

Lowerplace Primary School

**Special Educational Needs
Information Report**

2023-2025

SEND Provision:

The SEND Policy can be found on the website:

<https://www.spotland.rochdale.sch.uk/rochdale/primary/spotland/site/pages/schoolinformation/send>

Spotland, and twelve other local schools, are members of the Inspirational Professional Learning Community Network (IPLCN) and this network provides support for pupils with SEND. We are able to share good practice. All staff members have received training and our ability to provide effective provision for all children, including those with SEND, has increased with any training needs provided for. We provide a Gold Standard Therapeutic Inclusion Room (Th.Inc. Room), known as the Bubble Room, to develop children's social and emotional well-being.

We provide for all the four areas of need highlighted in the SEN Code of Practice 2014:

Communication and Interaction: Individual workstations, visual timetables in all classes, individual timetables, symbols to allow communication, WELLCOMM language screening and intervention, TALC assessments and referrals to Speech and Language Therapy/RANS Assistive Technology

Cognition and Learning: Pre-Key Stage Standards, concrete materials for learning e.g. cubes, number squares, reading rulers, Costed Provision Mapping for interventions, half-termly IIMs (Intervention and Inclusion Meetings), IDL (Indirect Dyslexia Learning) etc.

Social, emotional and mental health difficulties: Bubble Room, Young Person's Mental Health Support Worker for 1 x day a week, Healthy Young Minds (HYM) referrals, PSHE programme of study, Circle Time, individual workstations, Positive Behaviour Policy, emotional barometers. Growth Mindset Displays, Enable Tables and Early Help Support for parents via the Family Support Worker (FSW)

Sensory and/or physical needs: Double handrails, white lines on all steps, glass panels in all doors, bubble tube, disabled access via ramps, blinds on classroom windows, fidget toys, disabled toileting/personal care facilities, sensory diets, sensory area, sensory path and a sensory garden

Identification and Assessment:

We continually assess all children to ensure we know what to teach. Most pupils are assessed via termly assessments and teacher assessment, with some children with SEND being assessed with a bespoke Spotland School SEND assessment system, called SPECS (Spotland School Early Communication Skills), which is a system to inform target setting for pupils of all ages whose performance is outside national expectations. Teachers use these standards to plan and assess.

Communication with parents is essential and can give a fuller picture of any perceived needs. Working closely with parents is an essential part of providing an effective education. Inclusion Passports are drawn up to help staff understand the needs of these children. An Early Help Assessment (EHA) may be set up to help support families.

https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=Klj_O2F1XD8

We operate a graduated approach to SEND. This means that difficulties are highlighted, INCO may observe, parents are contacted and consulted, work is monitored, children are baseline assessed, targets are set, assessment systems and interventions are planned and reviewed via the half-termly Inclusion and Intervention Meetings (IIMs).

We use our Quality First Teaching strategies for different forms of SEND and then evaluate the effectiveness. We then use the following categories:

‘Cause for Concern’ (C) – We can class children as a ‘Cause for Concern’ if we felt that we are concerned about any area of learning and we then put in place various interventions and monitor their effectiveness. Referrals can be made to outside agencies.

‘SEN Support’ (K) – If a child has received targeted support and we still feel that issues remain, for up to two terms, the SENCo will meet with parents and discuss the possibility of drawing up an SEN Support Plan. This plan outlines the support needed and given. These are reviewed three times a year and are written with input from the child, parents, class teachers, outside agencies and the SENCo. Some children can be classed as SEN Support without being a Cause for Concern.

‘Educational Health Care Plan (EHC)’ (E) – For those children with severe and complex needs a decision can be made to place a formal request in to the Local Authority to be assessed for and EHC Plan (‘My Plan’ in Rochdale). If the plan is created then we set up an EHC Support Plan which sets out the current outcomes and provision that is being worked on.

