



Access, curiosity and action

Finding Access Points: Unlocking Learning for All

What Are Access Points?

Let's face it - not every child walks through the same door to learning. Finding access points is about discovering those unique doors for each SEND learner. It's about asking, "How can this child connect with this content?" rather than "Why aren't they getting it?"

Access points are those "aha!" moments when you see a pathway open up - when a non-verbal child uses a communication board to share ideas, or when the pupil who struggles with writing creates an amazing creative write instead.



What This Looks Like in Practice

1. **Every child CAN learn** - sometimes we just haven't found the right key yet!
2. **One size definitely doesn't fit all** - what works for one child might be completely wrong for another.
3. **Start with strengths** - is your reluctant reader a Superman expert? That's your way in!
4. **Be ready to shake things up** - sometimes we need to change our teaching, not expect the child to change.

Getting Curious

Curiosity is your superpower when working with SEND learners. It means:

- **Watching like a detective** - noticing how they approach tasks, what lights them up, what shuts them down.
- **Asking better questions** - not "Why won't they sit still?" but "What happens when they can move while learning?"



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- **Bringing everyone to the table** - parents often have the missing puzzle piece you need.
- **Always being a learner yourself** - that CPD session on dyscalculia might transform your understanding.

When we're curious, we stop seeing diagnoses and start seeing Sammy who loves spiders but gets overwhelmed by noise, or Olivia who has brilliant ideas but needs extra time to process.

Making It Happen

Curiosity without action is just interesting conversation. The real magic happens when you:

- Change tomorrow's lesson based on what you observed today.
- Rearrange the seating plan after noticing social dynamics.
- Introduce a visual task list for the whole class because it helps everyone.
- Try that new approach, measure its impact, and tweak it again.
- Share what works with colleagues so good practice spreads.



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Remember, even small changes can make a massive difference to accessibility. That five-minute check-in at the start of the day or the focus toy that helps with concentration could be the difference between a child accessing learning or being left behind.



Graduated Approach (Assess, Plan, Do, Review)

Ordinarily Available Inclusive Provision for pupils with SEND

This document outlines the provision that we offer for all children at Broughton Jewish Cassel Fox School



Click for link to SEND flowchart (BJPS graduated response)



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Graduated Approach (Asses, Plan, Do, Review)

Area of Need	Wave one (Universal Provision) Inclusive strategies for <u>ALL</u> learners embedded in QFT	Wave two (in addition to universal provision) Targeted intervention and support for <u>SOME</u> learners	Wave three (in addition to universal provision and targeted intervention) Specialist support for a <u>FEW</u> learners
Communication and Interaction	<ul style="list-style-type: none"> • Speak Up Salford website • Early intervention assessment tools available for all staff • National Association of Special Educational Needs (NASEN) • SENDCo drop-ins • Word jars in classrooms • Pupil Passports • Differentiated curriculum planning, activities, delivery & outcomes e.g., simplified language, key words on working wall and on spelling lists • Visual timetables • Explicit instruction • Cognitive and metacognitive strategies • Scaffolding • Flexible grouping • Using technology • Visual cues • Structured school & class routines • Use of visual prompts/ICT to make learning more visual • Variation of structured collaboration: Talking Partners, group work etc. 	<ul style="list-style-type: none"> • Language skills interventions for pupils • Social speaking intervention groups • Individual working station • Support by training Language and Communication Teaching Assistant • Social stories • Pre-teach vocabulary, with visuals to help new words 'stick' • Dual-coding(visuals, diagrams, lists) • Support for longer writing tasks • Colourful Semantics • Links to neurodevelopmental support and information for all staff 	<ul style="list-style-type: none"> • 1:1 support or group intervention programme led by trained Language and Communication teaching assistant • 'Talkabout' programmes • 'Language for Thinking' programmes • Use of Black Sheep resources • Involvement of outside agencies: Speech & Language therapy (SALT)



