are there?

How many different birds are there?

How many different reptiles are there?

How many different amphibians are there?

How many different mammals are there?



100,000	200 000	300 000	400 000	500 000	600 000	700 000	800 000	900 000
10 000	20 000	30 000	40 000	50 000	60 000	70 000	80 000	90 000
1000	2000	3000	4000	5000	6000	7000	8000	9000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.001	0.002	0.003	0.004	0.005	0.006	0.007	0.008	0.009

Grattegno
Chart



Thank you for your time.

We are here for any questions.

Please browse the resources and support
guidance on the tables.

Help yourself to a drink and biscuit!