



St Nicholas CE Primary Academy

SEN Core Offer

Wave 1 Quality First Teaching for All

Generic:

- **Clear classroom organisation to promote high expectation – including seating plans, clear Lesson Objectives and Success Criteria.**
- **Instructions for Learning chunked into small, manageable steps**
- **Teacher planning based on an assessment of what the child already knows, understands and can do to create personalised and differentiated teaching, including questioning.**
- **Follow Behaviour Policy (clear rewards & Sanctions) with reinforcement of rules: Good Sitting, Good Looking and Good Listening**
- **Homework clearly logged in planner and written in by an adult if necessary. In addition the homework is identified in the pupil's exercise book.**
- Pupils are given time or support before responses are required
- **All tasks are clearly explained and / or modelled**
- Use writing frames to support learning process
- Visual timetables to be displayed and referenced
- Concrete resources and apparatus to support with learning concepts
- Informed allocation in group or paired work
- Keywords available in all lessons (comic sans font 14 with graphics if possible). New or difficult vocabulary is clarified, written up, displayed and referred to.
- Effective deployment of teaching assistants to enable teacher to work with EVERY ability group (addressed in planning)
- Left-handed person sits to the left of a right handed person

Cognition and Learning Needs

Summary of Provision

Wave 1 Quality First Teaching for All
<ul style="list-style-type: none">• Teachers draw on a variety of teaching styles and approaches (open and closed tasks, visual, auditory or kinaesthetic learning) matched to the needs of individuals.• Teachers use a range of access strategies e.g. use of models and images or ICT.• Consideration of the use of peers to maximise opportunities for learning (think/pair/share)• Catch up programs for literacy and numeracy group interventions (with initial assessment data to monitor progress)• Organisation of the classroom environment is conducive for learning e.g. background noise is avoided, light source is in front of the teacher. Displays are relevant and well produced.• Pupils are provided with relevant and accessible resources e.g. word lists, number lines, keywords and spellings, coloured exercise books.• Alternatives to written recording are used including mind mapping and storyboarding• Alternative recording materials provided and used regularly: Alpha Smart, Talking Albums and Communication in print• Use of procedural facilitators e.g. writing frames accompanied by higher order questioning and teacher dialogue to extend learning• Appropriate and relevant materials targeted to different pupils according to need, linked to current class unit of work.• Guided reading/writing/phonic/talk/maths – increasingly personalised• Adapted general classroom equipment – scissors, pencil grips, writing slopes etc..• Opportunities for pre-teaching in preparation for whole class sessions including difficult and new vocabulary
Personalised Evidence Based Intervention
<ul style="list-style-type: none">• Delivery of evidence based interventions over a time limited period.• Adult support – scribe, reader, support learning and mediate learning• Inference training• Individual session(s) with visiting specialists• TRUGS• Phonics 1:1• High Frequency Words• Precision Teaching of concepts with 1:1 TA• Memory Skills• Lightning Reads• Task Board• P Scales used and moderated• LIFT application• 1:1 and small group TA support with teacher intervention focus• 1:1 reading support• Staff training as required

Communication and Interaction Needs

Summary of Provision

Wave 1 Quality First Teaching for All

- Peer support activities, e.g. working with peer groups to enhance their own understanding
- Use of visual strategies to aid teaching and learning e.g. visual timetables and mini whiteboards and use non-verbal symbols to aid comprehension (keywords with images), translated keywords
- Use of ICT as access strategy (interactive whiteboard / use of laptop...)
- Small group/short term specific interventions, bespoke paired/small group work
- In class support with a focus on supporting speech and language
- Visual prompts to support with concepts
- Adjustment to classroom environment to minimise distraction
- Additional explanation of key concepts if required
- Demonstration of work or examples of end product given
- Speech and Language Link programmes (small group and 1:1)
- Comic strip conversations – assists understanding of difficult or key concepts
- Use of stress balls
- Consideration of the requirements of Homework activities
- Regular check ins to ensure understanding of task
- Consideration to seating

Personalised Evidence Based Intervention

- High level of 1:1 support (including at unstructured times)
- Personalised Learning Spaces (with items from home. Personal interest on display)
- General ICT access with appropriate software
- Support from Specialist Teaching and Learning Service (STLS)
- Specialist support focused on communication (e.g. SALT, signing)
- Time out facility
- Personal care and independence skills (with visits to the Beacon School for resources)
- Semantic Links 1:1
- Build an Island
- Listen and Do
- Mind Maps
- SaLT IEPs
- Language for Thinking
- Build a Fairground
- Task Board
- LEGO intervention
- 1:1 and small group TA support with teacher intervention focus
- Staff training as required

Physical and Sensory Disability

Summary of Provision

Wave 1 Quality First Teaching for All

- Seating plan is relevant to child's medical needs (e.g. near front if Visually Impaired or know if they have a medical pass).
- Planning incorporates a multi-sensory approach (visual, auditory and kinaesthetic methods)
- The use of additional time to allow for processing of information, formulating responses and completing tasks
- Ensure you have the pupil's attention before speaking
- **Teacher should not stand with back to the window (causes shadows and cannot see face)**
- Encourage pupils to use aids, e.g. hearing aids, glasses
- Enlarge copies of text or use appropriate specialist resources
- Use of interactive whiteboard – e.g. different coloured backgrounds (as recommended by STS)
- Specialist arrangements to be made for tests and exams
- Staff use aid to support pupil (hearing transmitters)
- Advanced planning and special arrangements for off site visits
- Peer support / sensitive grouping

Personalised Evidence Based Intervention

- Epi Pen training and knowledge by staff (personalised)
- Liaise with outside agencies (hospital, therapists etc.) including advice and support from specialist professionals e.g. speech and language therapist, physiotherapist, specialist teachers, occupational therapist and specialist assessment of pupil's needs
- Enhanced skills training for the pupil and support staff to enable pupil to access the curriculum and be fully involved.
- Loan of and training in the use of pupil specific, specialist equipment for staff and pupils
- Staff training as required
- 1:1 and small group TA support with teacher intervention focus
- ICT keyboard skills
- Use of Blind Association resources, Maths equipment, magnifying glass etc (VI)
- Subtitles with DVD materials (VI)
- Modified and adapted materials
- Follow specific STS guidance and strategies
- Modified Statutory Assessment for VI and HI to be ordered (apply for added time)
- Kent test modification for VI
- Modified papers for all assessments during school times

Social Emotional and Mental Health

Summary of Provision

Wave 1 Quality First Teaching for All

- Whole school behaviour policy with consistent boundaries
- Variety of pupil grouping employed to draw on strength
- Use of de-escalation techniques to ensure that situation is not escalated where possible
- Use of positive language to promote self esteem
- Teacher presence (use of voice, body language)
- Class tasks are accessible activities
- The class is fully prepared for emotive or sensitive topics.
- Planning for activities that may disrupt learning
- Informed allocation in group or paired work
- Time out cards
- Mentoring (peer & adult)
- Discussion of strategies to support at Solution Circle
- Consideration to pupil grouping

Personalised Evidence Based Intervention

- Intervention with relevant outside agencies
- Behaviour Charts to indentify behaviour pattern and analysis of timetable
- Personalised Behaviour Plans
- Counselling Programme (YHM – Young Healthy Minds)
- Drawing and Talking
- Mediation
- Further assessments to identify underlying language/ learning difficulties (link between behaviour and low literacy levels)
- Early Help notification
- STLS strategies
- FLO support
- Staff training as required
- 1:1 and small group TA support with teacher intervention focus