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	<ul style="list-style-type: none"> • Collaborative group work • Pot of Fairness to allow everyone opportunities to speak • 'No hands up' approach to answering questions • Drop-in with SENDCo available – drop ins are particularly used to support parents who require more support • EHCP reviews. • IEPs shared with parents. • Formal meetings available upon request. • Peer and self-assessment 		
Cognition & Learning	<ul style="list-style-type: none"> • Early intervention assessment tools available for all staff • National Association of Special Educational Needs (NASEN) • Downs Syndrome support • Dyscalculia support • Dyslexia support • Visual timetables • Explicit instruction • Flexible grouping • Cognitive and metacognitive strategies • Scaffolding • Using technology • SENDCo drop-ins • Visual cues • Word jars in classrooms • Structured school & class routines 	<ul style="list-style-type: none"> • In-class additional targeted teacher support • In-class additional Teaching Assistant support within class teaching (small group or individual) • Structuring sentences - Colourful Semantics • Pre-teaching of vocabulary and concepts • Opportunities for over learning e.g. Precision Teaching • Nessy package (Dyslexia Quest, Nessy Numbers, Reading and Spelling, Nessy Fingers, Writing Beach, Hairy Readers) • Dynamo Maths • Literacy trained TA (Phonics, Morphology, Dyslexia skills) • Maths trained TA • Dual-coding(visuals, diagrams, lists) 	<ul style="list-style-type: none"> • Child placed on the Special Needs Register • Parents informed of continuing needs and next steps for Special Needs support • Assessments, advice and recommendations from outside agencies as appropriate • Advice & support for the class teacher from the Special Educational Needs Co-ordinator (SENDCo) • PIVATS assessment tool (learner 1.5+ years behind age expected outcomes) • EHCP reviews.



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	<ul style="list-style-type: none"> • Metacognitive Approaches • Adaptive teaching and graduated approach throughout school • Differentiated curriculum planning, activities, approaches & outcomes • Individual target setting for maths, reading and writing with pupil conferencing each term • Learning objectives & Success criteria clearly communicated • Drop-in with SENDCo available – drop ins are particularly used to support parents who require more support • Formal meetings available upon request. • Peer and self-assessment 	<ul style="list-style-type: none"> • Support for longer writing tasks 	
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Cognition & Learning (cont)	<ul style="list-style-type: none"> • Working walls and practical tool kits • Use of ICT: whiteboards, iPads, laptops, netbooks • In-class targeted teacher support • In-class Teaching Assistant support within class teaching (small group or individual) • Group guided reading with class teacher or teaching assistant • Read, Write Inc. structured Phonics programme 	<ul style="list-style-type: none"> • Additional intervention(s) discussed at Pupil progress meetings to address lack of progress/barriers to learning • Maths after-school club • Consultation with Maths Co-ordinator, Read Write Inc. Co-ordinator, English Co-ordinator & Pupil Premium Co-ordinator to determine intervention / level needed 	<ul style="list-style-type: none"> • Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time) • Specialist teacher (Specific Learning difficulties) interventions (one to one & small group support) for reading, reading comprehension, spelling and maths • Impact of intervention measured
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	<ul style="list-style-type: none"> • Collaborative and self-assessment • Learning style awareness – visual, auditory, kinaesthetic approach • Variation of structured collaboration: Talking Partners, group work etc. • Improved provision of outdoor learning environment • Access to lunchtime clubs • Access to extra-curricular activities • Educational trips and residential trips • Jewish cultural events and opportunities • Cluster school activities and events • Whole school policies: • Teaching & learning • SEND Policy • Behaviour Policy • Attendance Policy • Half-termly Pupil Progress monitoring • Reporting to parents at Parents Evenings • SEND parent forums • Learning Hub • CPD led by SEND Leaders, EPS, SALT etc. • Staff are aware of individual children's needs/impairment/disability/medication or emergency treatment or procedures – Pupil Passports / Learning Plans • CPOMS 	<ul style="list-style-type: none"> • Targets set for interventions and outcomes agreed with SLT, class teacher and Teaching Assistant providing intervention • Targets routinely shared and discussed with child • Additional use of visual and practical resources • Impact of intervention measured • If no further improvements/progress the concerns are noted by the class teacher on CPOMS & further progress carefully monitored • Learning Plans shared with parents and parents asked to contribute. • SNAP (GL assessments) • Sandwell Early Numeracy Test • Blackwell spelling age • Toe by Toe reading age • A range of other interventions available upon assessment 	<ul style="list-style-type: none"> • Review of provision with parents, class teacher, specialist teacher & involved agencies at least termly • Additional use of visual and practical resources • Use of adapted and/or specialist equipment • Involvement of Outside agencies • One to one provision by Special Needs teaching assistants for some pupils with High Needs; EHCP or challenging behaviours • Annual review for pupils with an Education Health and Care Plan
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Graduated Approach (Asses, Plan, Do, Review)

