



Growing, Learning, Achieving Together

SEND Policy

	Date	Signature
Discussed at Staff meeting	6.11.23	<i>M. Aspin</i>
FGB:		

Responsibility of Full Governing Body

Review date: November 2024

Vision Statement

The School's Christian Vision Statement "Let your light shine" is our central vision.

Everyone is encouraged to shine through living out our values of trust, honesty, thankfulness, respect and resilience. Enabling us to grow, learn and achieve together.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 – 25 years (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (December 2014)
- Child Protection Policy
- Accessibility Plan
- Teachers Standards (2012)
- Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan Right Support, Right Place, Right Time, March 2023

Special Educational Needs Coordinator (SENCo) Information

At Cold Harbour our SENCo is Michelle Laskey. She is a qualified teacher and has completed the National Award for Special Educational Needs Coordination. The SENCo is a member of the Senior Leadership Team.

Aims

Cold Harbour School believes that every child is special. We aim to provide a happy and stimulating environment where every child has the opportunity to let their light shine! We support children to develop intellectually, physically, emotionally and socially to the best of their ability. We meet the needs of individual children through quality first teaching, personalised learning, and a targeted system of intervention programmes and practical provision to support children with special educational needs.

We aim to:

- Enable every pupil to join with, and contribute fully to, the life of our school.
- Provide a curriculum and learning environment that meets the individual needs of each child, which helps all children achieve their potential.
- Provide support and advice for all staff working with SEND pupils.
- Ensure that the arrangements made for pupils with SEND are in line with statutory requirements.

Types of needs

We use the four broad areas of need (SEND CoP, 2014) as a means of identifying what action we need to take, not to categorise a pupil. These areas are:

- Communication and Interaction – Pupils with this need have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand the social rules of communication. Pupils with this need include those with: speech and language delay, impairments and disorders, hearing impairment and those who demonstrate features within the autistic spectrum.
- Cognition and Learning – Pupils with this need learn at a slower pace than their peers, even with appropriate differentiation. Pupils with this need include those who

demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia or dyscalculia.

- Social, Emotional and Mental Health difficulties – Pupils with this need may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include a lack of concentration, becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.
- Sensory and/or Physical needs – Pupils with this need require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. They may require additional ongoing support and equipment to access all the opportunities available to their peers.

We recognise that there are other factors which may impact on a pupil's progress and attainment, but are not SEND.

- Disability (after following our duty for 'reasonable adjustment' as outlined in the SEND CoP, 2014)
- Attendance and punctuality
- Health and welfare
- Limitations in English as an additional language
- Identification of entitlement to 'Pupil Premium'
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behaviour which is not a response to an underlying need
- Lost learning (COVID-19)

A graduated approach

A graduated approach allows us as a school to follow the process of Assess – Plan – Do – Review, as outlined in the SEND CoP (2014).

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible. We will consider a pupil's type(s) of need after they have been assessed as not making adequate progress despite receiving quality first teaching and appropriate interventions and adjustments.

Inadequate progress can be characterised as progress which:

- Is significantly slower than their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Assessment could be through:

- Teacher observation
- Teacher assessment
- Pupil progress interviews
- Screening or assessment tools
- Informational passed on from previous schools or agencies supporting the pupil and/or their family
- Information from parents

The class teacher will discuss their concerns with their team leader in pupil progress meetings and with the SENCo. We will inform a parent when we feel that their child may

have a special educational need that requires provision that is additional to or different from the school's usual differentiated curriculum and strategies. We then work together to further investigate the child's needs and plan suitable provision.

Quality First Teaching

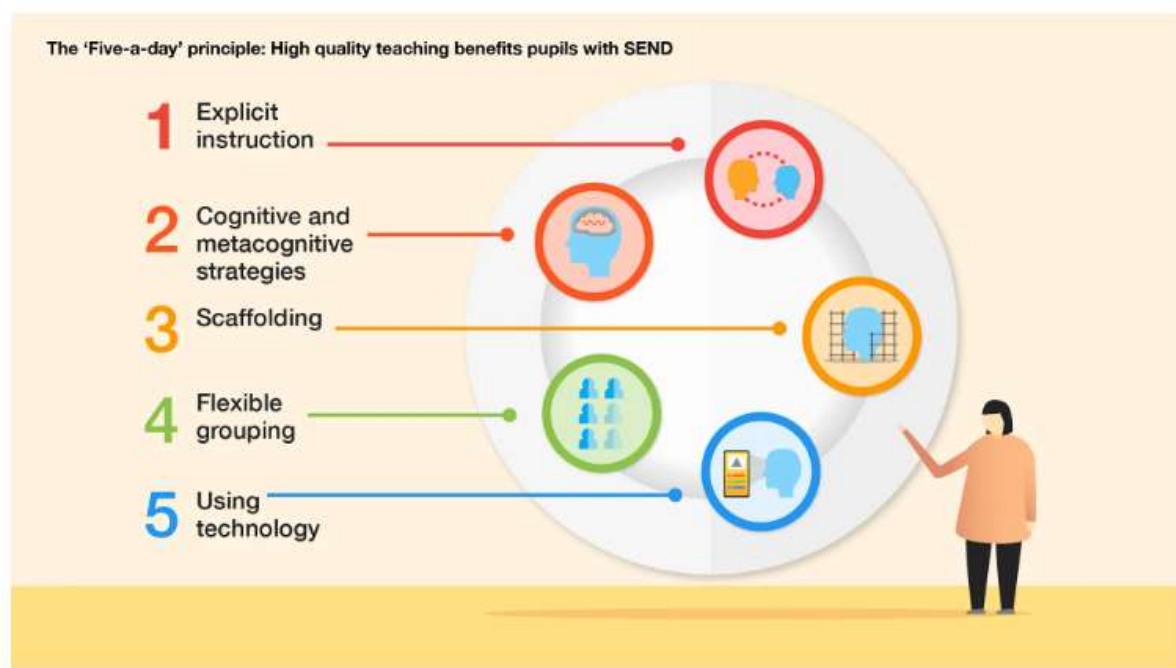
Our provision begins with Quality First Teaching (QFT). We know that additional intervention cannot compensate for a lack of differentiated quality first teaching for any pupil with SEND. Following Rosenshine's principles as our research-based approach to QFT, we expect our QFT to encompass:

