

Palace Wood Primary School Special Educational Needs and Disabilities (SEND) Information Report

Aim of Policy: The SEND regulations (DfE, 2014a) require schools to have a SEN Information Report which must be published on the school's website. The report includes information on the types of SEN for which provision is made at Palace Wood Primary School; this is a statutory duty.

This document follows the SEN and Disability Regulations (2014) Part 3 Duties on Schools and works in line with Kent County Council guidance, aiming to outline procedures to help and support children with SEND at Palace Wood Primary School.

Description: This document details the procedures, aims and objectives for our school and staff to recognise and support children (and their families) with SEND requirements.

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1.0 Aims

Our aim at Palace Wood Primary School is to value the individuality of all of our children. We are committed to giving each child at our school every opportunity to achieve the highest of standards, to foster an attitude of caring for learning and enabling the opportunity for every pupil to shine. We pride ourselves on welcoming all children to Palace Wood Primary School and we are aware that some children will require extra support. Sometimes pupils need support for a short time in order to make progress, but for others their needs will be ongoing.

All teachers are teachers of children with Special Educational Needs but are supported by a SENCO (Special Educational Needs Coordinator) who oversees provision in school. In our school, Rebecca Tye is the SENCO. When necessary, outside agency guidance is sought to support us to help an individual child to reach their developmental and/or educational potential. We aim to maintain close links with parents and carers and to work in a child-centred way.

This SEND Information Report utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

2.0 Objectives

- To allow each child to benefit as fully as possible from his/her education.
- To raise the self-esteem of each child and help them to feel valued and have confidence as a learner.
- To give each child access to a broad and balanced curriculum.
- To be aware that each pupil's needs will change over time.
- To be open and responsive to the concerns and views of the parents.
- To involve the child appropriately in their educational journey.
- To ensure appropriate resources are available within the constraints of the school's budget.

3.0 Identification of SEND

3.1 Our approach to teaching learners with Special Educational Needs and Disabilities (SEND)

We believe that it is particularly important that pupils who have most difficulty with their learning are taught using Quality First Teaching. All teachers are teachers of SEND and at PWPS we use a system of graduated response with a focus on inclusive, quality teaching for all children. See Appendix 1 for an overview of the PWPS Supporting all learners including those with SEND process.

Every pupil in the school has their progress tracked at least 3 times per year, with ongoing assessment undertaken by individual class teachers to inform daily teaching and learning. In addition to this, pupils with special educational needs may have other assessments such as Speech/Language Link or cognitive assessments. These assessments provide more information about specific learning needs.

If these ongoing assessments do not show that adequate progress is being made, the teacher will implement strategies from the Kent Mainstream Core Standards [Special Education Needs \(kelsi.org.uk\)](https://www.kelsi.org.uk) and support will be reviewed and adjusted. If the pupil requires further support or if these strategies do not help them to make progress, the teacher will complete a form outlining their concerns and what has been implemented. The next stage of the process is bespoke to the individual pupil but could include seeking the advice of outside agencies such as Specialist Teaching and Learning Service and/or to provide a robust individual provision plan. For more information about the process used at PWPS, please refer to Appendix 1.

If a pupil has identified learning needs or SEND prior to starting at PWPS, discussions will be held with their parents/carers and previous setting on entry to the school.

Parents/carers and pupils are involved in discussions about changes to provision with their child's class teacher and/or the SENCO.

3.2 What types of SEND does Palace Wood Primary School make provision for?

At Palace Wood Primary School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs/Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, ASD, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The SEND Code of Practice (2015) [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/372766/SEND_Code_of_Practice_January_2015.pdf) outlines the 4 areas of need, and some pupils can cross over more than one area.

The four areas of need are:

1. Communication and Interaction.

- Speech, Language and Communication Difficulties.
- Autistic Spectrum Disorder (ASD)

2. Cognition and Learning.

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD) – Literacy (Dyslexia), Numeracy (Dyscalculia) or Motor Coordination (Developmental Coordination Disorder – DCD)

3. Social, Emotional and Mental Health.

- Anxiety
- Low Mood/Depression
- Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD)
- Attachment Disorder

4. Sensory and/or physical needs.

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Many children experience some difficulty during their time in education. For some, their individual needs can be met with a short burst of support and additional implementation of support strategies. Other children may require longer term, more individualised support.

