St Mary & St Thomas Church of England Primary School

SEND Policy

Author: SENCO
Owner: CEO/Directors
Date adopted: June 2023
Review: June 2025

We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

For more information on the convention and the rights of each child visit: http://www.unicef.org.uk/

Consideration is also taken of the Single Equality Act 2010 and of the SEND Code of Practice 2014

Policy Statement

St Mary and St Thomas CE Primary School aims to enable pupils with special education needs and disabilities to be fully involved in the life of the school, and to reach their full potential, taking an active role in school life, feeling secure and happy whilst experiencing success in a caring and stimulating learning environment.

The school also aims to involve pupils, their parents, staff and other concerned parties in the development of the necessary support for each child with special educational needs or disabilities.

Definition of Special Educational Needs and Disability

A child or young person has SEND if they have a learning difficulty or disability which calls for special or additional educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs or disability if they fall within these definitions or would so do if special educational provision was not made for them.

Clause 20 Children and Families Bill

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

Aims

- To create an inclusive environment that meets the additional needs of each child.
- To ensure that the additional needs of children are identified, addressed and their needs are provided for.
- To make clear the expectations of all partners in the process (including parents and children).
- To identify the roles and responsibilities of staff in providing for all children's educational needs.
- To enable all children to have full access to all elements of the school curriculum.
- To actively involve pupils in a sensitive and non-stigmatising way in the SEND Support process to promote positive confidence and self-image.

ROLES AND RESPONSIBILITIES

The role of the School Committee (ref: Children and Families Bill)

Member with responsibility for SEND: Mrs Melissa Fiendley

- to cooperate with the local authority in the development and review of the local offer. This is essential so that the local offer provides a comprehensive, transparent and accessible picture of the range of services available to local children and young people with SEND and their parents
- to co-operate with the Headteacher to determine the school's general policy and approach to provision for children with special educational needs and/or disability;
- to establish appropriate staffing and funding arrangements
- to maintain a general oversight of the school's work with SEND pupils
- to report to parents annually on the school's policy on Special Educational Needs and Disability

The role of the Headteacher

Head Teacher: Mr Nathan Pow

- to be responsible for the day-to-day management of provision for children with Special Educational Needs and/or Disability
- to keep the School Committee informed of issues related to pupils with Special Educational Needs and/or Disability
- to work closely with the school's SENDCO

The role of the SENDCO

SENDCO: Mrs Rebecca Caesar

At St Mary and St Thomas, the key responsibilities of the SENDCO include:

- Overseeing the day-to-day operation of the school's SEND policy
- Reporting back to the Headteacher and School Committee on a regular basis, giving updates of progress and development
- Co-ordinating provision for children with Special Educational Needs and Disability
- Liaising with the Family Support Worker and Trust Director of Wellbeing
- Liaising with, supporting and advising staff (teachers and teaching assistants)
- Managing Teaching Assistants
- Overseeing the records of all children with Special Educational Needs and Disability
- Liaising with parents of children with Special Educational Needs and Disability
- Identifying needs and facilitating or contributing to the in-service training of staff
- Liaising with external agencies including the Local Authority Access and Inclusion department; the Educational Psychology services; Health and Social Services, and Voluntary Bodies.

The role of teaching and non-teaching staff

- to be involved in the development of the school's SEND policy
- to be fully aware of and implement the school's procedures for identifying, assessing and making provision for pupils with Special Educational Needs, including writing SEND support plans, and reviewing and reporting progress to parents/carers
- to provide appropriate and challenging activities for pupils with additional needs.

ADMISSION ARRANGEMENTS

St. Mary and St. Thomas CE Primary School acknowledges its statutory duty to provide a mainstream school place for all pupils, regardless of their gender, ethnicity, religion, disability or special educational need, should their parents wish it and it is compatible with the efficient education of other pupils.

We recognise the intrinsic value of every child, and we aim to meet all children's needs.

(Schedule 1 paragraph 4)

ACCESS TO THE CURRICULUM, INCLUDING THE NATIONAL CURRICULUM

All pupils follow the full National Curriculum except where disapplication is clearly indicated, and this decision is fully supported by the Local Authority. All SEND pupils, including those with an Education Health and Care Plan (EHCP), spend the majority of their time in mainstream classes following the same curriculum as their peers, differentiated where necessary. Pupils who need it are withdrawn for short periods for individual programmes based upon their individual needs. Care is taken not to disadvantage pupils by this withdrawal. Staff give consideration to children with Special Educational Needs within their short-term planning, and work, including homework, is differentiated where necessary so that it is accessible to all children. This can be evidenced from planning and artefacts produced by the children.