Effective Provision:

Evaluation:

- Half-termly IIMs provide a chance to share information, analyse data, highlight intervention that is needed
- Costed Provision Mapping allows analysis of value for money and can highlight additional support needed
- Data is shared with governors on how well different groups of children perform and this includes children with SEND
- Parents of pupils with SEND are in regular contact with the SENCo and class teachers and success are shared and issues raised and dealt with

Assessing and Reviewing:

- Use of SPECS to assess and set targets

- Half-termly IIMs provide a chance to share information, analyse data, highlight intervention that is needed
- Termly reviews of EHC/SEN Support Plans, with the setting of new targets
- Annual or Interim Reviews of Education, Health and Care Plans (EHCP) with parents, the child and any professionals involved to discuss progress and set targets
- Writing and reviewing Inclusion Passports
- Interpreters booked when we have new arrivals and English is not spoken by parents to illicit background information and followed up with home language letters and interpreters at Parents' Meetings

Teaching:

When planning and teaching the National Curriculum, all teachers must set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment. All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the expected key stage levels.

For children with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

Children with SEND

Teachers:

- Take account of the type and extent of a pupil's SEND in planning and in assessment
- Provide support for communication, language and literacy needs
- Plan, where necessary, to develop pupils' understanding through the use of all available senses and experience
- Plan to enable children to take part in learning, physical and practical activities
- Help pupils to manage their behaviour, to take part in learning effectively and safely
- Help individuals to manage their emotions, particularly trauma and stress, and to take part in learning

Children with Disabilities

Not all pupils with disabilities necessarily have special educational needs. Teachers take action however, to ensure that pupils with

disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication.

Teachers:

- Plan for enough time for satisfactory completion of tasks
- Plan opportunities, where needed, for the development of skills in practical aspects of the curriculum
- Identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals

Some year groups have three qualified teachers to deliver the curriculum. Teaching assistants support the teacher by supporting 1:1, taking a group, supporting in the class or delivering interventions. Teachers then get more time to work with the most vulnerable children. The members of the groups are fluid and are reviewed as necessary and usually each half term.

All teachers:

- Set high expectations and provide opportunities for all to achieve
- Take account of legislation regarding equal opportunities
- Take specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use of assessment and set targets for learning

Curriculum Adaptions:

Differentiation is a process where what is being taught is adapted to suit the needs of groups of children and/or individuals.

Differentiation you will see:

- Grouping – 1:1, sets, ability, peer partners etc.
- Varied content that is aimed at children's interests, where possible
- Teaching styles adapted to learners e.g. varied questioning, visual clues for EAL learners, themed learning for topic to cover History, Geography and Art and Design Technology
- First hand experiences to develop use of language
- Pace of lessons set to individuals needs
- Alternative recording methods e.g. ICT, photographs

- Support for children with additional needs is managed by staffing heavily to allow teacher time to work 1:1 or within a small group
- Rewards that are personalised e.g. Spiderman stickers, time on iPad playing a loved game
- Quiet learning areas as needed or time out if sensory needs are highlighted

Ideas of what we provide for different areas of SEND are listed on our website:

<https://www.spotland.rochdale.sch.uk/rochdale/primary/spotland/site/pages/schoolinformation/send>

Learning Environment:

- The HIVE: An alternative provision for up to six children with high end need SEN
- Bubble Room for social/emotional support
- Study Room, Activity Room, Workroom, Learning Resource Centre (LRC), The Den, Reading Room, Foundation Stage Intervention Room, Turret Room, Hall and Canteen are all areas that are utilised for learning

Activities:

We have a variety of clubs for all ages that are run before school, at lunch and after school. We have a Breakfast Club.

<https://www.spotland.rochdale.sch.uk/rochdale/primary/spotland/site/pages/schoolinformation/breakfastclub>

<https://www.spotland.rochdale.sch.uk/rochdale/primary/spotland/site/pages/clubs>

Children with SEND are encouraged to attend clubs.

