

SEN parent meeting – 24.3.26

SEND at Lady Bay

‘Teachers need to embrace their responsibility to create schools where every pupil, regardless of background, or ability, feels they belong’

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Support plan format

Area of need added

Diagnosis line added


Key information is broken down

further

Parental view must be obtained and this

must three times per year

Data tracker added to the plan



Lady Bay SEN Support Plan

Name		Year Group	photo	
DOB		Class		
DOA		Teacher		
EHCP	Funding	SIS	PLAC	Diagnosis
Area of Need (pick 2, 1 being most important) Cognition and Learning - <input type="checkbox"/> Sensory, Physical and/or Medical - <input type="checkbox"/> Communication and Interaction - <input type="checkbox"/> Social, Emotional and Mental Health - <input checked="" type="checkbox"/> Anxiety Related Needs - <input type="checkbox"/>				
Key Information (strengths, historical context)				
Nurture Provision				
Pupil Voice – (what’s working well, what could be better)				
Parental voice –				
Support				
Assessment Data	Plan	Do	Review	Exit Data

Importance of pupil voice – ‘A critical but often overlooked aspect of inclusion is elevating pupil voice. When pupils have a say in their learning experience, they feel engaged and motivated’

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Support plan format

	Reg	Literacy	Maths	Lunch	Session1	Session 2
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Subject	Foundation		Previous year	Current Data
Reading				
Writing				
Maths				
Other applicable areas				

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B-Squared assessments

Out of year group assessment.

Covers the main strands of learning – maths, spelling, SPAG, writing, reading

Gives very thorough information on what a child has achieved and what they didn't achieve during the assessment. Clear, bespoke, small-step targets created

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SEN provision at Lady Bay

Graduated response


Class teacher – SENCO – SLT

Diagnosis or understanding need

School support – in many ways and this again is graduated

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Adaptive teaching at Lady Bay







ADAPTIVE TEACHING		
<p>SEATING PLANS</p> <ul style="list-style-type: none"> Use seating plans strategically to support learning (e.g. placing students who need more support near the teacher. Grouping <u>students</u> for collaborative tasks/small group intervention) For some children this will be evident on support plan. Regularly renew and adapt seating plans based on student progress and class dynamics. 	<p>TASK LADDER</p> <ul style="list-style-type: none"> Standard template for task ladders used across all subjects (numbered task, learning objective, date) available on widget Regularly adapt the template based on feedback from staff and students to ensure it remains effective for individuals. Some set task ladders available for routine tasks e.g. going home routine. English unit overview for children (learning journey) and WAGOLL 	<p>RETRIEVAL PRACTICE</p> <ul style="list-style-type: none"> Begin lessons with low staked questions on previously learned content. (sticky knowledge) Use spaced repetition techniques e.g. retrieval topics at increasing intervals through teamwork or in class activities. Retrieval of core information supported with songs e.g. times table songs, geography songs
<p>MODELLING</p> <ul style="list-style-type: none"> Teachers use visualisers/ <u>appleTV</u> and video clips to demonstrate processes live (e.g. solving a maths problem, annotating a text, conducting a science experiment) Explicit worked examples available and remain on Working Walls Model good examples and examples where improvement could be made Excellent examples of <u>students</u> work are shared (in books or digitally) to model excellent standards and different approaches. Teachers provide <u>pre-prepared</u> examples of structures or techniques, especially highlighting key features. Meaningful feedback includes specific examples from the students work. 		<p>PRE-TEACH VOCABULARY</p> <ul style="list-style-type: none"> Identify key vocabulary for upcoming topics and introduce them explicitly before the lesson using student friendly definitions and examples. E.g. EAL group work. Use visual aids such as images or diagrams, to support understanding of new vocabulary. <u>E.g.</u> widget Word banks available on sheets and on working walls and displays
<p>TECHNOLOGY</p> <ul style="list-style-type: none"> Clicker Voice dictation Photographing things on the <u>ipad</u> to support children visually <u>TTRockstars</u>. <u>Wordspark</u> Translation apps e.g. google translate 	<p>RESOURCES AND STRATEGIES</p> <p>Manipulatives available throughout teaching sequence</p> <ul style="list-style-type: none"> Reading ruler Pencil grip Fidget toy e.g. <u>theraputty</u>. Chair resistance bands Gel seat, wobble cushion Ear defenders Sloped writing board Various maths manipulatives e.g. Numicon Reduced number of spellings Different family of spellings <p>Additional strategies and wider resources</p> <ul style="list-style-type: none"> Brain breaks ELSA Nature Nurture Green Card Soft start Nurture Space Nurture Club (Fridays) Dyslexia friendly reading books C challenge, additional meaningful activity to apply skills Extensions available to deepen understanding 	

SEN meeting 11.3.26

Veins into the heart.
Arteries away from the heart.

Monday 9th March 2026

How do our bodies use useful nutrients and water from food?

<p>Eat five portions of fruit or vegetables every day.</p> 	<p>Be active for at least an hour a day.</p> 	<p>Swap crisps, biscuits and sweets for raw vegetables or fruit.</p> 
<p>Start the day with a healthy breakfast to increase your energy levels.</p> 	<p>Drink plenty of water to prevent dehydration.</p> 	<p>Have between eight and nine hours of sleep each night.</p> 

Monday 9th March 2026

How do our bodies get useful nutrients and water from food?

How nutrients and water are transported within humans

Task A: Useful nutrients

Research different nutrients and complete the table to better understand the job they do and where we get them from.

Nutrient	Which foods do we find them in?	What role does it have in the body?
carbohydrates	Bread, pasta...	Provide energy
proteins	Beans, meats, eggs...	Grow and repair
vitamins	Broccoli, apples, grapes...	Fights infection
fats	Pizza, crisps...	Provides energy for body and absorption
fibre	Nuts, seeds, grain...	Digests food
water	Water	Hydrates
minerals	Calcium, iron, potassium, potassium	Strengthens bones and organs

Task B: Write a short paragraph to show the importance of diet and exercise for a healthy lifestyle.

Having a healthy diet and exercise is very important for your lifestyle because if you don't have enough of a balanced diet you will become unwell. For example, not having enough vegetables and eating meals that are unhealthy and high in fat are not good for your body and may cause health problems.

Thursday 8th January 2026

What is a sacred place and what sacred buildings are there around the world?

1. A special place I would like to visit is Las Vegas, Thailand.

2. A place I feel good is the bathroom because it's quiet.

3. I think a sacred building is a church/hindu temple.

Thursday 8th January 2026

What is a sacred place and what sacred buildings are there around the world?

A special place I like to visit is Center Parcs because it's busy and calm at the same time. I like to share it with my family and do the activities together.

A place where I feel very good is my bedroom because it's cosy and calm and I can be alone for a minute there.

A place that is sacred for others but not for me is All Hallows Church.

Some people think the whole Earth is sacred. I think some of the world is sacred like the peaceful parts and the more dangerous parts are less sacred.

I believe that all religious buildings are all sacred because it's probably got some link to that religion.

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Understanding the funding process

Support plan

Non-funded children

Funded children

Different thresholds for funding Low AFN (£2,000), medium AFM (£4,000) High AFN (£6,500), HLN (£14,000)

EHCPS

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Neuro-diversity awareness day – Summer term