INCLUSION ARRANGEMENTS FOR PUPILS WITH SEND

All pupils play a full part in the life of the school. They have entitlement to all curricular and extracurricular activities carried out at school. Those pupils who need individual tuition are withdrawn only for short periods.

FACILITIES

Educational access:

- The school employs a number of Teaching Assistants whose role includes the support of individuals or groups of children who need extra help in order to access the curriculum through Academic or Therapeutic Interventions.

- The Teaching Assistants work closely with the class teachers and use recommendations in the children's SEND support plans, in order to support learning and assist the children in reaching their targets.
- The Learning Assistants with responsibility for academic and therapeutic interventions work closely with the SENDCO and Wellbeing Team, as well as class teachers, in identifying and supporting children who will benefit from a range of small group and/or 1:1 intervention.

Allocation of resources

- The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care Plans
- The Headteacher informs the School Committee of how the funding allocated to support special educational needs has been employed
- The Headteacher and the SENDCO meet on a regular basis to agree on how to use funds directly related to SEND
- The SENDCO prepares an audit and action plan for the School Improvement Plan, which is monitored by the School Committee and Headteacher

WORKING IN PARTNERSHIP WITH PARENTS

(ref: Code of Practice: Chapter 2, Schedule 1 paragraph 15)

St Mary and St Thomas CE Primary School actively seeks to work with parents to empower them to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision making processes about special needs provision

To enable this:

- The SEND policy and SEN Information Report (SIR) are available on the school website for parents to access. This forms the school's Local Offer.
- Parents are informed at an early stage of any school concerns about their child.
- Parents are encouraged to visit school and discuss any concerns or problems they may have about their child with the class teacher, Headteacher or SENDCO
- Parents are encouraged to be involved in SEND provision, and to take an active role in developing and reviewing SEND support plans, Pastoral Support Programmes (PSP) and Education Health Care Plans (EHCP)
- Parents are encouraged to take an active role in the monitoring their child's progress through review meetings
- Problems and concerns are discussed and resolved through meetings with parent, pupil, class teacher, Headteacher, SENDCO, outside agencies and the Local Authority. The views and wishes of parents play an important part in these discussions and decisions
- The school will inform parents of any Parent Partnership Services available within the Local authority (Currently IASS)
- School is aware that some parents will be anxious about their children needing SEND provision, and may find meetings with professional bodies stressful. We strive to make meetings parent friendly and helpful for all concerned
- Parents have the opportunity to record their views at their child's SEND support plan review

PUPIL PARTICIPATION

Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child are given due weight according to the age, maturity and capability of the child *(Articles 12 and 13: The United Nations Convention on the Rights of the Child)*

To enable this:

- We aim to give children the opportunity to discuss feelings and views with family and staff, and to contribute to the development of their SEND support plans at an appropriate level
- We aim to ensure that children are aware of their targets, if they have achieved them, or of

the progress that they have made. Where appropriate, children are part of the target setting and development of their SEND support plans

- Children celebrate their success through praise from staff, certificates, stickers, rewards, sharing their success with other children and teachers, thus raising self-esteem and their motivation to succeed
- Children are given the opportunity to discuss concerns and problems, whether they be learning, social, emotional, behavioural or physical. They discuss why the problems occur, ways of avoiding them, how to resolve them and ways forward
- The purpose of any assessment or SEND support plan is explained to the child, to avoid any anxiety or confusion
- The purpose of any visiting professional is explained to the child
- School acknowledges the importance of providing therapeutic interventions for children

FOUNDATION STAGE: ASSESSMENT AND IDENTIFICATION

- Teachers acknowledge that during the Foundation Stage, due to various previous learning and life experiences, also taking into account some children may not have received any Nursery Education when they enter Reception, that children will progress at different rates. This may not necessarily mean they are children with SEND, but they will need carefully differentiated learning experiences and activities to ensure that they make satisfactory progress
- On entering Nursery, children are monitored using the school framework to measure progress
- On entry to Reception, children are Baseline Assessed to determine their level of development

PRIMARY PHASE: ASSESSMENT AND IDENTIFICATION

- During both Early Years and the Key Stage One phase of education, teacher assessment and observation, along with parental views and contributions, will critically aid early identification of children with SEND
- School uses the Read Write Inc programme for all children in Years R to 2, and those requiring specific support from KS2. This programme places the children in a specific group,

linked to their individual ability level. The programme is regularly reviewed, and the progress of the children assessed.

