HOLY TRINITY
A BATH AND WELLS ACADEMY

Learning, Achieving and Flourishing Together in God's Promises, Goodness and Love.

Opportune Tailored Support Guide

Learning, Achieving and Flourishing Together in God's Promises, Goodness and Love.

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Opportune Tailored Support Vision

To enable all our children to have opportune tailored support; i.e. support that is given at the right time, for the right duration and the right level. This support should focus on the child being successful and independent in the classroom.

Our approaches:

Different children in our school have different needs and there are four categories that we support:

SEND – Special Educational Needs and Disabilities
EAL – English as an Additional Language
Pupil Premium – Disadvantaged, Service, Looked after children
Emotional Support

All children who fall into these 4 groups will be recorded on our Gear Support Plans where we record the essential information that these children need to support their independence.

Below, there is an outline of each group in more detail.

SEND

Each child on our SEND register has a Tailored Support Plan that details the specific information related to each individual child, their targets and how these will be achieved. Please see our SEND policy for specific details on how we support children with SEND in our school. Below is our SEND vision that provides a guide to what we want to achieve for our SEND children:

To enable all our children with SEND to be independent learners and to be fully integrated into the classroom, working alongside their peers. We will provide targeted resources and support through a Tailored Support Plan that enables them to make progress across all aspects of their spectrum of needs.

EAL

Each EAL child who is not yet fluent in English has an action plan that details where they are on their English journey and set them targets for progressing forward.

Pupil Premium (PP)

Please see our Pupil Premium strategy for more information on how we allocate the PP funding to support our children.

Emotional Support

Emotional support is for children who do not fit into the 3 categories above but require additional support because of an event or challenge that may have caused them to experience a period of emotional instability.

Techniques used to support these groups:

Support and Challenge – Behaviour and Relationship Policy

At our school, we follow a straightforward approach. We support and challenge our children. We provide support through various strategies, while also maintaining high expectations. When it comes to behaviour, we engage in honest conversations and establish clear, consistent boundaries. Our Behaviour and Relationship policy helps to support this process. At the heart of the work that we do is to build relationships.

Strong relationships allow for honest and supportive conversations to occur and for meaningful problem-solving outcomes to be effective.

Collaborative Proactive Solutions (CPS)

CPS have the child at the centre of problem-solving approaches. The process was created by Dr. Ross Green and centres around the idea that some children have lagging skills around their emotional development and that we can develop these skills by problem solving with them to create understanding and build new neuro-connections in their brains. There are 22 lagging skills and we have integrated these into our reporting system that we share with our parents:

Emotional Profile in school setting	Always Shown	Sometime Shown	Rarely Shown
They are able to manage transitions, shifting from one mindset or task to another	☐	☐	☐
They can do things in a logical sequence or prescribed order	☐	☐	☐
They can persist with challenging or tedious tasks	☐	☐	☐
They have a good sense of time	☐	☐	☐
They can maintain focus	☐	☐	☐
They can consider the likely outcomes or consequences of their actions.	☐	☐	☐
They can consider a range of solutions to a problem	☐	☐	☐
They can easily express concerns, needs, or thoughts in words.	☐	☐	☐
They can manage their emotional response to frustration so as to think rationally	☐	☐	☐
They have the ability to manage failure and disappointment i.e. making mistakes and losing.	☐	☐	☐
They can see "grays" in a situation rather than just the black and white	☐	☐	☐

Emotional Profile in school setting	Always Shown	Sometimes Shown	Rarely Shown
They can deviate from rules routine when needed	☐	☐	☐
They can manage unpredictability, ambiguity, uncertainty, novelty	☐	☐	☐
They can shift from original idea, plan, or solution	☐	☐	☐
They can take into account situational factors that would suggest the need to adjust a plan of action	☐	☐	☐
They have flexible interpretations of situations and aren't influenced by their bias. Phrases such as "Everyone's out to get me," "Nobody likes me," "You always blame me, "It's not fair," "I'm stupid" are not used very often	☐	☐	☐
They have the ability to accurately interpret social cues	☐	☐	☐
They have the ability to start conversations, enter groups, and connect with people	☐	☐	☐
They can seek attention in appropriate ways	☐	☐	☐
They have the ability to appreciate how their behaviour is affecting others.	☐	☐	☐
They can empathize with others, appreciating another person's perspective or point of view	☐	☐	☐
They have the ability to appreciate how they are coming across or being perceived by others	☐	☐	☐

When working with the children, there is a clear process to follow. The first phase is the 'empathy' step where the problem is identified with the child and agreed on. The second phase is to 'define the problem' and enter the concerns of the teacher, so there is a balance between the child and the teacher and the final phase is the 'invitation' step, where ideas are generated to solve the problem.