- Daily review
- Presenting new material using small steps
- Asking questions
- Providing models
- Guiding pupil practice
- Checking for pupil understanding
- Obtaining a high success rate
- Providing scaffolding for tasks
- Enabling opportunities for pupil practise
- Weekly and monthly review

Along with:

- Tightly planned progression reflecting strong subject knowledge
- High expectations for pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Precise feedback – both written and verbal
- Use of regular and authentic praise to engage and motivate pupils

Alongside this, since September 2022, all teachers have been introduced to the guidance report written by the Education Endowment Foundation (EEF), 'Special Educational Needs in mainstream schools' (2021) which unpicks how best to facilitate quality first teaching for pupils with SEND using a 'five a day' approach:



These recommendations complement Rosenshine's Principles and thus we consider both as we plan and deliver learning experiences for our pupils.

This approach to QFT ensures that all pupils are able to access and be successful in learning across the curriculum. Throughout our QFT, adaptive teaching is essential - this involves teaching the same lesson objectives to all pupils whilst providing scaffolds or supportive strategies to enable all pupils to make progress. Our adaptive teachers and teaching assistants have a deep understanding of the needs of the children in their class and implement a range of strategies throughout a lesson to support every child to be successful in learning. Please see our 'adaptive teaching approaches' document (appendix B) which outlines our most common scaffolds and strategies (this list is not exhaustive, we continuously evaluate and reflect on the changing needs of our pupils, thus this document is ever-changing and is reviewed annually).

Adaptations to the school or classroom environment may also be needed in order to meet the specific needs of a child. Specialist equipment is provided where appropriate across the school, including: pencil grips or writing instruments, writing slopes, coloured overlays, timers etc. We may also look to purchase specialist furniture or equipment if necessary.

The quality of teaching for all pupils is regularly and carefully reviewed through learning walks, book looks, pupil progress interviews and SEND Surgeries with the SENCo. Professional development opportunities are provided for staff to extend their knowledge and understanding of quality first teaching and SEND.

Targeted Intervention

When a pupil's need requires additional or different personalised approaches to those provided by our quality first teaching we may support them through:

- Small group intervention programmes led by class teachers, HLTAs, Learning Mentors or Teaching Assistants
- 1:1 focussed support programmes led by class teachers, HLTAs, Learning Mentors or Teaching Assistants
- Specially prepared learning materials
- The use of appropriate ICT equipment
- Specialist equipment and resources
- Signing and assisted communication
- Specialist intervention programmes
- Social skills programmes
- Emotional support programmes
- Liaison with external agencies and professionals already involved with the pupil
- Seeking support and involvement from external agencies and professionals

The SEND Register

When we identify that a pupil has special educational needs and this has been discussed with parents, we place them on the SEND Register and identify their areas of need. The SENCo is responsible for keeping the register up-to-date. A pupil is placed on our register if they require support in one or more of the four broad areas of need that is **additional to** and **different from** the majority of their peers. Pupils placed on the register can be characterised as:

- A pupil who is not making adequate progress (see **A Graduated Approach to SEND Support** paragraph)
- A pupil with a medical diagnosis of a condition that requires them to have additional support in order for them to access the same educational provision as their peers and/or this support is required in order for them to make adequate progress.

- A pupil who requires group and/or 1:1 support from our Learning Mentors to support Social, Emotional and Mental Health difficulties (see **Types of Need**).

The SEND Register is a live working document that the SENCo regularly updates to keep all staff informed of: SEND Status (e.g. PDR, SEN Support Plan, Monitor), quality first teaching strategies necessary for each child, external agency links and actions for the term/year.