- Assessment at Key Stage Two is undertaken using tests in reading, writing, spelling and mathematics. This is carried out in conjunction with teacher assessment.
- The SENDCO uses all available information and assessments to assess children when considering progress and applying for additional enhanced funding.

GRADUATED RESPONSE

When a teacher is concerned about a child's progress they will arrange to speak to parents, and the SENDCO or Headteacher if appropriate

The school's response is broken down into five major stages:

- Monitoring through pupil progress meetings and the SENDCO working in liaison with teachers
- School SEND Support (*Interventions within and by school*)
- School SEN Support Plus (*Assessments and/or Interventions by other supporting agencies*)
- Enhanced School Support (*If additional funding is needed to enable a child to be educated within mainstream education*)
- Education Health and Care Plan (*School may request statutory assessment if a child has complex needs which may require an alternative specialist educational provision or environment*)

A child does not automatically progress up the stages. Intervention and stage of need may remain static if the child's progress is deemed to be satisfactory, and may reduce if needs become lessen.

If a child makes good progress and their needs are no longer considered to be a barrier to learning or engagement, they will complete a 12-month monitoring period to ensure that progress is maintained, before being removed from the SEND register (if appropriate).

SEN Support:

There are 4 recognised areas of need

- Communication & Interaction,
- Cognition and Learning,
- Social Emotional and Mental Health
- Physical or Sensory Needs

When a class teacher or other educational practitioner, who works day to day with the child, or the SENDCO identifies a child with special educational needs and has already raised concerns about that child, they should devise interventions that are **additional to** or **different from** those provided as part of the settings usual curriculum offer and strategies. Further information about these additional strategies can be found in **Appendix A.**

Teachers, parents and where appropriate, the child, will develop a SEND support plan. The SENDCO is available for help and advice on strategies and resources. The SEND support plan will address 1 or more of the above recognised additional needs and will focus on approximately 2 - 4 targets. The SEND support plan will show how the targets will be achieved and the impact they are expected to have on learning.
After an agreed period of time, usually a term, the SEND support plan will be reviewed with the child by staff involved and will involve parents. There will be a discussion around progress, strategies and support, including what that support will look like, and new targets agreed.
SEND support plans will be reviewed at least 3 times a year, and if it is deemed appropriate, more often, if the needs of the child indicated this.

SEN Support Plus:

If it is considered that the child has not made satisfactory progress at SEN support then the SENDCO, or Headteacher will seek advice and support from outside agencies.
Advice will be sought from the LA TESSA service, and if agreed, referral will be made to outside agencies, who will carry out further assessments and give advice and guidance. After initial meetings with one or more of these agencies, other specialists may be contacted to deal with the specific needs of individual children. Parents will continually be involved and kept informed of the steps the school is taking.
Other services may include SALT, EP, BIT, SHASP, LASCS, CAMHS, LSS (*not exhaustive*)

The SENDCO, Headteacher, class teacher and support staff will then use information from the previous SEND support plan, plus any additional information from outside agencies to develop a new SEND support plan and targets.
The new SEND support plan and targets will be discussed and agreed with the parents and child and reviewed regularly.

Enhanced SEN Support Plus:

If it is considered that the child is continuing to not make satisfactory progress, and more support is needed, or if a need presents that cannot be met by the strategies named in **Appendix A**, the school will apply to the Local Authority for additional funding.
A successful application will provide the school with additional funding aimed specifically at the needs of the child.
This Provision Agreement will be signed by a member of the Headteacher of SENDCO and will make specific reference to the Local Authority requirements.
The Provision Agreement is usually reviewed annually or in line with LA guidelines, involving the parents, all agencies involved with the pupil, and a report is sent to the Local Authority.
It is important to recognise that the Local Authority look at each case individually, and funding is not always approved. In these cases, the child would be closely monitored and further assessment or advice may be sought.

EHCP Assessment:

If, after SEND support plans have been developed, monitored and reviewed following all advice and guidance received from specialist services, the child has not made satisfactory progress, the school, with parents, ask the Local Authority for a statutory assessment of the child in line with the Local Authority's '*Graduated Response'*. Where significant need is identified, this process may be more tailored to the individual as appropriate.
All reports from outside agencies, SEND support plan reviews and any other relevant information are then sent to the Local Authority along with the request.
If the Local Authority decide to proceed with statutory assessment, educational advice request is sent to the school and completed by the SENDCO and class teacher and returned as soon as

possible. Parental engagement in this process is essential.

Annual Reviews

All funded pupils are reviewed at least every twelve months.

