



Model of inclusion to support all children's learning at St Nicolas and St Mary's CE Primary School

The SEN Code of Practice (2014) highlights that all schools should have a clear approach to identifying and responding to SEN (i.e. all CYPs who require support beyond Quality First Teaching approaches), whereby a child needs provision that is different from or additional to what is normally available to peers, in order to reduce barriers to learning. Early identification through on-going assessments is beneficial for improving long-term outcomes for children.

This support should take the form of a four-part cycle (Assess-Plan-Do-Review cycle), through which a child's strengths and difficulties are identified, and a plan of interventions and supports (i.e. provision) put in place to address the difficulties. These actions and decisions are then carried out, and revisited, refined and revised based on the child's progress, in order to consider the effectiveness and utility of the provisions. This is known as the 'graduated approach'.

The graduated approach starts at whole-school level. Teachers and TAs are continually assessing, planning, implementing and reviewing their approach to meet the needs of all children. However, when a child is not making expected progress, the cyclical process becomes increasingly personalised and each cycle should usually be completed within a 6-8 week time frame.

It is important to remember that the SEN Code of Practice indicates that class teachers have the overall responsibility and accountability for the education of all the children in their class, meaning that they should be at the centre of this process alongside the child's parents/carers, although it can be supported by other members of staff, such as the SENCo. It is also critical to gain the child's voice at all stages; if they are involved in organising their support, they are more likely to engage with it.

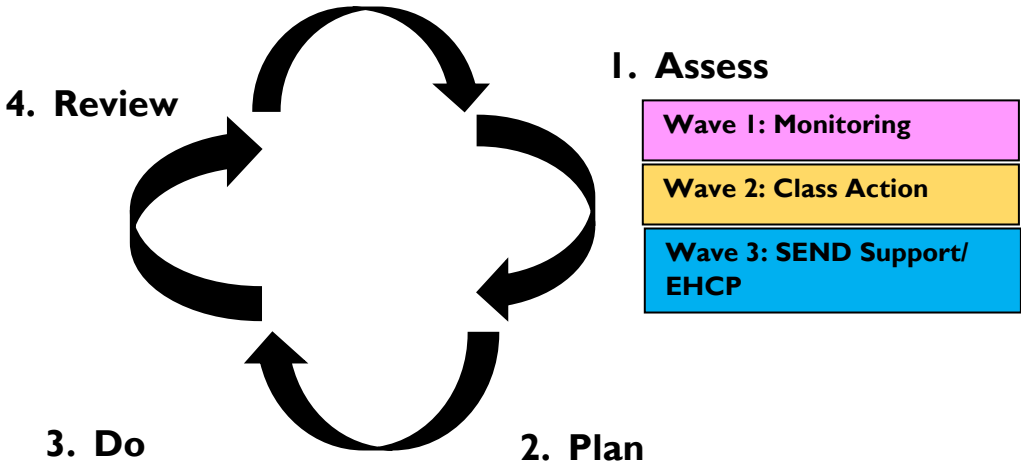
It is important to document the graduated approach in order to monitor a child's progress over time and have a record of what has worked and not worked for that child to inform future support

Quality First Teaching for all children and whole school systems for assessing, planning and reviewing progress.
 Eg. Target Tracker, **Pupil Progress Review Meetings**, Parent Consultation Meetings etc.

Progress means support additional to Quality First Teaching is no longer required.

Despite interventions / reasonable adjustments, limited progress after 6-8 weeks so enter next cycle of graduated approach.

Not making expected progress



Wave 1: Monitoring
Universal Class-Based Support: Quality First Teaching including Ordinarily Available Inclusive Practice.

Wave 2: Class Action
Targeted Class-Based Support: Quality First Teaching including Ordinarily Available Inclusive Practice with Inclusion Team advice.

Wave 3: SEND Support / EHCP
Personalised Class-Based Support: Quality First Teaching including Ordinarily Available Inclusive Practice as part of SEND Support/EHCP Support.

If **more able** children are not making expected progress, they are also supported using this graduated approach however different assessments and interventions may be required. These are tailored to meet the child's needs.

Wave 1: Monitoring

Universal Class-Based Support: Quality First Teaching including Ordinarily Available Inclusive Practice

Assess:

- Class teacher/parent/child identifies gaps/areas of weakness.
- Class teacher information gathering with pupil and parents using assessments eg. RWI assessment, observation. Child voice tools saved in *Staff Shared>SEND>Model of Inclusion*.