3.3 How do we identify and assess children with SEND?

Recognising a child's needs involves using a range of information such as:

- National Curriculum expectations
- Scores from standardised reading, spelling or mathematics tests
- Year 1 phonics screening check outcomes
- Analysis of the pupil's work
- Observations of the pupil
- Feedback from discussions with parents, pupils and staff
- Attendance and behaviour data
- Information from external agencies or previous setting
- Evidence of the impact of provision already tried.

The SENCO may carry out some further formal assessments to identify key areas to target and to support the process of evaluating the effectiveness of any interventions that are put in place. Such assessments used by our school include:

- BPVS assessment
- Ravens assessment
- Speech Link
- Language Link
- Dyslexia Assessment (not diagnostic but identifying areas of weakness)
- Dyscalculia Assessment (not diagnostic but identifying areas of weakness)
- Boxall Profile

4.0 Support for children with SEND

4.1 Who supports children with SEND at Palace Wood Primary School?

Rebecca Tye is the SENCO at Palace Wood Primary School, working days are Monday-Thursday and her contact details are senco@palacewood.kent.sch.uk or 01622 750084.

We have a highly experienced and knowledgeable team of teachers and teaching assistants at PWPS with a wide range of skills and expertise in SEND.

4.2 How do we support your child?

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEND Code of Practice (2015).

If a pupil is identified as requiring SEND support, we will make provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. A graduated response is adopted as part of the "Assess, Plan, Do, Review" highlighted as part of the PWPS Supporting all Learners Including those with SEND (see Appendix 1) as recommended in the SEND Code of Practice [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#).

We follow the Mainstream Core Standards [Special Education Needs \(kelsi.org.uk\)](#) advice developed by Kent County Council to ensure that our teaching conforms to best practice. We also use information provided by Specialist Teaching and Learning Service (STLS) to inform best practice.

4.3 What teaching strategies does the school use for children with learning difficulties including autism spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

A vast range of Quality First Teaching strategies specific to your child will be employed by all those in the school that work with your child. These may include:

- Visual timetables / Task boards
- Visual and/or verbal prompts
- Seating position in the classroom
- Use of modified texts which might include enlarged texts, large pieces of work 'chunked' into smaller, more manageable pieces

- Zones of Regulation

- Modelling of behaviours and feedback/debrief when responses to situations have been misinterpreted
- Clear expectations and boundaries for children that might be very literal in their understanding.
- Option of a quiet space where sensory overload is likely to happen.
- Social stories to support children that find change hard to cope with or require additional training in social situations.
- Small stepped approach with achievable targets.
- Multisensory approach.

4.4 What resources and equipment does the school provide for children with SEND?

Any specific resources and equipment will be considered based on recommendations made by specialist services and on the teachers' expertise in identifying a specific resource that will support an individual pupil. These may include:

- Pencil grips/Stabilo Pencils
- Sloping desk
- Weighted lap pads
- Sit and move cushions
- Workstations
- Theraputty
- Concentrators (fiddle toys)
- Timers

At Palace Wood Primary School we follow the advice in the Mainstream Core Standards [Special Education Needs \(kelsi.org.uk\)](https://www.kelsi.org.uk) on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

We have a lift installed in both Acorns and Oaks buildings, wider doors and push button door access to make the school site fully accessible for wheelchair users.

4.5 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one or in a small group?

Some examples of the interventions that PWPS may provide where appropriate and necessary are listed below and are used when indicated, therefore not all interventions will be running simultaneously.