If it is felt that targets are inappropriate, progress is not being made or support is not sufficient, an interim review may be called before the annual review is due.

The SENDCO arranges the Review, inviting parents and all the relevant outside agencies, and informs the Local Authority of the date. A LA representative may attend the meeting.

At the review meeting the child's progress is discussed in relation to the objectives listed in the Provision Agreement or EHCP.

The current SEND support plan is available, and targets and progress discussed.

The school provision is discussed, such as the learning environment, equipment, resources and staffing, to ensure that the provision is appropriate and continues to meet the needs of the child.

It is decided whether or not, the Provision Agreement or EHCP is still appropriate.

If it is decided that the Provision Agreement or EHCP is still appropriate, a request is made to the Local Authority that the plan remains in place. New targets may then be set for the coming year, or outcomes could continue to the end of a phase as appropriate.

If it is decided that the Provision Agreement or EHCP is no longer appropriate, changes to provision, including placement, will be discussed, recorded, and reported back to the LA.

NATURE OF INTERVENTION

The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of the assessment, and if necessary additional advice from outside agencies. This may include:

- different learning materials, or special equipment
- Some group or individual support; (by Teacher, Teaching Assistant, etc.)
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Strategies which can be used to promote independence
- Staff development and training to develop knowledge and strategies
- Access to Local Authority or other private intervention based support services, to request

specialist advice on strategies or equipment

Further information on this can be found in **Appendix A.**

SEND Support Plans (previously IEP/IBP)

Strategies employed to enable a child to progress will be recorded within a SEND Support Plan which will contain information about:

- The area of need which the child requires support with
- The short term targets or goals set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes/Impact (to be recorded when the plan is reviewed, or as they are achieved)
- Evidence that the parent and, if appropriate, the child have read and understood it

The Individual plans will only record that which is additional to, or different from, the differentiated curriculum and will focus upon 2-4 individual targets that match the child's needs and have been discussed with the child and parents. The plans will be reviewed at least 3 times a year, and parents' views on their child's progress will be sought. Wherever possible the child will also take part in the review process and be involved in the setting of new targets.

TRANSITION OF PUPILS

Meetings are arranged between staff during the summer term to discuss the transfer of children from one class to another within the school. Details of SEND support plans are transferred to the new teacher, along with any relevant support materials.

The class SEND file is also passed on to the new class teacher.

For children transferring between schools, or between Key Stage Two and Key Stage Three, a meeting is arranged with the SENDCO of the school they are transferring from/to, to pass on information.

In the event of a supported or managed transfer, either at this point or at any other point in the year, staff will attend the appropriate meeting to support that child's transfer to a new school, with the child, parents, staff from the new school, and any other involved parties.

Children who are funded, have a transition review, to which all involved parties are invited.
If a transfer plan is required, one is recommended and will be in place prior to the child's arrival in their High school.
All relevant and recent documentation will be passed on to the new school.

LINKS WITH OTHER SERVICES

The school has links with the following organisations on a regular basis:

- TESSA
- L.A. Access and Inclusion Service
- Educational Psychology Services
- Speech Therapy Services
- Health Services (School nurse and Community Paediatrics)
- Social Services
- The Bridge Centre
- St Helens Neurodevelopmental Pathway
- Language and Social Communication Service
- Learning Support Service
- Behaviour Improvement Team
- Child and Adolescent Mental Health Services
- Barnado's
- Children's Disability Services
- Sensory Service
- Occupational Therapy
- Physiotherapy
- Ophthalmic Services
- Audiology Service
- NHS services
- Mental Health Assessment Team
- Listening Ear

We seek advice and examples of good practice from:

- The pecialist provision within St. Helens
- Other schools.
- Voluntary agencies linked to specific disorders.

We are always willing to seek advice and help with the aim of achieving the best for each of the pupils in our school.

MONITORING

- The SENDCO liaises with outside agencies.
- SENDCO converses with the Inclusion Officer and other professionals, where necessary
- SENDCO meets regularly with Headteacher and reports to School Committee.
- SENDCO meets regularly with Family Support Worker and Trust Director of Wellbeing.
- SENDCO meets regularly with each member of staff and monitors their SEND documentation.
- Notes from the meetings/monitoring are copied and given to staff.
- Copies of all SEND support plans and reviews are attached to the child's individual file on Arbor as a central record. A working copy is kept by the child's class teacher.
- SENDCO attends reviews whenever possible, and always attends reviews of funded children.
- SENDCO retains information on every child at Cause for Concern, School Support, School Support Plus, enhanced School Support Plus and EHCP, plus children who are being monitored.
- SENDCO attends LA SENDCO update meetings termly.