Plan:

- Class teacher uses *Strategies Guide (below)*, *West Sussex's Ordinarily Available Inclusive Practice (OAIP) (Staff Shared>SEND>Model of Inclusion)* or resources area (*Staff Shared>SEND>Resources*) to plan time-limited, targeted class-based interventions that focus on key area of concern.
- The curriculum is adapted, designed or developed to be ambitious and meet the needs of the child.
- Class teacher to detail area of concern on CPOMS under **SEND category>Monitoring**. Provision to be listed on mapping tool.
Information to include in the alert:
 - a) What are your main concerns?
 - b) Parent voice to be included (parents/carers need to have been informed of area of concern and provision in place)
 - c) Child voice to be included.

Do:

- Implement plan for at least 6-8 weeks. Consistent and persistent implementation of strategies. Record provision on provision mapping tool setting an appropriate review date (minimum 6 weeks).

Review:

- Assessment of impact eg. Target Tracker statement progress, repeating initial assessments, progress against target objectives, observations, work scrutiny, dialogue with parents and child.
- Record outcomes on provision mapping tool.
- If targets achieved and progress made so that there is no need for additional/different provision, update the initial CPOMS log.
- If targets not achieved, limited progress and/or child requiring the additional/different provision to continue then carry out the graduated approach cycle again at **Wave 2**.
- Parents/carers are updated.

Wave 2: Class Action

Targeted Class-Based Support: Quality First Teaching including Ordinarily Available Inclusive Practice with Inclusion Team advice.

Assess:

- Class teacher/parent/child continue to identify gaps/areas of weakness.
- Class teacher information gathering with pupil and parents using further assessments eg. RWI assessment, dyslexia screener, SALT progression tools, observation. Child voice tools saved in *Staff Shared>SEND>Model of Inclusion*.

Plan:

- Class teacher to alert the SEND Team via CPOMS/email/in person to the initial CPOMS log for review.
- SEND Team will look at the reviewed provision on the mapping tool and will gather additional data with staff.
 - a) Class teacher and SEND Team plan time-limited, targeted interventions that focus on key area of concern which may include Wave 2 interventions eg. Success@Arithmetic and sensory breaks as well as Quality First Teaching Strategies.
 - b) Record provision on provision mapping tool setting an appropriate review date (minimum 6 weeks).
- Class teacher and SEND Team to detail area of concern on CPOMS under **SEND category>Class Action**.
Information to include in the alert:
 - a) What are your main concerns?
 - b) Parent voice to be included (parents/carers need to have been informed of area of concern and provision in place)
 - c) Child voice to be included.
- Child to be added to the Class Action list.

Do:

- Consistent and persistent implementation of strategies.

Review:

- If targets achieved and progress made, keep on **Class Action** and monitor for another term.
- Parents/carers are updated.
- Every term at Pupil Progress Meetings, the Class Action list will be reviewed and if the child is no longer needing this provision then child can be removed from Class Action (log on CPOMS).
- If the child is continuing to need this additional/different provision then staff consult with SEND Team as it may be appropriate for this child to be added to the SEND Register. Parents/carers would be consulted.
- If targets are not achieved, limited progress and still requiring additional/different provision then move to **Wave 3** of cycle.

Wave 3: SEND Support / EHCP**Personalised Class-Based Support: Quality First Teaching including Ordinarily Available Inclusive Practice as part of SEND Support/EHCP Support.**

A pupil has SEND where their learning difficulty or disability calls for provision different to, or additional from, normal classroom practice available to pupils of the same age.

See SEND Register criteria as agreed by locality.

Assess:

- As above plus standardised assessments.
- SEND Team involved and may require support and assessments from outside agencies (eg. Educational Psychologist). May request an Education, Health and Care Assessment after at least 2 terms of high level intervention and if meets criteria.
- Parents/carers liaised with to discuss that their child meets the SEND Register criteria.
- **SEND Team** to put child on SEND Register if meets criteria and after discussion with parents/carers (CPOMS alert for Office that will sync with provision map).