Name of Support	One to One	Group
Emotional Support from Family Liaison Officer (FLO)	X	X
Drawing and Talking therapy	X	
ELSA	X	
Hamish and Milo wellbeing programme		X
Precision Teaching	X	
Emotional Wellbeing Team support from MHST	X	
Maths coaching	X	X
Sensory Circuits		X
BEAM		X
IDL	X	
Speech and Language Therapy	X	X

5.0 My child's progress

5.1 How will the school monitor my child's progress and how will I be involved in this?

All our children including those with SEND are informally monitored on a daily basis through feedback and assessment. As a parent of the school, you will receive regular feedback about your child's performance in class. More formal means of monitoring their progress include:

- Ongoing teacher assessments – parents and carers will receive information about the level their child is working at least twice a year.
- Children with an EHCP will have meetings with the class teacher and/or SENCO at least three times a year. Children with an individual provision plan and/or in receipt of Higher Needs Funding will have meetings with the class teacher and/or SENCO at least three times a year.

At EHCP and individual provision plan/HNF meetings, any changes will be recorded and the plan amended to reflect them.

5.2 How can I help support my child's learning?

Parents and carers play an integral role and the class teachers and/or SENCO will provide strategies and resources to use at home as needed. Our school Family Liaison Officer Mrs Amie-Jane Bryer can also support parents with this.



- On the report you receive from an outside agency such as Occupational Therapy or Physiotherapy, there will be recommendations of exercises/activities that you can do with your child.
- Ask the class teacher's advice on how to support your child with their specific area of need.
- Ask our Family Liaison Officer - Mrs Bryer for support or advice, or signposting to other support agencies.
- There are some organisations that can support you and your child in specific areas. e.g. The Autism Apprentice provide advice for parents of children with ASD [Autism Apprentice | The Autism Apprentice CIC](#). Signposts to this and other useful support websites are on the schools' website under the Special Educational Needs tab and can also be found on the LA Local Offer website [SEND information hub - Kent County Council](#)
- Targets in reading, writing and maths will be made available on your child's end of year report.

5.3 Does the school offer help for parents/carers to enable them to support their child's learning, e.g. training/learning events?

- The school runs Parent information sessions over the course of the year.
- Signposting to other agencies/support networks.
- Opportunities to speak to staff about your concerns (SENCO, class teachers, FLO)

5.4 How will my child's views be sought about the help they are getting and the progress they are making?

When a pupil has been identified to have SEN or because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centered planning.

All pupils taking part in interventions are asked what their opinion is of their intervention to gather pupil voice.

5.5 How does the school assess the overall effectiveness of its SEN provision and how can parents/carers and young people take part in this evaluation?

Questionnaires to parents/carers and discussion, pupil voice questionnaires and discussion, evaluation of interventions, monitoring individual Provision Plans, book looks, observations, learning walks, SEN Governor monitoring.

6.0 Support for my child's overall wellbeing

6.1 How is a Child's Emotional and Social Development and Wellbeing Supported at Palace Wood Primary School?

At Palace Wood Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills. All classes use Zones of Regulation to help children to learn how to recognise their feelings and teach strategies of how to manage them. Our school celebrates successes at an individual and team level and more information can be found in our school Behaviour Policy.



We believe that pupils achieve best when they are happy and they cannot attend to their learning unless they feel safe, secure and confident. We celebrate the children's successes and provide them with positive learning experiences that enable them to see themselves as learners.

Sometimes children also experience setbacks or challenges and we are committed to supporting them with these.

For some pupils with the most need for help in this area we also can provide the following:

- Emotional Wellbeing Team worker
- Drawing and Talking therapy
- Emotional Literacy Support (ELSA)
- Emotional support with Mrs Bryer our Family Liaison Officer
- External referral to outside agencies where necessary

6.2 What does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

- Additional support in class as per Mainstream Core Standards and PWPS supporting all pupils including those with SEND process (see Appendix 1)
- Clear expectations and consistent consequences as per our school Behaviour Policy
- Safe spaces/quiet areas/sensory areas
- Pastoral Support Plans if necessary so that all staff aware of the support strategies being used.
- Support from the Educational Psychologist
- Support from the PRU, Inclusion and Attendance service (PIAS) Kent
- Visual supports and social stories
- Working with home to support positive behaviours.
- Access to external support and signposting to training and courses in this area including Local Inclusion Forum Team (LIFT) and Specialist Teaching and Learning Service (STLS)