RESPONSE TO COMPLAINTS

Parents or children who are dissatisfied with any aspect of the special needs support offered should make their complaints:

- In the first instance to the Headteacher.
- If a parent is still unhappy, she/he can put her/his complaint in writing to the Chairperson of the School Committee.
- Further appeal can be made to the L.A.

LINKS TO OTHER POLICIES AND DOCUMENTS

- SEN information report (SIR)
- Safeguarding
- Wellbeing
- Behaviour and Relationships
- Reference in Curriculum Policies.

Appendices

APPENDIX A

SMST QFT and Reasonable Adjustment Strategies/Provision for children with SEND

QFT **RA/SS**

Communication and Interaction

- The ShREC approach (EEF)
- Adult speech should be clear and unhurried with normal intonation. Keep sentences short
- Allow time to respond (processing time)
- Ask LSA to condense teacher's verbal input into a list of pertinent bullet points – note-taking for the child
- Ask to repeat back to check understanding - ensure this is done sensitively
- Attention and listening skills taught, modelled and regulary reinforced by all staff
- Avoid metaphors and idioms, and minimise abstract language where possible or qualify this following use with explanation appropriate for the pupil
- Be explicit re the different purposes/functions of language, give examples and model
- Classroom furniture and groupings considered so that those with C&I difficulties can see visual prompts and the teacher

- Develop word finding skills through the use of categorisation activities e.g. semantics mind maps resource
- Emphasise keywords/vocabulary when speaking. Support with visuals where possible – dual coding
- Ensure all key staff working directly are aware of his/her communication preferences and their statutory responsibilites. Go to: https://www.thecommunicationtrust.org.uk/media/362413/ctc_all_sections_with_links.pdf
- Give instructions in managable chunks and in order. Support with visuals where possible
- If a verbal contribution is required, give rehearsal time with a talking partner to allow preparation of a few sentences or pre-warning to allow time to formulate verbal responses
- If a YP finds group situations overwhelming, allow them to work in a pair, which only requires a 1 to 1 interaction
- If processing speed is affected by C&I difficulties, give less work or increase time allocation to ensure a quality product
- Lighting, noise levels and access to quiet spaces considered
- Metacognition: explore what they find easy/hard and what helps them to remember etc.
- Photographs of staff and pupils on display
- Pre-teach key academic vocabulary or tier 3 words (Beck et al;. 2013)
- Regulary reinforce new vocabulary and concepts in a range of context to encourage generalisation
- See communication friendly environments checklist. Go to: http://www.thecommunicationtrust.org.uk/media/643573/communication_friendly_environments_checklist_june_2018.pdf
- See Communication Supporting Classroom Observational Tool (pages 3 and 4). Go to: http://www.thecommunicationtrust.org.uk/media/93866/tct_bcrp_csc_final.pdf
- See Communication Supporting Classroom Observational Tool (pages 5). Go to: http://www.thecommunicationtrust.org.uk/media/93866/tct_bcrp_csc_final.pdf
- See Communication Supporting Classroom Observational Tool (pages 6 to 8). Go to: http://www.thecommunicationtrust.org.uk/media/93866/tct_bcrp_csc_final.pdf
- See Strathclyde Language Therapy Manual "Principles and strategies for listening and talking" (pages 18/19). Go to: https://strathprints.strath.ac.uk/32807/1/language_therapy_manual.pdf
- Spoken language supported and augmented via gestures, modelling, mirroring, objects of reference, pictures, symbols role-play etc.
- Systems of visual feedback in place to allow pupils to show they have understood e.g. traffic light cards/smiley faces
- Teach phonological awareness skills (rhyming, aliteration, isolation, segmentation, blending, sound exchange)
- Use key visual organisers to slow down the speed of teachers' delivery and act as a framework for expressive language
- Use LSA effectively to support with asking and answering questions
- Use of working walls supported by visual cues
- Use of personalised visual timetables, choice boards, task boards etc.
- Use shared storybook reading to develop and extend vocabulary of tier 2 words (Beck et al., 2013)
- Use talking frames to provide a structure for reporting, telling stories and sequencing etc.