Area of Need	Wave one (Universal Provision) Inclusive strategies for <u>ALL</u> learners embedded in QFT	WAVE TWO (in addition to universal provision) Targeted intervention and support for <u>SOME</u> learners	WAVE THREE (in addition to universal provision and targeted intervention) Specialist support for a <u>FEW</u> learners
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Salford Graduated Response web page • Early intervention assessment tools available for all staff • Autism support • ADHD support • Anxiety support • Neurodevelopmental support resources • Oppositional Defiant Disorder support • SEND Behaviour Handbook • National Association of Special Educational Needs (NASEN) • Explicit instruction • Cognitive and metacognitive strategies • Scaffolding • Using technology • SENDCo drop-ins • Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices • Whole school rules, rewards & consequences: house points, class reward systems, reading treats • Clear consistent whole school expectations and aspirations • Time out to reflect on incidents • Playtime intervention support staff 	<ul style="list-style-type: none"> • Individual reward charts (subject to approval) • Monitoring by Class Teacher • Prompt and reminder cards • Home/school diary • Time out areas • Individual working station • Social skills programme • Self-esteem programme • Access 'Early Help' support or 'Reach for Wellbeing' • Learning Plans shared with parents and parents asked to contribute. • Boxall profiles • Social stories • 	<ul style="list-style-type: none"> • Behaviour interventions led by 1:1 TA • Nurture UK Provision • Buddy support • Behaviour Support Service – advice, recommendations, work with parents/carers • Parenting Courses • Educational Psychologist - assessment, advice & recommendations • Child and Mental Health Service (CAMHS) – assessment, advice & recommendations



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| | <ul style="list-style-type: none">• Calming rooms / areas are provided for children that require them• Advanced warning of changes to routine• Support inclusion in group work• Sensory Room• Learning Hub• Pastoral Support• Pastoral meetings• Sports coaches organises sporting activities and games at lunchtime• Wellbeing groups• Lunchtime supervisors• Peer support to encourage play• Policies: Behaviour and anti-bullying• Bereavement support through pastoral support• CPD led by SEND Leaders, EPS, SALT etc.• Staff are aware of individual children's needs/impairment/disability/medication or emergency treatment or procedures – Pupil Passports / Learning Plans• Drop-in with SENDCo available – drop ins are particularly used to support parents who require more support• Formal meetings available upon request.• CPOMS | | |
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Sensory/ Physical/ Medical	<ul style="list-style-type: none"> • Early intervention assessment tools available for all staff • National Association of Special Educational Needs (NASEN) • Explicit instruction • Scaffolding • Using technology • SENDCo drop-ins • Staff are aware of individual children's needs/impairment/disability/medication or emergency treatment or procedures – Pupil Passports / Learning Plans • Whole staff training for emergency treatment e.g., EpiPen use • Appropriately trained staff e.g., Paediatric First Aider, First aider at work 	<ul style="list-style-type: none"> • Involvement of Sensory Support Service • Advice/recommendations from school nursing team/medical team/sensory support team • Health Care Plan/Risk Assessment in place • Training for named staff for administration of medication. For example – insulin • Staff follow recommendations from medical team • Specialist pencils, pencil grips, laptops, wrist supports, writing slopes, wobble cushion etc. 	<ul style="list-style-type: none"> • Involvement of outside services for advice and recommendations: School Nurse, GP, Paediatrician, Occupational Therapist, Physical Development Outreach, Hearing/Visual Impairment Team, etc. • Use of personalised, specialist equipment • Adaptations to classroom/school environment as required • EHCP reviews.