Plan, Do, review (PDR)

Once a child is identified as having a special educational need and placed on the register, teachers in collaboration with parents/carers will implement a process of assess, plan, do and review, which involves setting targets and working together to support the child to achieve them. This cycle is recorded on a document called a Plan, Do, Review Grid (PDR). These are kept as live working documents that school staff regularly update to monitor the progress each child is making towards key targets.

The targets should be based on collaboration between all of those involved in a pupil's progress (pupil, parent, Teacher, Teaching Assistant, SENCo). Any specialised assessments from external agencies and professionals will also inform the target setting process. Staff work hard to ensure that the targets are:

- Specific
- Measureable
- Achievable
- Relevant
- Time limited

Targets will be monitored regularly through an ASSESS (assess against targets), PLAN (interventions or adaptations to QFT arranged that provide learning opportunities that are 'additional to and different from' a pupil's peers), DO (a pupil will receive their intervention in class or out of class if deemed appropriate), REVIEW (discussions with pupil, parents/carers and SENCo to evaluate the effectiveness of the intervention) cycle. Monitoring of the interventions is recorded and ongoing. Interim reviews will take place every 3-4 weeks to ensure the interventions are promoting progress. The decision to continue or amend the intervention/adaptation to QFT will be discussed and recorded. Regular contact will be kept with parents/carers throughout this process, with meetings held at least termly.

Exciting the SEN Register

If it is felt that a pupil is making sustainable progress, which does not require additional or different forms of support to maintain, they may be taken off the SEND register. If this is the case, the views of all of those involved in a pupil's progress (pupil, parent, Teacher, Teaching Assistant, SENCo) will be sought, as well as any other professional involved with the pupil. If it is agreed to take the pupil off the register, all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be monitored through our assessment cycle (including pupil progress interviews) and pastoral support network. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

SEN Support Plan

Where, the special educational needs of a pupil are deemed to require more personalised support and liaison with a range of professionals, including the Specialist Teaching Team (SEN Support Team, Milton Keynes Local Authority), a SEN Support Plan may be generated by the SENCo in collaboration with parents/carers, teachers and all involved in the child's

learning and development. This document is designed to be a support plan that will be built on as the child moves through the academic year, with a new document being built for each new academic year. It will allow Specialist teachers to input directly into the document with other services providing input as their report system allows. The document remains a school document, with school using it as an opportunity to record the plan for individual children, but it will facilitate communication for multi-agency working and will be used to begin initial conversations with Specialist teachers with any EHCP and funding requests being made to provide more personalised support for a pupil.

In the creation of the SEN Support Plan, part of the initial conversations with parents will confirm that they are happy for the information to be shared with all relevant parties, with them signing to agree consent for the SEND Support team's involvement, if required.

External Agencies

A pupil's parent will always be involved in any decision to involve specialists.

We work with specialist agencies via the Local Authority, NHS and independent professionals. When a pupil continues to make less than expected progress, despite support and interventions, or he/she experiences unexpected difficulties in their Social, Emotional or Mental Health, we will consider involving specialists.

As appropriate, we will employ independent specialists, to undertake additional assessment work to enable us to provide more personalised programmes of support.

The involvement of specialists and what was discussed and agreed will be recorded in a pupil's SEND file. Discussions and agreements will be shared with parents and teaching staff supporting the child. CPOMS is also used to record liaison with external agencies and reports uploaded to maintain a chronology of SEND Support.

Education Health Care Plan (EHCP)

Where, despite relevant action to meet the special needs of a pupil, the pupil does not make the expected progress, we will consider requesting an Education, Health and Care (EHC) needs assessment from the local authority. Any request will be made in consultation with parents and any external agencies supporting the education of the pupil.

During the course of an EHC needs assessment, the Local Authority must gather advice from relevant professionals about the child's education, health and care needs, desired outcomes and provision that may be required to meet the identified needs and achieve the desired outcomes. The school will co-operate with the Local Authority in this by providing the education advice and information requested. This process will be managed by the SENCo.

Person-Centred Review

Pupils in need of an SEN Support Plan or EHC Plan are invited to termly Person-Centred Reviews which enables the child, parent/carer, teacher and SENCo to contribute towards a discussion of the child's successes and areas for development to form targets for the next assess, plan, do, review cycle.

Access Arrangements

Class Teachers, in partnership with the SENCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a pupil's need means that they

are unable to access standardised tests then the SENCo will liaise with the Class Teacher to consider the pupil's eligibility for access arrangements.

Supporting Pupils and Families

The Local Offer

As part of the SEND CoP (2014), local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled. The Local Offer for Milton Keynes can be found at:

<https://www.mksendlocaloffer.co.uk/>

Annual SEND Information Report

A SEND Information Report on what our school offers in terms of support for children with Special Educational Needs is located on the school's website under the *Special Educational Needs* section (see link - <https://www.coldharbourschool.org.uk/send/>).

Medical Conditions

Cold Harbour School recognises that pupils at our school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010). Some may also have SEND and may have an EHC plan which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2014) is followed. We have a policy for Supporting Pupils at School with Medical Conditions, as well as a policy for Children with Health Care Needs. We refer to these when required to ensure we provide the best possible support when a pupil's health begins to impact on their learning.