Support for emotional/social development:

- Bubble Room – Th.Inc Room for 1:1, siblings and groups
- PSHE Programme of Study
- Referrals to parenting courses
- Interventions: SULP, Lego Therapy and Circle of Friends
- Resilience Project in school with Mental Health Leads
- Attachment project within school so the school can be classed as an 'Attachment Aware School'
- Young Person's Mental Health Support Team in school 1 x day a week

SENCo Details:

Mrs Kathryn Jagger – Assistant Headteacher (AHT)
BEd Primary Education QTS
National Award for SEN (NASENCo Award)

In her absence, the Headteacher, Mrs Suzanne Cassidy, should be contacted.

Training of staff:

All members of staff have SEND updated training in PAD day in September.
Teachers have SEND training, delivered by the SENCo, as needed
Specialist speakers have been secured e.g. Stammering, dyslexia, Epipens, SULP, Lego Therapy

The school has a range of SEN Champions:

Autism: Mrs K Bland (LKS2 Leader) , Mrs I Akerstrom (Teacher) and Mrs S Wellens (TA)

Dyslexia: Mrs K Alexandridis (HLTA)

Dyscalculia: Mr L Brooksby (Teacher and Assessment Lead)

Sensory: Mrs K Bland (LKS2 Leader) and Mrs R Howarth (Teacher)

Communication: Mrs S Naaz, Mrs S Wellens, Mrs M Junaid, Miss M Khuser, Mrs K Haynes and Mrs N Ali

Equipment and Resources:

Auxiliary aids are used in school, as needed. These have included:

- Smaller pieces of equipment e.g. pencil grips, fidget toys, reading rulers and general learning resources
- Extra staff
- iPads linked to IWB
- Radio microphones
- Amigo magnifier
- Larger print work books
- Writing slopes
- Wedge seats
- Caring Cutlery

If a need arises then the school discusses that need with the parents and specialist teachers. School will then look into providing it.

Parent Consultation:

Parents are consulted through:

- 2 x Parents' Evenings
- Meetings with SENCo as need arises
- Discussions with class teachers
- 2 x reports
- EHCP Reviews
- Parent questionnaires

Child Consultation:

Children are consulted through:

- Discussion with class teacher, Key Stage Leaders, INCO and specialist teachers
- Invite to Annual Reviews
- Writing their own Inclusion Passport

Complaints Procedures:

Stage 1: The complaint is dealt with at the lowest level possible so if it relates to lack of progress in a subject area, the subject or class teacher responds in the first instance. The complainant needs to feel they have been listened to and all points they raise addressed should be addressed. If the matter remains unresolved,

Stage 2: The complaint is dealt with by the Key Stage Leader. If the matter remains unresolved,

Stage 3: The complainant is dealt with by the SENCo or by a senior manager. If there is still no resolution,

Stage 4: The Headteacher becomes actively involved. If the matter is still not resolved, the complainant **must** put their complaint **in writing** to the **Chair of Governors** – Mrs Emma Dunham-Metcalf

Stage 5: The Governing Board deals with the matter through their agreed complaint resolution procedures. *In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State*

Multi-Agency Approach:

The SENCo has regular contact with:

- School Health Practitioners

- Health Visitors
- Educational Psychologists
- Advisory Teachers
- Speech and Language Therapists
- Educational Welfare

The SENCo is also the Designated Safeguarding Lead (DSL) for child protection and therefore can support through the EHA process:

https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=Klj_O2F1XD8

Parental Support Service Contacts:

Useful contacts:

Name of Service	Telephone Number	Website/Email
EHC Assessment and Review Team Number One Riverside Smith Street Rochdale OL16 1XU	01706 925981	https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=0E-BdUIRBss ehc@rochdale.gov.uk
Children with Disabilities Team Floor 4 Number One Riverside Smith Street Rochdale OL16 1XU	01706 925900	https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=4ZD0HPv2rZQ cwg@rochdale.gov.uk
Rochdale Parent Carers Voice,	01706 358326	http://www.rochdaleparentcarersvoice.co.uk/ https://www.facebook.com/theparentforum/