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	<ul style="list-style-type: none">• Administration of medicines procedures e.g., Consent forms filled in by parents• Bathroom management facilities• Accessible grounds and building e.g. slopes as alternative to stairs and a lift (See "Accessibility Plan")• Risk assessments completed as appropriate e.g. off-site visits• Drop-in with SENDCo available – drop ins are particularly used to support parents who require more support• Formal meetings available upon request• Dyspraxia support• Hearing impairment support• Visual impairment support• Physical disability support• Tourette's Syndrome support	<ul style="list-style-type: none">• Learning Plans shared with parents and parents asked to contribute.	
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Transition to and from school	<ul style="list-style-type: none"> • SENDCo drop-ins • Open days for prospective parents • Reception staff to visit nursery children and playgroup settings to meet children • Reception intake to make visits into school during the summer term • Information provided to new parents • Transition visits at the end of summer term for all pupils moving up a year • Visits from staff from feeder secondary schools, where needed • Information sharing to feeder secondary schools ongoing through Summer Term • Year 6 visits to local secondary schools to participate in activities and intake days • Head of Year/Form Teacher to discuss transitions with class teacher • Exchange of data, including CPOMS • Open evenings at High School for Year 6 children • Drop-in with SENDCo available – drop ins are particularly used to support parents who require more support • Formal meetings available upon request. 	<ul style="list-style-type: none"> • Additional visits to school on request • Additional visits to secondary school as deemed appropriate accompanied by Teacher/Teaching Assistant/Parent • Support to parents in liaising with secondary school to discuss concerns and provision • More in-depth conversation with Head of Year 7 • Learning Plans shared with parents and parents asked to contribute. 	<ul style="list-style-type: none"> • Tailored and personalised transition plans created for all pupils with SEND and other vulnerable learners • Personalised Transition Book created with child • Additional accompanied visits to secondary school as deemed appropriate • Specific transitional activities arranged as appropriate • Support to parents in liaising with secondary school to discuss concerns and provision • EHCP reviews.



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Partnerships, ethos and environment	<ul style="list-style-type: none"> • School website • SENDCo drop-ins • Accredited Silver Award - Emotionally Friendly School • SLT greetings • Frequent staff training / CPD • Newsletters • Parents evenings • Reports • Open days for prospective parents • Reception staff to visit nursery children and playgroup settings to meet children • Formal meetings available upon request. • Frequent staff communication with families through phone calls, meetings, events and parents evening • Parent contact with correct email procedures and weduc notifications, newsletter signposts parents • Edukey access • Cafes, forums, parent governors, google forms • Policies are available on school website 	<ul style="list-style-type: none"> • Drop-in with SENDCo available – drop ins are particularly used to support parents who require more support • Consultation meetings • Personalised transition plans created for all pupils with SEND and other vulnerable learners • PEEP in place for specific needs 	<ul style="list-style-type: none"> • Personalised Transition Book created with child • Additional accompanied visits to secondary school as deemed appropriate • Specific transitional activities arranged as appropriate • Support to parents in liaising with secondary school to discuss concerns and provision • Nurture UK Provision • EHCP annual reviews



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- Contact with other professionals including: Ireach, Educational Psychologist, SALT, OT, play therapy, art therapy, external visitors (science, IT), Salford LA, SLS, governors, cluster meetings, moderation
- Pastoral support, and an inclusive ethos and culture that is embedded and shared with stakeholders: PSHE and wellbeing curriculum, nurture groups, parenting sessions, assemblies, 'Be Kind', the hub, QFT / adaptive teaching, Nurture UK Provision, planned for, TA timetable
- Policies available on school website
- CPOMs, PANTS, appropriate DSL (Safeguarding)
- Heads Up / PSHE/ wellbeing groups,
- Kodesh curriculum
- CPOMS
- Picture register of allergies and health care
- Risk assessments
- Learning Hub
- Whispering woods
- Gazebo for anti-bullying
- Anti-bullying student ambassadors
- Quiet Lunches
- Student playtime helpers



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| | <ul style="list-style-type: none">• Salford sports coaches at lunchtimes• Need specific awareness days• Extra-curricular activities: clubs, off-site visits etc. | | |
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