Transitions

At Cold Harbour, we have a Transition Provision Map, to enable us to plan effective transition for all pupils (see SEND Information Report: Appendix 2). In summary:

When children join our schools, families of children joining our Foundation Stage are visited at home by the appropriate class teacher and Teaching Assistant. Our Foundation Stage staff will also liaise with other pre-school settings where children have been highlighted as having a special educational need or disability.

Children joining us during the school year meet with an Assistant Head Teacher or Learning Mentor and take a tour of the school. They will usually have the chance to meet their new teacher and see their new classroom. We will discuss your child's needs and will contact the previous school to discuss attainment, levels of support and any additional provision previously in place. The SENCo may contact the previous school to discuss support for children who have more complex needs.

When pupils transfer between year groups and key stages:

- Transition days are held in the summer term for all pupils.
- A pupil with SEND may visit their new classroom, area and teacher before the transition day.
- A personalised transition plan will be put in place for pupils who require a bespoke approach to transitioning to a new year group.

When pupils transfer to a new primary school:

- The SENCo will contact the new school to discuss a pupil with more complex needs.
- Records, including any cycles of Assess, Plan, Do, Review or specialist reports are sent in a timely fashion.

When pupils transfer to secondary schools:

- The SENCo meets with SEN staff from local secondary settings to discuss and plan for SEND pupils transferring. The SENCo completes transfer paperwork for pupils transferring to other secondary schools and will speak to SEND staff as necessary.

A transition programme operates for most secondary schools for new Year 7 pupils. We support these programmes by sending staff when appropriate to support pupils on visits to the new school and we facilitate visits from secondary colleagues to observe and work with pupils in our setting.

Monitoring and Evaluation of SEND

The quality of teaching for all pupils is regularly and carefully reviewed through lesson observations, learning walks, book looks, pupil voice and SEN Surgeries with teaching staff. The SENCo continually updates a Self-Evaluation with a focus on SEND and works in liaison with specialists, such as School Improvement Partners, to review and consider areas of successes and development. The SENCo sets out an action plan which outlines the priorities for SEND each academic year. These outcomes are based on the SEND SEF and School Development Plan and is regularly reviewed to effectively work towards outcomes. When we assess our provision in need of development, we seek external agency support for either direct work with a pupil or for staff training. The school is constantly striving to improve its provision for all pupils through performance management and the continuing professional development of all its' staff to meet the full range of SEND within the schools.

The progress of pupils with SEND is monitored and measured by the SENCo through termly data analysis which considers pupil progress and attainment in relation to their non-SEN peers.

Funding

We use our notional SEND budget to provide high quality appropriate support as outlined in this policy and in our SEN Information Report. If we feel that a pupil requires additional provision to meet their needs, which exceeds the nationally prescribed per pupil per year funding threshold, we will implement the SEN Support Plan (as mentioned previously) to work towards a request to the Local Authority for 'top-up funding'. If additional funding is required, this may be an indicator that we need to consider requesting an Education, Health and Care needs assessment.

Training and development

In order to maintain and develop the quality of teaching and provision to respond to the needs of all pupils, all staff undertake regular training and development. Our SENCo attends any locality network meetings and training opportunities in order to keep up-to-date with local and national updates in SEND and sets a training schedule for the year using outcomes on the SEND Action Plan and SEND SEF to plan appropriate training experiences. We strive towards at least one SEND focused whole-staff training session per half term. Following training and CPD, the SENCo analyses the impact of training.

All new teachers and support staff meet with the SENCo to gain an understanding of the systems and structures in place around school and the SEND provision and practice. This meeting may also include a briefing on the needs of individual pupils. Staff training needs

will be discussed at this stage and all staff will be made aware of appropriate training opportunities for their role.

Roles and responsibilities

Provision for pupils with SEND is a matter for the school as a whole.

The **Headteacher and Assistant Head Teacher/SENCo** ensure that the school's provision for pupils with SEN is met and pupils' progress is evaluated on a regular basis. The SENCo meets with the Learning Mentor and Teaching Assistants on a regular basis to discuss programmes of support and individual needs.

The **Learning Mentor** provides specialist support for pupils with Social, Emotional or Mental Health needs.

The **SEND Governor** monitors and evaluates provision and reports to the governing body.

Class teachers provide a planned curriculum that meets the needs of all the pupils in their care. They monitor and evaluate all pupils' progress and set future targets for them. They report to the SENCo any child that may be causing concern and are responsible for reviewing and updating pupil targets on a regular basis.

Teaching Assistants (including HLTAs and TAs) provide specified support and carry out planned programmes of work according to pupil targets.

Midday supervisors and other ancillary staff are made aware of pupils who may require more support by the pupil's class teacher. The class teacher provides these members of staff with strategies to support the pupil at lunch time as necessary.

Storing and managing information

All pupils have an SEND file on our secure drive which is where all documentation is kept, including PDRs, specialist teacher reports etc. We are trying to move away from keeping physical documents relating to pupils on the SEND register, however there are still some historic documents which are stored in their SEND file in a cabinet in the SENCo office. The cabinet, and room in which it is situated, is locked overnight. SEND records will be passed on to a pupil's next setting when he/she leaves the school. We also use CPOMS as a method to log reviews, conversations with parents/carers and/or external agencies. This has restricted access.