- Access to high teacher child ratio, where possible
- Active Listening for Active Learning (Johnson & Player)
- Additional classroom support to facilitate access to the curriculum
- Colourful Semantics (Bryan) - develops grammar. Go to: http://integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/
- Communication phonics - a specific phonological awareness skills programme. Go to: http://www.thecommunicationtrust.org.uk/media/18865/communicating_phonics_final.pdf
- Communication templates to support early language development
- Develop auditory memory through barrier games, memory games and 'circle time' activities
- Speech Bubble support/assessment/intervention: Equipment, resources and programmes as advised by Speech and Language Therapist
- Language for Thinking (Parsons & Branagan) - develops verbal reasoning skills
- Personalised language programme delivered by staff
- Picture Communication Symbols (PCS) https://goboardmaker.com/pages/picture-communication-symbols
- Precision teaching that targets specific language skills
- Strathcylde Language Therapy Manual (free resource) - 1 to 1/small group activities for children with C&I difficulties. Go to: https://strathprints.strath.ac.uk/32807/1/language_therapy_manual.pdf
- Suggestions and programmes that can support wave 2 and 3 targeted support:
- Talk Boost - a 10 week general language intervention for children with a lanuage delay delivered by LSAs. Go to: https://www.talkingpoint.org.uk/resources/talk-boost
- Talkabout' activities. Social communication development. Go to: http://alexkelly.biz/
- Talking boxes to support early language development
- Talking Partners (primary and secondary) - 10 week programme delivered by LSAs. Go to: http://talkingpartners.com/what-we-do/speaking-and-listening/talking-partners.html
- Visual cues
- Time limited interventions
- Highly personalised, longer-term interventions
- Sally programme

Cognition and Learning

- Targets should be cumulative. Next steps for learning should be derived from what the pupil can already do, referring back to earlier stages when necessary. Ensure links to prior learning and strategies are explicitly made as some children don't make the links automatically.
- Give access to a wide range of practical resources, making lessons as multi sensory as possible.
- Give additional time to complete tasks if necessary, or reduce the amount the learner is expected to do.
- Allow alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders, role play, low stake quizzes, multiple choice questions.

- Build in plenty of opportunities to develop speaking and listening skills. Research has clarified the role this has in the development of reading and writing.
- Consider peer-support seating/pairing in activities
- Explicitly teach modelling of written responses with access to learning scaffolds such as writing frames. Leave these where learners can see them in the lessonto reduce cognitive load.
- Explicitly teach organisation and management skills such as resources, equipment, homework diaries, classroom routines and high expectations that these are in place.
- Give opportunities for pupils to check solutions using a range of methods. Build metacognition by asking why they used that method/ why something else couldn't be the answer.
- Give opportunities for students to make up problems using skills learned for their talking partner to solve
- Break instructions down into manageable chunks and given in sequence, supported by visual guides and task plans.
- Key learning points should be reviewed at appropriate times during and at the end of lessons to address misconceptions, reinforce main ideas and articulate next steps on a learning journey. Put review points on the task plan so it starts to become an independent strategy.
- Key words and/or phoneme mats should be available on desks wih accompanying pictures
- Key words/vocabulary emphasized when speaking and displayed clearly. Contextualise and give synonyms to build vocabulary.
- Learning scaffolds e.g. alphabet strips/ word mats/ writing frames available at workspace.
- Get them to 'talk through' what they're doing
- Occasional opportunities to work with a scribe - perhaps in a small group to produce writing for 'publication' e.g. displayed on the wall, read to others
- Opportunities for pupils to transfer and generalise learning across contexts
- Present tasks in a meaningful context. Give real reasons for writing e.g. actually send letters or give speeches.
- Pre-teach subject vocabulary and give opportunities to use. Ask learners to actively look for the vocab in other texts.
- Provide - and teach use of - range of writing frames to aid organisation. Include additional scaffolding, sentence starters, word banks etc
- Resources, equipment, homework diaries make use of consistent symbols and colour coding
- Teach and model memory strategies (storage, retrieval, reducing working memory load) within specific tasks.
- Teach keyboard skills if a pupil prefers this method of recording work/ideas.
- Teach sequencing as a skill e.g. sequencing stories, alphabet , re-ordering texts, timelines etc
- Text presented clearly - uncluttered, use bullet points or numbered lines and clear font. Double spacing between words and lines can help.
- Any visual aids to an explanation need to be uncluttered, clear and concise and draw attention to key content of the lesson.
- To support short term memory, have recording tools such as small whiteboards and pens available for notes, to try out spellings, record ideas etc.
- Use a range of alternative and assisted technologies as and when appropriate e.g. Clicker, Office365, Dragon Dictate etc
- Avoid visual 'clutter' around areas of teacher input such as the whiteboard
- Use auditory and visual memory skills building activities in lessons

- Use Learning scaffolds such as mind maps, including assistive technology, which reduces cognitive load and working memory demands until the learner has a good level of proficiency in a previous learnt skill.