Plan:

- As above plus Wave 3 intervention (eg. SAL intervention, precision teaching, play therapy) delivered by teachers, outside agencies, intervention teachers and TAs).
- May have **Individual Learning Plan (ILP)** and **Pupil Passport**.
- Record provision on provision mapping tool setting an appropriate review date (minimum 6 weeks).

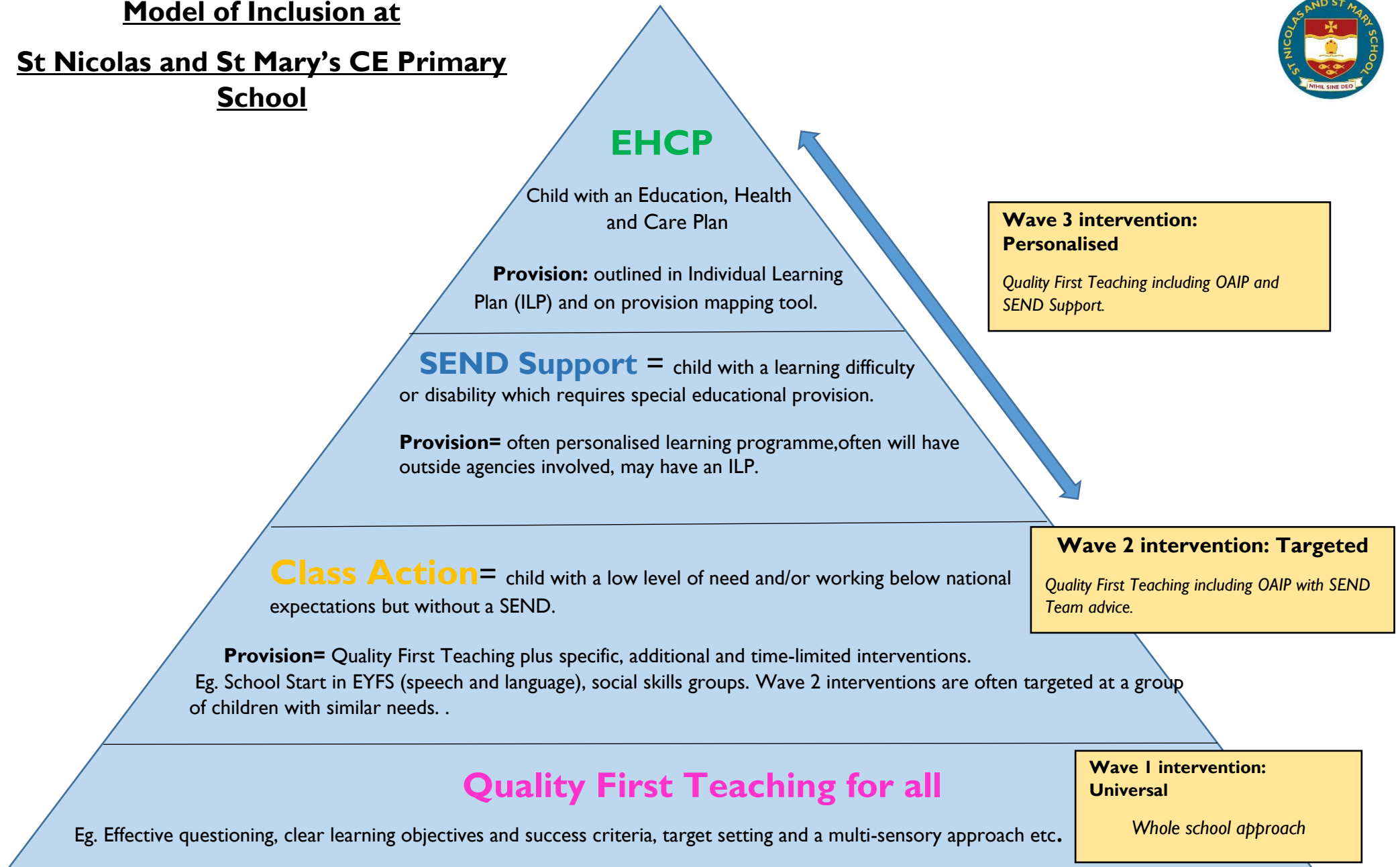
Do:

- As above but SEND Team monitoring and assessing impact of plan alongside class teachers and outside agencies, when appropriate.
- Sometimes planned or delivered by outside agencies (eg. Occupational Therapist).
- Consistent and persistent implementation of strategies.