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act (2001), places a duty on all schools to increase – over time – the accessibility of schools for disabled pupils and to implement their plans. We monitor and make reasonable adjustments where necessary to ensure the school environment is accessible to all pupils.

Complaints

We are always happy to talk to parents and listen to any concerns they may have. We encourage parents to speak to their child's class teacher, the SENCo or Head Teacher. We will always do our best to respond to the concerns raised with us.

Bullying

The school is a place where everyone respects each other, everyone feels valued and we strive to make everyone feel safe as we let our individual lights shine. We have an Anti-Bullying Policy, which concerns the welfare of any pupil.

SEND Policy Review

This policy will be reviewed on an annual basis.

This policy will be reviewed in November **2024**.

School policies can be found at:

<https://www.coldharbourschool.org.uk/policies/>

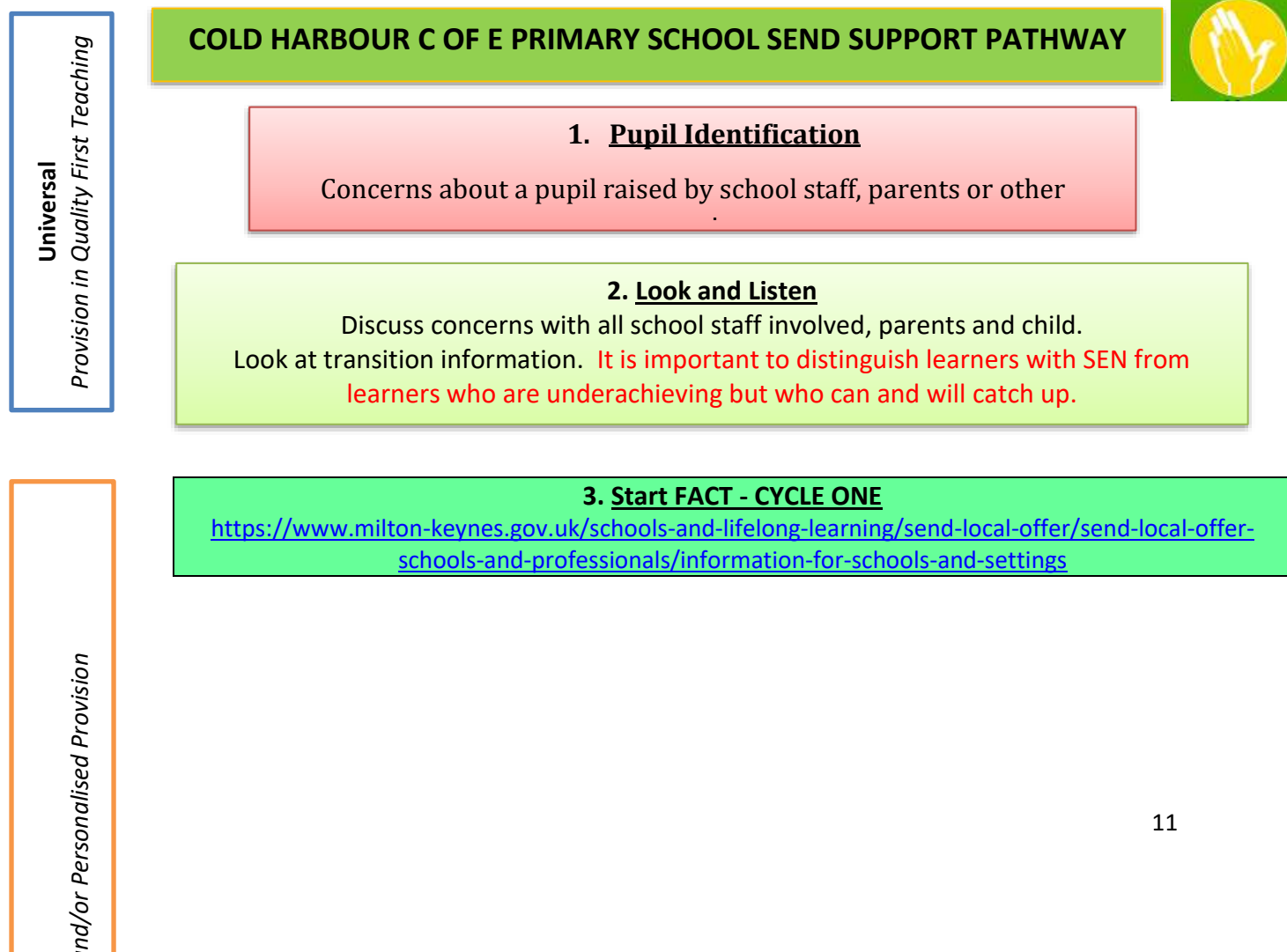
Information on SEND provision in Milton Keynes Local Authority can be found at:

<https://www.mksendlocaloffer.co.uk/>

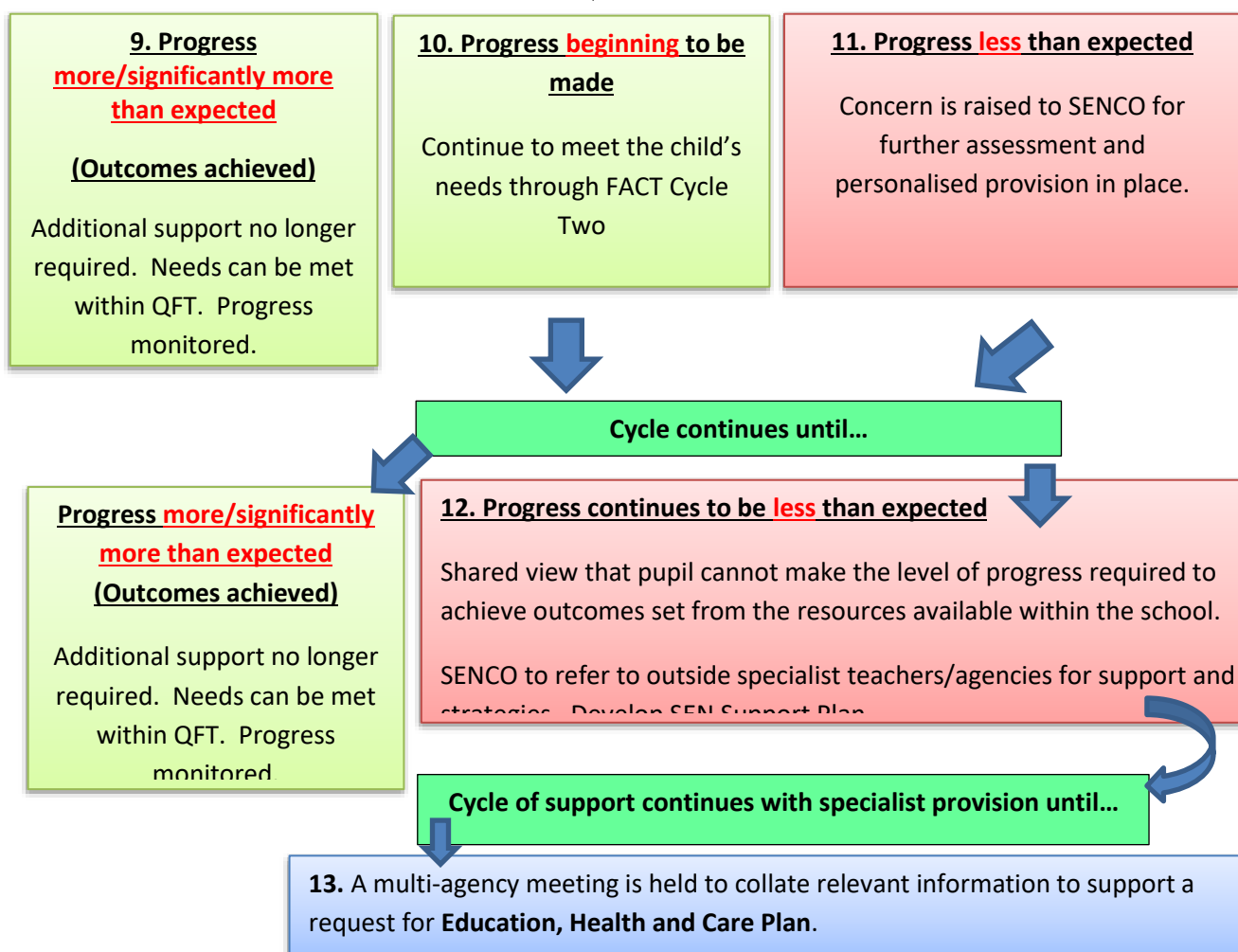
Statutory SEND guidance can be found at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Appendix A



4. FACT level 0 Rule out communication as area of need and consider other assessment tools and implement provision where necessary.	5. FACT Level 1 Use FACT to support you to Implement strategies into QFT. Keep FACT in Class Purple File.	6. FACT Level 2 Implement strategies into QFT and Targeted Intervention.	7. FACT Level 3/4 Refer straight to SENCO. Outline QFT, targeted and possibly personalised provision.	8. FACT PLUS Trigger When at least one descriptor is highlighted that is emboldened and <i>italics</i> in the Listening and Attention and Interaction area.
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Appendix B)

How do we adapt our approach for pupils with SEND?

Please note this list is not exhaustive, we continuously adapt our approach to teaching and learning to enable all pupils to access our curriculum. Therefore, this document will be reviewed annually as we continue to use a variety of strategies to support our children.