- Complete an initial assessment and implement a precision teaching approach.
- Implement auditory memory activities in class or small in groups (see Cognition and Learning Page : https://localoffer.haltonchildrenstrust.co.uk/schools-colleges-post16/education-support-services/cognition-learning/)
- Use visual memory activities to support the students recall of how words look, when implementing a spelling programme
- Provide access to assistive technology to support literacy and/or communication
- Daily 1:1 reading, using texts that are not too challenging
- Individualised pre-teaching of concepts and vocabulary and a post teach check
- Paired Reading sessions
- Planned opportunities to develop consolidation, over learning of skills using effective teaching methods and where programmes are over seen by qualified teachers.
- Planned opportunities to revisit concepts an increased number of times in different contexts.
- Implement small group or 1:1 reading/spelling intervention
- Overlearning/revision sessions to revise and consolidate what has been learned
- Trial using Voice/text technology which will record the students voice and convert it into text - Dragon Dictate, Office 365 etc
- Use an ipad to record yourself and encourage the student to watch this if they forget the process
- If a student is unwilling to try activities because they have low confidence - use resources that involve cognitive problem solving to build confidence. Activities such as Visual Discrimination by Jean Edwards, https://www.mentalup.co/brain-games , jigsaws
- Tasks and presentation are personalised to the child's needs and monitored regularly to ensure that they remain appropriate

Social, emotional, mental health

- Clear and visible outcomes/ learning objectives
- Behaviours and attitudes tracking system
- Emotion coaching – a trauma-informed approach to behaviour
- Positive reinforcement
- A quiet area in or near each classroom available all day for individual working or to allow pupils to calm/ refocus
- Additional provisions in place in school such as: school council, wellbeing ambassadors, circle time, breakfast clubs, chill out club/after school activities
- Allow pupil to have a safe place to store belongings and fiddle toys
- An inclusive positive behaviour tools e.g. uses visuals, a clear process, rewards and consequences are clear
- Chunk instructions and support with visual cues
- Clear end points to activities
- Clear measurable steps to success

- Clear simple language with use of visual cues/prompts
- Staff use a universal CALM (Calm manner, Ask questions, Listen and Manage) approach to all behaviours with the intention of being inclusive, deescalating situations and keeping everyone feeling safe
- Communicate positive achievements - no matter how small - with home and encourage home to do the same. Arbor messaging system could be used and verbal feedback at dismissal time
- Consider seating plan and review to meet SEMH needs
- Adaptive school behaviour system - ie to take into account acceptable activites, e.g fiddling, movement breaks, tapping
- Ensure groupings provide positive role models
- Give breaks between tasks and give legitimate ‘moving around’ activities e.g Wake up and shake up
- Give the pupil a classroom responsibility to raise self-esteem
- Have a range of simple, accessible activities that the student enjoys to use as ‘calming’ exercises - or a range of extension activities where appropriate
- Keep instructions, routines and rules short, precise and positive
- Legitimise movement by getting pupil to take a message, collect an item, use a ‘fiddle toy’ if necessary
- Listen to the pupil, giving them an opportunity to explain their behaviours – visual, scaled behaviour reflections
- Make expectations for behaviour explicit by giving clear targets, explanations and modeling
- Personalise teaching where possible to reflect pupils’ interests
- Play calming music where appropriate
- Provide alternative seating at carpet time if this is an issue.
- Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources
- Provide visual timetables and task lists - may need to be for a short period of time depending on the pupil
- Structured systems in place to support internal transitions between classes/activities, around school
- Students are aware of who/when/where they can share any concerns with a trusted, named adult
- Systems in place which enable pupils to easily communicate difficulties, worries e.g. worry box
- Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)
- Transition from whole class work to independent or group work is taught, clearly signalled and actively managed
- Use a visual timer to measure and extend time on task - start small and praise!
- Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.
- Timetabled PSHE lessons to develop the SEMH of the whole class and to enhance personal development.
- Opportunities for parents/carers to work with their child as part of a whole school or class occasion e.g. stay and play, family learning
- Use 'now & next' with visual cues for the child so that they understand the timetable for the day