2nd Floor, Blue Pit Mill, Castleton, OL11 2YW		
SENDiass Floor 2, Blue Pit Mill Queensway Rochdale OL11 2YW	01706 769634	https://www.barnardos.org.uk/what-we-do/services/rochdale-sendiaass
<u>Local Offer:</u> The Local Offer in Rochdale can be accessed here: https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page?localofferchannel=0		

Spotland Primary School is an inclusive school who welcomes all children regardless of need. We work hard to develop children's individual needs and recognise that provision needs to be individualised.

Policy Review

Written by: Mrs Kathryn Jagger

Date: January 2023

Review: September 2025

Maths Interventions at Lowerplace

WAVE 2	
Intervention	Details
IDL Numeracy	https://idlsgroup.com/numeracy IDL Numeracy is a maths software resource that helps to improve ability for low-attaining learners in mathematics. It includes a fully graded course to support the National Curriculum for KS1 (Key Stage 1) maths and KS2 (Key Stage 2) maths. In order to be inclusive, the lessons in IDL Numeracy are designed to reduce the stress those with dyscalculia would ordinarily feel when faced with mathematical problems
Success at Arithmetic	https://everychildcounts.edgehill.ac.uk/mathematics/successarithmetic/ Success@Arithmetic is a light touch calculation-based intervention for learners in Key Stage 2 who have difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills. It helps them to make faster progress and to catch up with their peers through a mastery approach.
Number Sense	https://numbersensemaths.com/ Number Sense Maths provides two systematic and structured teaching programmes which develop confidence and flexibility with number and fluency in addition and subtraction facts. Comprehensive guidance and professional development is included to ensure teachers get the best possible outcomes for their children. Register for a free, introductory training session to find out more.
Timetable Rockstars	https://trockstars.com/ Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.
Becoming 1st Class @ Number 1st Class @ Number 1 and 2	https://everychildcounts.edgehill.ac.uk/mathematics/1stclassnumber/ Becoming 1stClass@Number – for children who need further support to secure the Early Learning Goal for Number. 1stClass@Number 1 – for children who need further support at the level of the Year 1 curriculum. 1stClass@Number 2 – for children who need further support at the level of the Year 2 curriculum.
Maths Passports	Bespoke Passports that test children on key Maths skills and record their progress.

Power Maths	https://www.pearson.com/international-schools/british-curriculum/primary-curriculum/power-maths.html Power Maths - making maths an adventure, the whole-class mastery approach that works for every child.
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WAVE 3	
Intervention	Details
Numbers Count	https://everychildcounts.edgehill.ac.uk/mathematics/numbers-count Numbers Count is an intensive intervention for learners in Years 1 to 8 who have the greatest difficulties with mathematics. It is delivered by a specially trained teacher who also supports other staff in school.
Precision Teach	https://develop.cdf.uk/content/pedagogy/precision-teaching-an-introduction/ Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills.