At Cold Harbour, we aim to ensure that we meet the 'five a day' principle as identified by the Education Endowment Foundation (EEF) as how best to facilitate quality first teaching for pupils with SEND using a 'five a day' approach:



EEF, 'Special Educational Needs in mainstream schools' (2021)

Therefore the following adaptive approaches are implemented, where appropriate, across the curriculum:

1. Explicit instruction	<ul style="list-style-type: none">-View of adult, board and resources planned for e.g. position in the classroom-Behaviour expectations are clear so that learning is not disrupted and any disruptions are managed swiftly to avoid impact on explicit instruction-Visual timetable and clear structure and routine so children can focus on teacher modelling-Daily review of prior learning-Presenting material using small steps, slowing down delivering of information to aid recall-Teacher modelling (I do, we do, you do approach)-Using clear and unambiguous language-Using examples and non-examples (purposeful errors)-Anticipating and planning for misconceptions-Highlighting essential content and removing distracting information
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	<ul style="list-style-type: none"> -Ask questions that all children must answer (turn to your partner - TTYP) and giving adequate thinking time and support before responses are given e.g. sentence stems -All children to respond to key questions (no hands up) (four responses: choose two, choral response, wave, paraphrase) -Check for pupil understanding -throughout the input in talk partner discussion, exit question
2. Cognitive and metacognitive strategies	<ul style="list-style-type: none"> -Explicitly thinking out loud to model metacognitive strategies -TTYP - Tell your partner what you are going to do now? Why are you going to approach this in that way? -Use planning tools e.g. mind mapping, create your own task list to reach your goal -Teach reflective thinking in a learning situation -Support time management of tasks e.g. talk through how I might approach the task and give time prompts to support children to keep on track
3. Scaffolding Provide scaffolds for difficult tasks, when ready the scaffolding is removed	<ul style="list-style-type: none"> -Texts and equipment matched to pupil needs and age-appropriate -Worked examples -Sentence stems -Word lists -Diagrams or mind maps -Visual prompts -Knowledge organisers -Steps to success -Templates or writing frames -Task lists or maps -Exemplars or partly completed tasks -Taught strategies/script for if they children 'get stuck' -Ask key children to tell you the instructions for the task/learning
4. Flexible grouping <ul style="list-style-type: none"> •Short term and for a specific reason •Carefully selected based on need •Both mixed ability and streamed •A platform for peer tutoring and collaborative learning 	<ul style="list-style-type: none"> -Talk partners are carefully selected for purposeful partner practice based on flexible grouping principles and changed regularly. All classes have talk partners. -Teachers decide when to group children for specific purposes and make selections based on what would bring the most successful learning outcomes e.g. a group task in Science might involve a mixed ability grouping where all pupils within the group are given specific roles to support peer tutoring and collaborative learning

5. Using technology	<ul style="list-style-type: none"> -Visualisers are used to model, show good examples and to mark as a whole-class (providing instant feedback) -Where appropriate, videos are used to model/explain learning -Clicker 8 is used by some children for recording and communicating ideas -ipads and chrome books are available and used where appropriate for research or recording own ideas

In addition to the above, adaptive approaches specific to curriculum areas may also include:

	Area of SEND			
Curriculum Area	Cognition and learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
Reading	RWI Programme taught with fidelity daily for pupils continuing phonic development. Children read books that match phonetic level of development. Partner practice - every child has an opportunity to read aloud Explicit modelling of reading skills Teacher reads aloud to model accurate reading and engage in text Fast Track Tuition	Visuals to explain new words Opportunities to try out new words orally and in written sentences	Texts chosen for storytime spine and for reading comprehension are based on cohorts needs -we strive for every child to see themselves in a story Zones of regulation (ZOR) toolkit - whole-class (teacher uses ZOR strategies as a whole) or personalised (some children have personalised toolkits and strategies to refer to) Reading independently, not to a partner if this is overwhelming	RWI books non-white Sensory breaks Book club session - read where you want (children can get comfortable to read) Reading with lolly sticks, reading windows or rulers to support reading along the line Coloured overlays where appropriate Barrington Stoke books available

Writing	Complex sound charts on display and available for spelling support. Differentiated software and apps where appropriate e.g. font/background to reduce visual stress Dictionaries/thesaurus available Access to memory aids e.g. word mats What a good one looks like (WAGOLL) Pre/post tutoring	Talk for writing approach - orally rehearse ideas before writing (text map with visuals, recite texts) Use of technology to record (Clicker 8, google doc) Pre/post tutoring of vocabulary	Check-ins with adult Quiet space to complete task Zones of regulation (ZOR) toolkit - whole-class (teacher uses ZOR strategies as a whole) or personalised (some children have personalised toolkits and strategies to refer to)	Sensory break Writing slopes Different writing instruments if necessary e.g. tripod pens Tripod grip pencils Wobble cushion Ear defenders
Maths	Access to concrete resources available where appropriate Worked examples Access to memory aids e.g. multiplication squares, number lines, hundred squares Pre/post tutoring Task list	Scribing (personalised strategy)	Zones of regulation (ZOR) toolkit - whole-class (teacher uses ZOR strategies as a whole) or personalised (some children have personalised toolkits and strategies to refer to)	Sensory break Writing slopes Different writing instruments if necessary e.g. tripod pens Tripod grip pencils Wobble cushion Ear defenders
Computing	Consistency in delivery (same as all subjects) e.g. prior learning, KO and use of whiteboard/visuals to explain key vocabulary and making steps to success clear Task list	Instructions for task visual and/or written and displayed or as scaffold	Zones of regulation (ZOR) toolkit - whole-class (teacher uses ZOR strategies as a whole) or personalised (some children have personalised toolkits and strategies to refer to) Buddy system for support	Sensory break Wobble cushion Accessibility features can be used to include pupils with SEN and/or disabilities, as appropriate, eg keyboard shortcuts instead of a mouse/ screen filters to cut down glare or increased font sizes.
Science History Geography RE	What a good one looks like (WAGOLL) Task list Scaffold	Pre/post tutoring of subject-specific vocabulary Use of technology to record (Clicker 8, google doc) Scribe	Zones of regulation (ZOR) toolkit - whole-class (teacher uses ZOR strategies as a whole) or personalised (some children	Sensory break Writing slopes Different writing instruments if