- Develop SMART individual behaviour targets within classroom or playground.
- Involvement from wider services; Children's Social Care, MHAT, CAMHS, specialist professionals as above.
- Small group work to support SEMH – for example lego, circle time, speaking, Big book of worries
- Zones of regulation, comic strip conversations, axis of emotion resources to support regulation
- 1:1 games to develop turn taking and listening skills
- A clear assessment and understanding of the child's developmental needs.
- Boxall Profile to highlight areas of need with associated 1:1 or small group work
- Carefully planned transition between classes and years
- Check in facility for emotionally vulnerable pupils
- Chunked activities
- Clear simple individualised instructions with use of visual cues/prompts
- Comic strip conversations or Social Stories to work on developing understanding of situations or change
- Daily/weekly sessions with a trusted adult in school
- Explicit negotiation of rules and differentiation with young person
- Exploring different sensory input to promote concentration (e.g. drinking water)
- Holistic progress review process including parent/carers
- In class support to facilitate access to curriculum.
- Individual counselling from support services e.g. Listening Ear
- Individual task planner – first, next, then, last
- Learning opportunities are more personalised with modifications to level, pace and teacher talk
- Negotiate allowance of fiddle toys, rest breaks
- Nurture Group support to develop social and emotional skills
- Physical breaks can be factored into timetable - Physical breaks could be a walk, responsibilities within the class room
- Planned/phased reintegration following absences or exclusions
- Pupil Passport/one page profile with how all staff should approach behaviour
- Reduced size group support during input
- Restorative Justice approaches
- Small group work to develop listening, attention and turn taking skills
- Support at times of particular stress e.g. coming into school, home time, PE lessons etc.
- Support available if pupil has to leave the classroom to go to a pre-agreed place
- Use ABC charts to record behaviour this can be use analyse behaviour for triggers and functions of behaviour.
- Use task boards
- Visual representations of tasks including now & next tasks
- When a physical handling plan is needed, ensure that it is shared with all stakeholders and updated as appropriate.

Physical and Sensory
Visual Difficulties

- Give as many first hand 'real' multi-sensory experiences as possible
- Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye
- Try out different paper/board colours to try to find best contrast
- Consider lighting – natural and artificial – which is most comfortable?
- Avoid shiny surfaces which may reflect light and cause dazzle
- Take advice from specialist teams related to font style and size
- Short spells of visual activity should be interspersed with less demanding activities
- Eliminate inessential copying from the board
- Where copying is required, ensure appropriate print size photocopy is available
- Ensure range of writing materials are available so that pupil can choose most appropriate to maximize vision
- Always uses verbal explanations when demonstrating to the class.
- Read out aloud as you write on the board
- Address the pupil by name to get their attention
- Avoid standing in front of windows – your face becomes difficult to see!
- Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project.

- Equipment and resources as recommended by the VI Team, OT or Ophthalmologist
- Enlarged copies of texts – size determined by pupil and sensory support team/ophthalmologist
- Access to audio books and associated equipment

Hearing Difficulties

- Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
- Gain pupil's attention before important information is given
- Keep background noise to a minimum
- Slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Allow more thinking and talking time
- Model and teach careful listening along with signals when careful listening is required
- Repeat contributions from other children – their voices may be softer and speech more unclear
- Occasionally check that oral information/instructions have been understood Face the pupil when speaking
- Keep hands away from mouth
- Key words on board to focus introduction and conclusion
- Divide listening time into chunks
- Use visual symbols to support understanding

- Equipment and resources as recommended by the Outreach Support team or Audiologist
- A language programme such as 'Time to Talk' or 'Talking Partners' may support language development for a pupil with a hearing impairment by offering a quiet, small group forum

Co-ordination/Motor skills

- Consider organisation of classroom to allow free movement
- Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?
- Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent
- Seating should allow pupil to rest both feet flat on the floor – check chair heights
- Sloping desk provided if possible
- Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions
- Seated where there are minimal distractions e.g. away from windows and doors Encourage oral presentations as an alternative to some written work
- Lined paper with spaces sufficiently wide to accommodate pupil's handwriting
- Mark starting point for each line in a mutually beneficial way
- Attach paper to desk (with masking tape) to avoid having to hold with one hand and write with the other
- Break down activities into small chunks with praise for completing each part
- Ensure range of different pen/pencil grips is available
- Equipment clearly labelled and kept in same place in class
- Teach pupil how to use planner, diary, lists to organize themselves as appropriate
- Allow additional time to complete tasks
- Where possible, allow the pupil alternatives to taking part in team games where he/she will be identified as 'letting the side down'
- Allow access to lap-tops/tablets etc. & teach key board skills (e.g. BBC 'Dance Mat' typing)

- Equipment, resources and programmes as recommended by the occupational or physiotherapy services
- Sensory Seedling programme
- INSYNC small group intervention programme
- Small group or 1:1 handwriting activities (additional to usual provided for class)
- Use of voice processor and associated teaching (at least 80% accuracy)