Literacy Interventions at Lowerplace

WAVE 2	
Intervention	Details
Project X Reading Scheme	https://global.oup.com/education/content/primary/series/projectx/?region=uk High-interest, low-level reading scheme aimed mainly at boys with phonics revision
Indirect Dyslexia Learning (IDL)	https://idlsgroup.com/ The IDL Literacy Intervention is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages.
NELI (Nuffield Early Language Intervention)	https://www.elklan.co.uk/NELI/ NELI is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness. Developed by a team led by Maggie Snowling and Charles Hulme, the intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children’s oral language skills as well as promoting longer-term progress in reading comprehension.
Narrative Therapy	Narrative Therapy uses simple stories and small group work to promote language development and foundation social and attention skills. Resources can be bought here: https://www.blacksheepress.co.uk/
BLAST and BLAST 2 (Boosting Language, Auditory Skills and Talking)	https://www.blastprogramme.co.uk/ BLAST is a complete package designed to enhance and enrich the speech, language and communication skills of 3-4 year old children
Handwriting	Small groups of children whose handwriting needs developing – multi-sensory approach
Spelling	Small groups of children whose spelling needs developing – specialist spelling lists
Speech Bubbles	https://www.speechbubbles.org.uk/ Speech Bubbles is a weekly drama programme taking place in school time, designed to give young children an opportunity to have fun telling stories and acting them out. The programme has a particular emphasis on supporting children to gain confidence and develop their physical and verbal communication skills.
Wellcomm	https://www.gl-assessment.co.uk/assessments/products/wellcomm/ The complete speech and language toolkit, from screening to intervention: 6 months to 6 years.
Jungle Journey	https://www.thedyslexiashop.co.uk/the-jungle-journey-a-whole-class-programme-to-develop-fine-and-gross-motor-skills.html The Jungle Journey is a 9-week whole-class programme for the development of early fine and gross motor skills. It is designed to be delivered to Reception/P1 classes, and helps children work towards many of the early learning goals set out in the Early Years Foundation Stage.
Readers Count	https://everychildcounts.edgehill.ac.uk/readers-count/ A specially trained Readers Count teacher gives

	children at least three 30 minute lessons a week for a term, individually or in pairs, and a teaching assistant delivers short follow up activities. After a detailed diagnostic assessment, the teacher plans a tailored programme for each child. Rigorous, lively and stimulating lessons develop phonic knowledge and skills, text comprehension and vocabulary development.
Write Dance	https://writedancetraining.com/ Write Dance is an exciting music and dance approach to develop the skills needed for writing.

WAVE 3	
Intervention	Details
Toe by Toe	https://toe-by-toe.co.uk/ This is a structured phonics-based reading manual to help anyone who finds reading difficult. It requires only 20 minutes of coaching a day and is for children who have not seen results from the universal phonics programme.
Precision Teach	https://develop.clf.uk/content/pedagogy/precision-teaching-an-introduction/ Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills.
Vulnerable Reader List	Readers working below age-related; those that do not read at home; EAL and SEND are listened to everyday.
1:1 SALT	Delivery of a range of Speech and Language Care Plans that are set by Speech Therapists. These are mainly delivered by a TA4 and 1:1 TAs once they have had training.
Better Reading Support Partners (BRSP)	https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/ A trained Better Reading Support Partner provides a 10- week programme of three 15-minute one-to-one sessions per week for pupils who have fallen behind at reading. The Partner uses simple assessments to select three texts for each pupil to read in each session. They provide a relaxed environment that gives pupils the time and space to practise and apply the skills taught by their teachers and to talk about their reading with an interested adult. The Partner is supported by an in-school Link Teacher who manages the partnership.
Nessy Reading and Spelling	https://www.nessy.com/en-gb/product/nessy-reading-and-spelling-school Nessy Reading and Spelling is an effective resource that covers 5 school years of literacy development, from Year 1 to Year 6.
Readers Count	https://everychildcounts.edgehill.ac.uk/readers-count/ A specially trained Readers Count teacher gives children at least three 30 minute lessons a week for a term, individually or in pairs, and a teaching assistant delivers short follow up activities. After a detailed diagnostic assessment, the teacher plans a tailored programme for each child. Rigorous, lively and stimulating lessons develop phonic knowledge and skills, text comprehension and vocabulary development.
PECS	https://pecs-unitedkingdom.com/pecs/ PECS is a unique alternative/augmentative communication system.