6.3 What medical support is available in the school for children with SEND?

- Health Care Plans in place for children who need them, reviewed annually with parents/carers
- Specific specialised training where appropriate for medical conditions such as diabetes and epilepsy
- Staff are qualified first aiders and EYFS staff are qualified paediatric first aiders
- Any additional training that is required will be undertaken

6.4 How does the school provide help with personal care where this is needed, e.g. help with toileting, eating, etc.?

- Health Care Plans in place for children who need them, reviewed annually with parents/carers
- Further advice can be sought from external agencies if needed, including STLS

7.0 Specialist services and expertise available at or accessed by the school

7.1 What SEN support services does the school use, e.g. specialist teachers, educational psychologist, teachers for hearing impairment and visual impairment, etc.?

We have access to and use, all the above support services for specific children as appropriate with the necessary parental consent, plus:

- Educational Psychologist (EP)
- School Liaison Officers (SLO)
- Child and Adolescent Mental Health Service (CAMHS) – now NELFT
- Occupational Therapists (OT)
- Speech and language therapists (SALT)
- School Nursing service
- Physiotherapist
- Single Point of Access (counselling)
- PRU, Inclusion and Attendance Service (PIAS)
- Inclusion Support Service Kent
- Community Paediatrician

7.2 What should I do if I think my child needs support from one of these services?

Arrange a meeting with the SENCO or FLO who will advise on next steps and make a referral as necessary.

7.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

- School staff follow programmes created by specialised services – Louise Mayhew (speech and language therapist) will be working with the school 3 x a term to provide tailored programmes for both individuals and groups.
- Where indicated, specialists will come into the school to review and monitor the support.
- Any programmes recommended by these services are implemented during the school day.

7.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- Speech and Language referrals can be made by the SENCO
- OT referrals can be made by the SENCO, GP or paediatrician.
- Physiotherapy referrals are commonly made by the GP or paediatrician.

8.0 Training of school staff in SEND

8.1 What SEND training is provided to all school staff?

- Professional Learning Meetings with a SEND focus.
- Staff have undertaken a large amount of training on all the common SEND that are in school and training is provided dependent on current need. Surveys help to determine priority areas of training.
- Training outside school is cascaded to staff in school.
- SEND is on the agenda of every Senior Leadership Team meeting and Full Governing Body meeting.
- KCC Education People and Specialist Teaching and Learning Service are also offering a wide range of training in specific areas of SEND which is available to all staff.
- Teaching Assistants receive training about how to support all SEND in school.

8.2 Do staff have any specific qualifications in SEND?

We are committed to developing the ongoing expertise of our staff. Most of our teachers and teaching assistants have had awareness training to ensure that they are able to support pupils with high-incidence SEN such as dyslexia and ASD.

Where a training need is identified we will find a provider who is able to deliver it. Examples of training providers we can approach are Five Acre Wood, Educational Psychologist, Speech and Language therapy team, Specialist Teaching Service. We have current expertise in our school in the following areas:

- All staff have attended safeguarding training
- Diabetes training has been delivered to selected staff
- All staff have received Prevent training – online training for anti-radicalisation
- All EYFS and Key Stage 1 staff have received Read, Write, Inc. Phonics Training.
- Selected staff have received trauma training from a charity specialising in childhood trauma
- SENCO has completed the National Award for SEN Coordination.
- All staff have training in TEAM behaviour management strategies (de-escalation training).
- FLO is trained in Drawing and Talking therapy, bereavement support and Emotional literacy (ELSA)
- All TAs will have had basic awareness level training in precision teaching this year
- All staff will have had ASD awareness training.
- Selected staff have PDA awareness training.



9.0 Activities outside the classroom, including school trips

9.1 How do you ensure children with SEND can be included in out of school activities and trips?

All clubs, trips and activities offered to pupils at Palace Wood Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan.

Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

We will have a discussion with parents/carers around support for their child in these areas. A risk assessment will be undertaken in line with Local Authority guidelines to ensure that all children are included in all school trips. Where indicated, 1:1 support may be given or parents/carers may be invited to accompany their child.

Where pupils with SEND are attending Breakfast and Afterschool Club, the staff will be made aware of the child's individual needs so that these can be accommodated as much as possible within the club environment.

10.0 Accessibility

10.1 How accessible is the building for children with mobility difficulties/ wheelchairs?

- We have a lift installed in the halls in our Acorns and Oak buildings to make the school site fully accessible by wheelchair users.
- Some classrooms have ramp access and widened doors.
- The Oaks building has push button doors in the corridors.

10.2 Have adaptations/improvements been made to the auditory/visual environment?

- All KS2 building except the hall are carpeted.
- Advice from specialist agencies will be sought where indicated.

10.3 Are there accessible changing and toilet facilities?

- There are disabled toilets in both Acorns and Oaks.

10.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

- Specialist equipment from specialist agencies are used as needed.
- Support for educational access as communicated in earlier sections.
- Access for children with mobility/physical needs would be supported by discussion with the Local Authority.

11.0 Preparing my child to join school or to transfer to a new school or to the next stage of education and life

The EYFS Leader, Family Liaison Officer and SENCO will visit preschool settings, meet with parents and attend transition meetings for key pupils entering EYFS. This is to ensure a smooth transition to school.

The SENCO, Year 6 teachers and TAs will meet with colleagues from feeder secondary schools to provide them with the necessary information. Transition meetings are held where relevant, especially for vulnerable pupils or pupils with SEN.

11.1 What preparation will there be for both the school and my child before he/she joins the school?

- Visits to the school are actively encouraged and we provide taster visits where necessary.
- The child will receive a book that has pictures of their new teacher, classroom and specific areas that they will be using.
- Where a child is moving school the class teacher and SENCO liaise with the receiving school
- Where the child is transitioning from a preschool setting, setting visits are made by the Reception class teacher.
- The SENCO will attend any transition meetings, annual reviews etc. if appropriate before the child enters the school.

11.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

- Each year the child will receive a sheet that has pictures of their new teacher and TA
- Transition Handover Meetings take place in the Summer Term to pass on key information.
- There will be a transition visit to the classroom and opportunities for the child to develop a relationship with new staff members.
- Children are invited to attend during staff development days to visit their new classroom and re-familiarise themselves with teacher and TA.

11.3 How will my child be prepared to move on to his/her next school?

- Specific work on transitioning onto secondary school is incorporated into the year 6 curriculum, we are part of the STLS Transition Project in the Summer Term.
- The child may be eligible to attend a transition group facilitated by the receiving secondary school.
- Individual transition work may be done on a 1:1 or small group basis should this be deemed appropriate.
- Secondary teachers are invited into the school to meet with all the children and get to know them.
- The SENCO/Class Teacher has a separate meeting with the receiving SENCO to discuss more fully the needs of your child where necessary.
- Where the child is moving schools within the primary sector, similar support as above will be given.



11.4 How will you support a new school to prepare for my child?

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- The SENCO will be invited to the Annual Review meeting if they have an EHCP
- Meet the new teacher/Head of Year in the child's setting.
- Share information with the SENCO and teacher of the new setting.
- SEN files and information will be shared with the receiving school.

12.0 Who can I contact to discuss my child?

12.1 Who would be my first point of contact if I want to discuss something about my child or I am worried?

In the first instance, parents/carers should discuss their concerns with their child's class teacher. Parents can also discuss concerns with the Headteacher Mrs Clare Cairns, the SENCO Miss Rebecca Tye or the school Family Liaison Officer Mrs Amie-Jane Bryer.

12.2 What arrangements does the school have for signposting parents/carers to external agencies which can offer support, such as voluntary agencies?

The SENCO and FLO are available to support parents and carers and can refer on to Early Help or other agencies where necessary and relevant.

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

The LA Local Offer

The Children and Families Act 2014 came into force on 1st September 2014. From this date, Local Authorities and schools have been required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25.