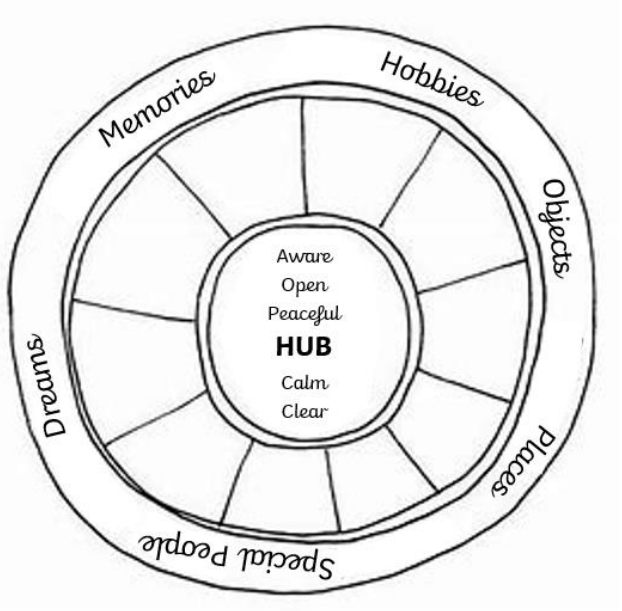
Brain Integration support

Wheel of Awareness

The **Wheel of Awareness** is a mindfulness tool created by Dr. Dan Siegel. It's a visual way to help understand and improve our awareness and well-being.

- **Hub**: The centre, representing pure awareness.
- **Rim**: The outer part, where all our thoughts and feelings.
- **Spoke**: Connects the hub to the rim, helping us focus on different things.

This practice helps children focus on positive aspects of their lives instead of worries. They draw a wheel and fill it with all the good things in their life.



Story Boards, Writing and Drawing Journals

Storyboards and writing journals are an effective way of helping children to make sense of the things that have happened to them. Storyboards help children to tell a story of the negative thing that they may have experienced, which helps them to integrate this clearly into their brain rather than sitting in parts of their brain that they do not have access to yet still impact them emotionally. Writing and drawing journals can be positive tools, as allowing children to express their worries and thoughts in a positive way rather than using negative emotions that impacts themselves and others around them. At Holy Trinity, we also use 'Talkabout' groups that support the idea of developing language and communication to be able to better articulate concerns and worries.

Think, Write, Speak (TWS)

When someone is feeling worried about a situation, a helpful strategy is to engage with the worry in three different ways: **thinking**, **writing**, and **speaking**. First, taking time to reflect on the worry allows the mind to explore it internally. Next, writing the worry down helps to externalize and organize the thoughts. Finally, talking to someone about the worry brings a social and emotional dimension to the process. Each of these approaches activates different areas of the brain, which helps to distribute the emotional load. This not only reduces the intensity of the worry but also supports clearer

thinking, making it easier to understand the issue and take steps toward resolving it.

SIFT

Dr. Dan Siegel's SIFT technique is a mindfulness practice designed to help individuals process their emotions and gain a deeper understanding of their internal experiences. SIFT stands for:

- **Sensations**: Noticing the physical sensations in your body.
- **Images**: Observing any mental images that come to mind.
- **Feelings**: Identifying the emotions you are experiencing.
- **Thoughts**: Recognizing the thoughts that are present in your mind.

By systematically paying attention to these four aspects, children can better understand and manage their emotional responses.

Breathing Techniques

Breathing techniques are a helpful way for managing anxiety because they help activate the body's parasympathetic nervous system, which is responsible for the "rest-and-digest" response. There are a few key reasons why they are effective:

1. **Regulate Heart Rate and Blood Pressure**: Deep breathing can slow down your heart rate and lower blood pressure, which are often elevated during anxiety.
2. **Reduce Muscle Tension**: Anxiety can cause muscle tension, and controlled breathing helps relax these muscles.
3. **Improve Oxygen Flow**: Shallow breathing, common during anxiety, limits oxygen intake. Deep breathing ensures that your body gets enough oxygen, which can help reduce feelings of dizziness and light-headedness.
4. **Calm the Mind**: Focusing on your breath can help divert your mind from anxious thoughts and bring you into the present moment.
5. **Trigger the Relaxation Response**: Techniques like deep breathing engage the parasympathetic nervous system, promoting a state of calm and relaxation.