Social and Emotional Interventions at Lowerplace

WAVE 2	
Intervention	Details
Therapeutic Inclusion Rooms	http://www.eqe-ltd.com/downloads/Th.Inc.Room%20Leaflet.pdf
SULP (Social use of Language Programme)	https://www.wendyrinaldi.com/ A small group programme that enhances personal, emotional and social development.
Duplo/Lego Therapy	<p>Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.</p> <p>In practice, children work in groups of three with each participant having a distinct role to build a Lego model collaboratively:</p> <ul style="list-style-type: none"> • Engineers use the Lego instructions and ask the Supplier for the specific pieces of Lego needed. • Suppliers gives the Builder the pieces. • Builders follow the building instructions from the Engineer in order to construct the model.
Circle of Friends	<p>Aim is to develop the friendships of a target child</p> <ul style="list-style-type: none"> ○ Creating a support network for the focus child ○ Providing the child with encouragement and recognition for any achievements and progress ○ Working with the child to identify difficulties and devising practical ideas to help deal with these difficulties ○ Helping to put these ideas into practice.
Talkabout	http://alexkelly.biz/alexs-work-and-talkabout/ Talkabout is a structured programme for teaching and measuring social skills. It is a whole scheme of work which helps you assess, teach and measure your work easily.
Sensory Bags	Sensory bags allow children to explore, discover, imagine, create, and learn while engaging many of their senses. They are great mess free sensory play.
Wellbeing Dominoes	https://www.cartwheelarts.org.uk/event/wellbeing-dominoes-for-schools Wellbeing Dominoes benefits a broad spectrum of pupils experiencing any kind of social, emotional or health barrier preventing them from fully engaging in the opportunities provided by school life.
Yogarilla	<p>The 55 yoga poses and 110 activities in this oversized, colourfully illustrated card deck, help children understand how their bodies and minds work together. Occupational therapists, speech language pathologists, physical therapists, teachers and parents can use yoga in the classroom, at home, or in treatment to improve fine and gross motor skills, sensory processing, attention, communication, and cognition:</p> <p>https://www.rompa.com/yogarilla-cards.html</p>

Dinosaur School	https://guidebook.eif.org.uk/programme/incredible-years-child-training-dinosaur-school Incredible Years Child Training (Dinosaur School) is a group-based programme for children with behavioural difficulties between the ages of 4 and 8. The programme teaches children self-regulation and problem-solving skills in small groups with developmentally-appropriate materials. Parents and teachers are updated on session goals and are asked to help reinforce target behaviours. The full name of the programme is 'Incredible Years Dina Dinosaur's Social Skills and Problem Solving Curriculum (Dinosaur School)'.
Forest School	https://forestschoollassociation.org/ https://www.youtube.com/watch?v=5qCN0JHeR-Y What is Forest School?

WAVE 3	
Intervention	Details
Therapeutic Inclusion Rooms	http://www.eqe-ltd.com/downloads/Th.Inc.Room%20Leaflet.pdf
Sensory Diet/Breaks	A sensory diet has to be bespoke to the child and their needs. They are there to prevent behaviours more than regulate. https://www.healthline.com/health/guide-to-sensory-diet#Sensory-input-and-techniques
1:1 Timetable	A child may need a 1:1 timetable if they are not able to work with the rest of the children or need to know what is coming next.
Meet and Greet	An adult meets a vulnerable child, in the morning and takes them to complete an activity to calm or to settle in the classroom etc.
Joint/Shared Attention	Joint attention is a specific skill that involves directing someone's attention with eye contact and gestures and/or language in order to share a moment with that person. Ideas on activities: https://www.speechandlanguagekids.com/establishing-joint-attention-therapy-for-children-who-arent-tuned-in/
Emotion Coaching	https://www.emotioncoachinguk.com/ Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.
Social Stories	https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations Social Stories were created by Carol Gray in 1991. They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.
TACPAC	https://tacpac.co.uk/ TACPAC draws together touch and music to create a structured half hour of sensory communication between two people. TACPAC creates sensory alignment and helps people of any age who have sensory impairment, developmental delay, complex learning difficulties, tactile defensiveness, and limited or pre-verbal levels of communication.