This is the Kent Local Offer website [SEND information hub - Kent County Council](http://www.kent.gov.uk/SEND)

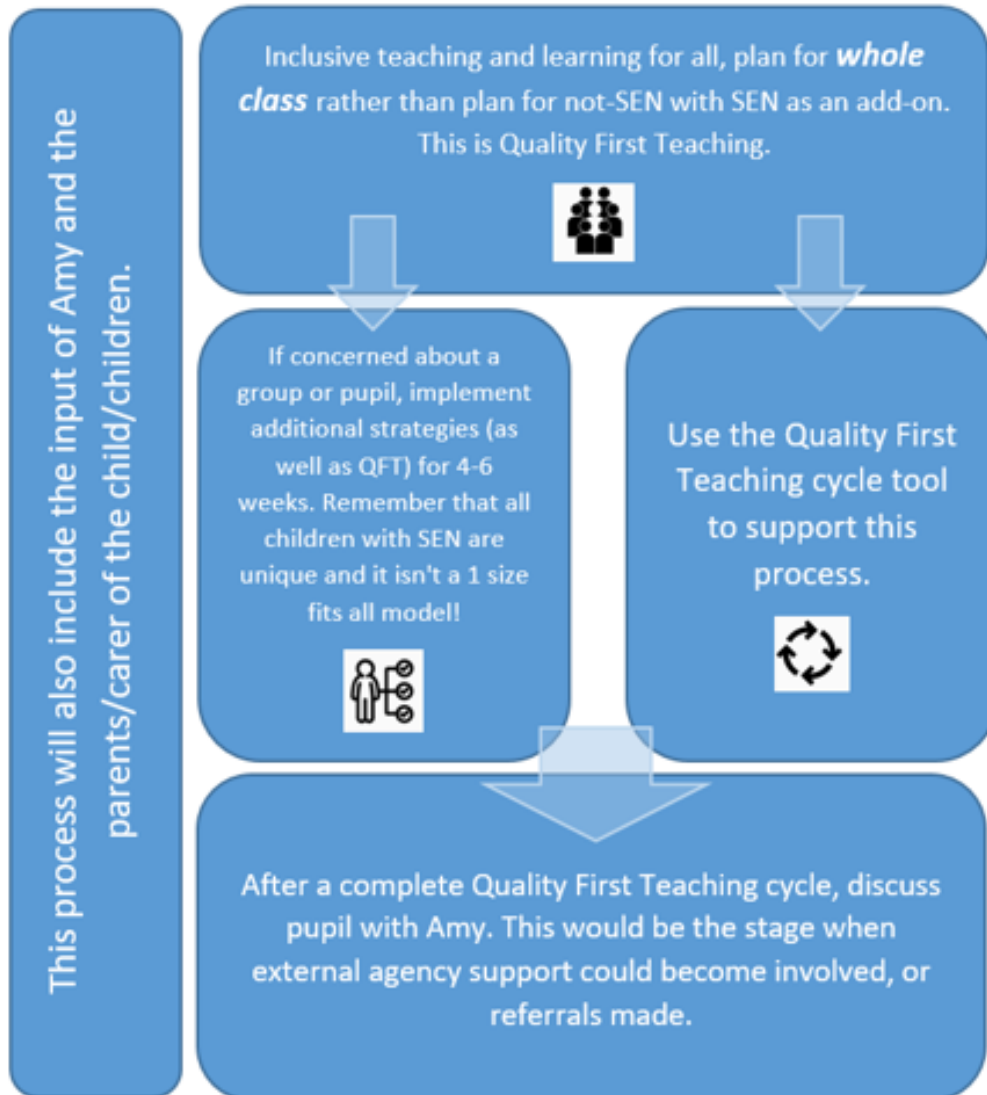
The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

13.0 What arrangements does the school have for feedback from parents, including compliments and complaints?

Contact your child's class teacher, the school FLO, SENCO, Headteacher or another member of the school Leadership Team.

If a complaint cannot be resolved through discussion with the teacher, SENCO or Headteacher, the procedures outlined in the school's Complaints Policy will be followed.