There are two types of breathing techniques that we use at Holy Trinity.

Double Intake

1. **First Inhale**: Take a deep breath in through your nose.
2. **Second Inhale**: Without exhaling, take a second, shorter breath to fully inflate your lungs.
3. **Exhale**: Slowly exhale all the air out through your mouth.

This method helps to offload carbon dioxide from the lungs more efficiently and can quickly reduce stress and anxiety. The double inhale helps to

maximize lung inflation, while the long exhale activates the parasympathetic nervous system, promoting relaxation.

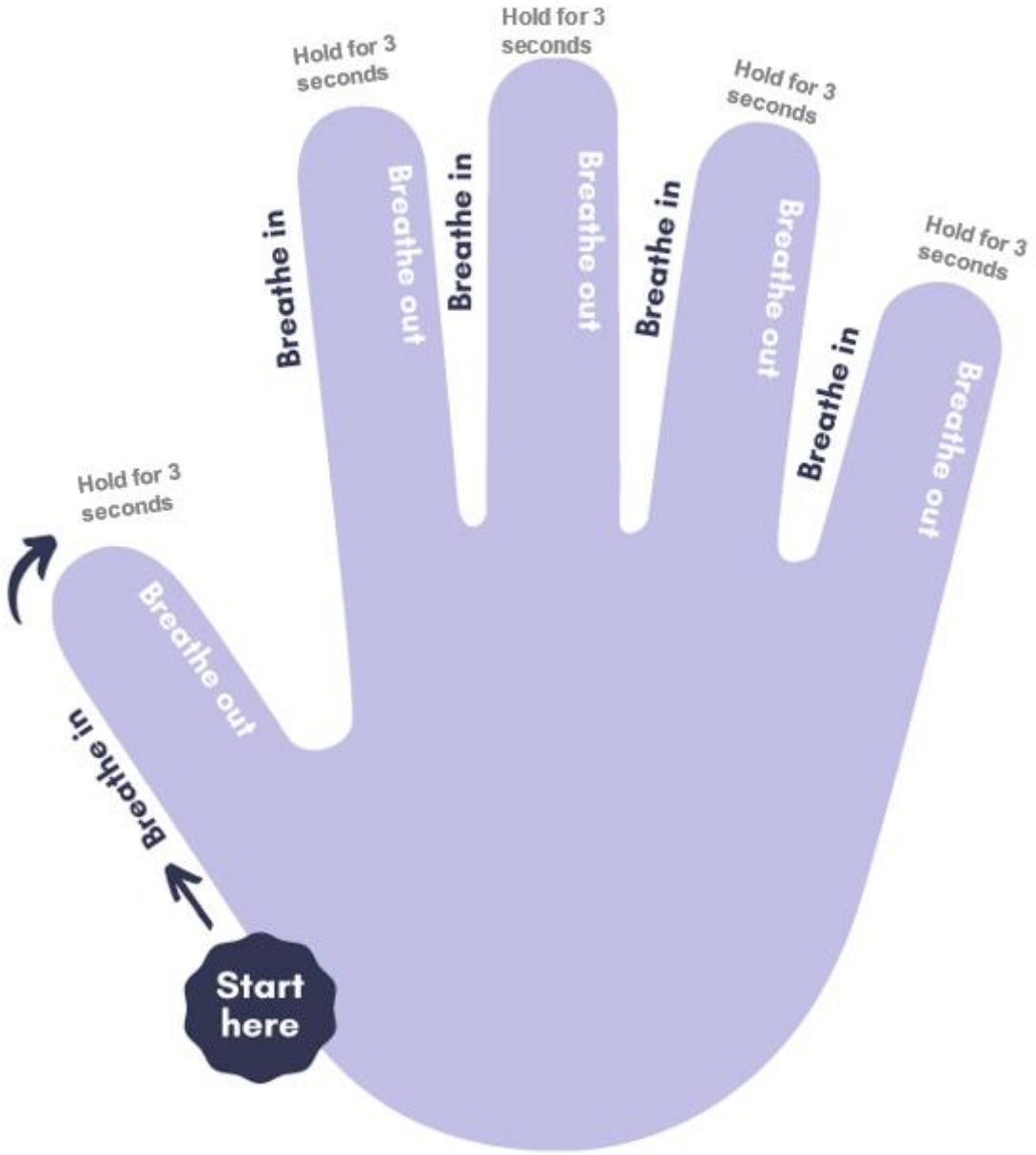
5 Finger Breathing

1. Find a comfortable sitting position and relax your body.
2. Extend one hand in front of you, palm facing up.
3. With the index finger of your other hand, trace the outline of your extended hand, starting from the base of your thumb.
4. As you trace up the side of your thumb, take a slow, deep breath in through your nose.
5. When you reach the top of your thumb, pause briefly and hold your breath for 3 seconds.
6. Now, as you trace down the other side of your thumb, slowly exhale through your mouth.
7. Repeat this process as you trace up and down each finger of your hand, taking a deep breath in as you trace up and exhaling as you trace down.
8. After you finish tracing all your fingers, take a moment to notice how you feel and any changes in your state of mind or body.

CALM YOURSELF WITH A

5 FINGER BREATHING

BRAIN BREAK



Relational Play

Relational play activities help to build relationships between staff and children but, importantly, relational play helps to develop important neurological pathways in children's brains. Laughter and clear positive facial connections between people is really important. Unfortunately, some children have not had enough play in their lives.

Play is incredibly important for children's development and well-being. Here are some key reasons why:

1. **Cognitive Development**: Play promotes healthy brain development and critical thinking skills. It helps children understand cause and effect, reinforces memory, and encourages exploration and curiosity.
2. **Physical Development**: Through activities like running, jumping, and climbing, play helps develop fine and gross motor skills, balance, and coordination.
3. **Social Skills**: Play teaches children how to interact with others, share, negotiate, and resolve conflicts. It helps them build relationships and develop empathy.
4. **Emotional Regulation**: Play provides a safe space for children to express and process their emotions. It can reduce stress and help them understand and manage their feelings.
5. **Creativity and Imagination**: Engaging in imaginative play allows children to explore different scenarios, roles, and ideas, fostering creativity and problem-solving skills.
6. **Communication Skills**: Through play, children practise new vocabulary, storytelling, and other forms of communication, laying the foundation for literacy and language development.

Neuro Diversity Group – Willow Group