PSHE	Access to memory aids (knowledge organisers, timelines, book-flick for prior learning, working wall where appropriate)		have personalised toolkits and strategies to refer to)	necessary e.g. tripod pens Tripod grip pencils Wobble cushion Ear defenders
PE	<p>Consistency in delivery (same as all subjects) e.g. prior learning, KO and use of whiteboard/visuals to explain key vocabulary and making steps to success clear</p> <p>We follow the STEP process to modify and adapt the PE curriculum:</p> <p>SPACE: Shorter distances or smaller areas may make the activity easier. Using a zoned playing area can create safe playing areas or areas where pupils can be matched by ability. Nearer targets make games easier. More space in ball games may give more reaction time. Throwing activities, such as foam javelin practice, can be carried out in front of walls, making it easier to collect items. Floor-based activities have different requirements from those played on a level surface, and from seated or ambulant activities. Pupils can start at different times or from different places – eg varying space in striking games to challenge more able pupils.</p> <p>TASK - Simplify the activity by changing an aspect of it – eg long jump to standing jump. Make the activity harder eg long jump to triple jump. Give pupils specific roles – eg timer, measurer. Change rules to increase inclusion e.g. allow different starting places or rules to ensure everyone is involved. Vary the speed of the activity – e.g. everyone walks. Vary the speed of the ball – eg slow underarm delivery Try different forms of involvement – seated, standing, lying down. Use different targets for some pupils.</p> <p>EQUIPMENT - Changing the equipment used e.g. lighter balls travel more slowly in the air and give more reaction time, larger balls are easier to see and catch, softer/slightly deflated balls are easier to catch, noise (ie jingle trainer) gives audio as well as visual stimulus, different coloured balls are easier to distinguish from the background colour</p> <p>PEOPLE - Independently, in groups, in pairs, in teams, with friends- flexible grouping to give children best success</p>	Visual images e.g. still photographs/images of balances available so children do not rely on initial model alone	<p>Zones of regulation (ZOR) toolkit - whole-class (teacher uses ZOR strategies as a whole) or personalised (some children have personalised toolkits and strategies to refer to)</p> <p>Children are grouped and stay in the same groups so that organisation/routine is consistent</p> <p>Where possible, organisation in lines using coloured spots or cones.</p> <p>Changing facilities can be modified (some children change independently)</p>	<p>Ear defenders</p> <p>Sensory break</p> <p>See STEP</p>

Music	<p>Consistency in delivery (same as all subjects) e.g. prior learning, KO and use of whiteboard/visuals to explain key vocabulary and making steps to success clear</p> <p>Charanga small steps and visual reference on whiteboard</p>	<p>Instructions for task visual and/or written and displayed or as scaffold</p> <p>Use of physical gesture to support children with learning of key vocabulary e.g. raising and lowering hand for pitch</p> <p>Reduced need for recording in this lesson. Outcomes may be recorded by audio recordings, video or photographs.</p>	<p>Zones of regulation (ZOR) toolkit - whole-class (teacher uses ZOR strategies as a whole) or personalised (some children have personalised toolkits and strategies to refer to)</p>	<p>Sensory break</p> <p>Wobble cushion</p> <p>Ear defenders</p> <p>Adequate space and comfortable position for playing instruments</p>
DT	<p>Consistency in delivery (same as all subjects) e.g. prior learning, KO and use of whiteboard/visuals to explain key vocabulary and making steps to success clear</p> <p>Explicit teacher modelling of skill - point out the tricky parts</p> <p>KAPOW modelling videos- pause and repeat to overlearn/repeat the trickiest steps</p>	<p>Pre/post tutoring of subject-specific vocabulary</p> <p>Use of technology to record (Clicker 8, google doc)</p>	<p>Buddy system, where appropriate (DT buddy to support practical tasks)</p> <p>Zones of regulation (ZOR) toolkit - whole-class (teacher uses ZOR strategies as a whole) or personalised (some children have personalised toolkits and strategies to refer to)</p>	<p>Ear defenders</p> <p>Specific pieces of equipment to support children with physical needs e.g. clamp for sewing</p>