APPENDIX 1 – PWPS Supporting all learners including those with SEND (*there is an alternative version for EYFS*)



A snapshot of what inclusive teaching looks like at Palace Wood

THE TEACHING	THE LEARNING EXPERIENCE	THE LEARNING ENVIRONMENT
<ul style="list-style-type: none"> Lessons are well planned and delivered at a purposeful pace. Assessment is informed by Balance and the Balance wheel is used throughout the lesson so that children can talk about their learning. Pupils can be actively involved in their learning and know what is expected of them. This can be done in a variety of ways e.g. pictures, orally, written or (symbol) flashcards. Place the student learning into context. What is the "big picture" – where does the learning fit in? (Especially for pupils with an EHCP or alternative curriculum). Strategies to support the learning and wellbeing needs of individual children, e.g. those with ADHD or ASD, will be incorporated in to their daily teaching. e.g. movement breaks, visual resources. Show good class organisation through deploying resources effectively (including equipment and TAs). Give opportunities for children to work in pairs/groups without TA support in at least one lesson a day. Engage in well-timed lesson breaks to promote the quality of the learning experience e.g. movement breaks and energisers. Raising self-esteem and sense of self as a lifelong learner. 	<ul style="list-style-type: none"> Pupils will be talking! Being able to talk about what they're learning. Pupils will be able to seek information independently or know when to ask for help. Children should have opportunity to work individually and as part of a small and large group. Where possible they should select tools and equipment independently – knowing what will help them with their learning. Children should have opportunities to engage with and learn from the thinking of other children. Children should receive positive reinforcement, regular measured praise and constructive feedback on their work. This will include use of the Balance wheel. Pupils should be given the opportunity to self-assess at a differentiated level to suit their ability. A range of retrieval and questioning styles will be used, such as being deliberately vague, use of mini-whiteboards, voting, explanation, quizzes, use of same child etc. and valuing all answers/learning from mistakes. 	<ul style="list-style-type: none"> A good range of appropriate resources will be accessible to the learners including manipulatives. Balance wheel will be used during the day. The learning environment will be labelled appropriately e.g. pictures/symbols to enable learners to be independent. Class displays will celebrate achievement and support and enhance the learning and teaching of all children. The environment will clearly show the school rules and expectations. Zones of regulation will be displayed and used in all classrooms. Children will be able to use the ZOR and accompanying strategies to 'get back to green'. A class visual timetable will be displayed and used for children and adults to refer to throughout the school day. Do the pupils know where in the day they are? Are the symbols removed as the lesson finishes? Additional resources recommended by SENCO, specialist teachers or other outside agencies will be available for children throughout the school day.



Simple, every day strategies that should be in place for learners with identified or suspected SEN in the 4 areas of SEN

See Mainstream Core Standards for more information for each dimension [Special Education Needs \(kelsi.org.uk\)](https://www.kelsi.org.uk)