At Holy Trinity, we are passionate about supporting children who are neurodiverse. Our drive is to provide them with the skills and knowledge to be independent and successful in all environments that they find themselves in. When fully realised, neurodiverse brains can be a real asset to them, but it is vital that they understand themselves - to know their challenges and their strengths. With the support of the children of our school, we have created a neurodiversity support group that we call the Willow group. This group is a place where children can be open and honest about the things that they find difficult or their neurodiversity. It is a place where the children can discuss strategies and approaches to support their learning and their everyday lives at school and at home.

External Support and PFSA

To support the work at our school, we employ external expertise. One aspect of this is a company called Time and Kindness, who provides a social and emotional expert who can work with our staff and children to provide expert advice and supervision. We also

have a parent family support advisor (PFSA) who can work with parents at home and their children at school to solve problems that are hard for some parents to resolve.

Parental Support and Parental Workshops

Supporting our parents is an essential part of supporting our children. Throughout the year, we run different workshops such as: ADHD and autism, SEND coffee mornings, EYFS information workshops, and bespoke individual support for parents who are struggling to manage their children's behaviour at home.

Interventions

To support children's academic needs, there are a range of inventions and booster groups which operate throughout the year such as:

- Daily reading
- Precision phonics
- Writing intervention groups
- Maths intervention groups
- Green group follow-up groups
- Handwriting and spelling groups
- IXL – online intervention program for English and Maths

Technology

At Holy Trinity we believe that technology provides an important role in supporting our children. We have invested significantly in iPads for the children that allow the children who struggle with writing and reading to use accessibility tools that can read text back to them and allow them to dictate their work, so that they can get their ideas out successfully. The iPads also allow for the changing of coloured dyslexia-friendly screens which helps our dyslexic children.

Physical Resources

- Coloured paper
- Coloured Overlays
- Coloured glasses
- Fidget Shoelaces
- Chew Toys
- Wobble Cushions
- Thera Putty
- Headphones
- Music
- Micro Breaks
- Stress Breaks
- Movement Breaks
- Notebooks
- Stretchy bands for chairs
- Pencil Grips

- Lego

Impact

The impact of Opportune Tailored Support is that our children are given the tools and the equipment both physically and emotionally to be successful and independent in the classroom. In addition, their time at school will be more productive and emotionally stable, impacting their home life as well.

When the children leave our school at the end of their Year 6, they will have a strong understanding of themselves and the support and resources that they need to be successful in the classroom as well as in the outside world.