Cognition and Learning (for instance specific learning difficulties, dyslexia, dyscalculia)	Communication and Interaction (for instance speech and language difficulties, ASD)	Social, Emotional and Mental Health (SEMH) (for instance ADHD, anxiety, trauma, mental health difficulties)	Physical and Sensory (for instance hypermobility, visual or hearing impairment, sensory processing disorder)
<p>Differentiation: curriculum, planning and work, delivery e.g. simplified language, pace and outcome e.g. method of recording. Use of simplified language to explain concepts. Is the contribution of all learners valued? Is this a secure and supportive learning environment where there is safety to have a go and make mistakes?</p> <p>Flexible teaching arrangements: support staff, grouping, resources and seating arrangements. Any additional adults are fully planned for (see points 1-4 on EEF document https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_RecommendationsSummary.pdf)</p>			
<p>Use of writing frames, exemplars of work presentation</p> <p>Reduced copying, never copying from the board</p> <p>Task boards/now and next</p> <p>Letter formation prompts</p> <p>Sans Serif font used on printed text, in large enough size for child to read</p> <p>Alternative forms of recording such as comic strip, laptop/typing, video, brainstorm, dictaphone/sound button</p> <p>Practical Resources available</p> <ul style="list-style-type: none"> Number lines (in front of child not on wall) Pencil grips Different coloured paper/books/whiteboard background Writing slopes 	<p>Increased visual aids/modelling</p> <p>Individual visual timetables referred to throughout day</p> <p>Task boards/now and next</p> <p>Dictaphone/sound button</p> <p>Ear defenders</p> <p>Good sitting/listening (etc.) prompt cards (visual) – Making reference to school Golden Rules</p> <p>Work station/screen area</p> <p>Sensory circuits type activities across the day</p> <p>Advanced warning of anticipated changes to routine, visitors etc.</p> <p>Fiddle toys/chew buddy</p> <p>Sensitive use of PSHE lessons to support social learning</p> <p>Specific, sensitive seating</p>	<p>Sensitive use of PSHE lessons to support social learning</p> <p>Work station/screen area</p> <p>Time out/calm down zones, linked to ZOR with clear boundaries</p> <p>Reward times/personalised reward plan such as positive news book</p> <p>Sensory circuits type activities across the day</p> <p>Holding objects/holding in mind strategies when usual staff are not in class</p> <p>Advanced warning of anticipated changes to routine, visitors etc.</p> <p>Fiddle toys/chew buddy</p>	<p>Writing slopes/folder</p> <p>Pencil grips, specialist pencil/pen</p> <p>Foot step/rest</p> <p>Wobble/wedge cushions</p> <p>Adapted seat</p> <p>Fiddle toys/chew buddy</p> <p>Carpet squares</p> <p>Task boards/now and next</p> <p>Ear defenders</p> <p>Specialist equipment</p> <p>Adapted equipment including for lunch time (such as caring cutlery)</p> <p>Sensory circuits type activities across the day</p> <p>Fine motor programme (or OT writing such as Write from the Start)</p>



Quality First Teaching Cycle

	I feel OK about this – my class are able to manage this aspect well
	My class are generally able to manage this, but sometimes it is more difficult
	This aspect of the school day is more challenging

Tick the colour which you feel is the most appropriate for you and your class (using the key above).

Transitions from home/school	Start of the day	Carpet time	Whole class learning
Group work activities	Independent learning	Transitions between learning activities	Transitions between learning and unstructured time
Play times	Eating times (dinner hall?)	Lessons with more structure (e.g. English)	Lessons with less structure (e.g. Art, music)
Assembly	Working with less familiar staff (e.g. supply)	Transition at home time	Needs of specific pupils

Now that you have reflected on the key areas of focus for your class, use the table below to unpick particular support strategies.



	Evidence <i>*Applicable to all adults in the room</i>	Assess – <i>Not evident/ developing/embedded</i>			Plan	Do	Review
		NE	D	E			
Environment	Is the contribution of all learners valued? Is this a secure and supportive learning environment where there is safety to have a go and make mistakes?						
	Classroom is ordered, relevant and purposeful (working walls in use)						
	Can all the pupils see and hear the teacher and any resources in use? (Background noise avoided where possible; light source in front of CT not behind; pupils seating carefully planned)						
	Strategies evident to support children with SEND e.g.(this list is not exhaustive) <ul style="list-style-type: none"> • Appropriate visual timetables • Appropriately adapted tasks • Alternative recording methods • Task boards • Word banks/number lines • Systems in place to leave room if required • Manipulatives • Different coloured paper/books/whiteboard 						
	Use of ICT to overcome barriers to learning <ul style="list-style-type: none"> • Use of software/Apps for accessing lessons recording (e.g. Prismo, Go, Talk to text) • Laptops/iPad/tablets 						
	Use of TAs <ul style="list-style-type: none"> • Do TAs have an awareness/prior knowledge of the objectives of the lesson? • Do TAs have an understanding of the SEN needs in the room? • Are TAs aware of class provision plans/pupils' personalised plans? • Do TAs deliver targeted support? • Are the TAs appropriately deployed within the lesson? 						