Review:

- Record outcomes on provision mapping tool.
- As above and review of Individual Learning Plan (ILP)/annual review of EHCP/review of goals set by outside agencies and school.
- If after a term the child is no longer needing provision that is additional/different then remove from SEND Register. Parents/carers are informed.
- If targets not achieved, limited progress and still requiring additional/different provision then further investigations are needed.

**Model of Inclusion at
St Nicolas and St Mary's CE Primary
School**





Strategy Guide: Quality First Teaching

This document provides strategies that can be used to support children in the 4 areas of need outlined in the SEND Code of Practice (2014):

- Communication and Interaction
- Social, Emotional and Mental Health
- Cognition and Learning
- Sensory/Physical

When using this guide, refer to the model of inclusion flow chart to support the graduated approach (see above). Once you have identified barriers to learning in the assessment phase, remember to reflect upon **why** the barriers are occurring including reflecting upon your own pedagogy.

“If a child can’t learn the way we teach, maybe we should teach the way they learn.”

-Ignacio Estrada

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Including:

- Pupils struggling to understand key concepts
- Pupils who struggle to demonstrate learning through written work
- Memory and retention difficulties

Pg. 9-13 Communication and Interaction

Including:

- Social communication difficulties
- Difficulties understanding language / following instructions
- Difficulties in word finding and vocabulary
- Difficulties in using language (expressive language/speech sounds)
- Reluctant speakers/selective mutism

Pg. 14-15 Social, Emotional and Mental Health

Including:

- Attention and listening difficulties
- Behaviour that communicates emotional well-being

Pg. 16-17 Sensory/Physical

Including:

- Co-ordination difficulties
- Hearing or visual impairment

Difficulties with cognition and learning

Wave 1: Quality first teaching strategies

- ✓ Be aware of the pupil's starting point so that expected progress can be measured accurately. Teachers should ensure that they are teaching to the pupil's ability and not their chronological age.
- ✓ Learning (including homelearning) should be differentiated across all subjects to enable the pupil to access the full curriculum.
- ✓ Use of modelling to aid understanding.
- ✓ Routinely give the opportunity of alternatives to written recording.
- ✓ Key vocabulary is displayed with appropriate visuals.
- ✓ Use visual timers to promote attention for a set amount of time.
- ✓ Be very specific about how much work you expect to be completed within a set time frame.
- ✓ Interactive teaching styles and use of multi-sensory strategies.
- ✓ Flexible grouping strategies used in class
- ✓ Peer support
- ✓ Check understanding, model, scaffold and show good examples.
- ✓ Regular quality feedback
- ✓ Focused use of adult support within the classroom (if/when available).
- ✓ Visual aids and concrete resources
- ✓ Seating position specified in class (eg during carpet, in classrooms)
- ✓ Visual support to structure learning intentions (First/Next/Last task boards, visual timelines).
- ✓ Planning sheets, writing and speaking and listening frames.
- ✓ Pace the amount of language used, allow response time.
- ✓ Explain new vocabulary
- ✓ Activities linked to children's interests and real-life examples.
- ✓ Regular use of Working Walls.

Pupils struggling to understand key concepts:

- ✓ *Do you usually tell students about concepts or allow them to discover concepts through exploration?*
- ✓ *When introducing new concepts do you rely on auditory, visual or kinaesthetic modes of learning?*
- ✓ *How much time is given to consolidating understanding?*
- ✓ Consider using Bloom's Taxonomy to scaffold towards full understanding – plan a series of mini-tasks that progress students through stages of the hierarchy to enable them to understand key concepts.
- ✓ Plan a series of visual and/or kinaesthetic group problem solving activities around a key concept.
- ✓ Having introduced the new concept through an activity, plan a series of different follow-up activities – stretching across a series of lessons and weeks – that allow the concept to be rehearsed and re-applied.

Pupils who struggle to demonstrate learning through written work:

- ✓ At times, could learning be demonstrated and assessed through alternatives to writing tasks?
- ✓ Show the children a WAGOLL (What A Good One Looks Like).
- ✓ Ensure you are providing the children with enough time for oral rehearsal.
- ✓ Consider how much structure you are providing the children eg. if child is in Year 4 but working at Year 2 level – look at KSI learning and how much structure/scaffolding is provided.
- ✓ Sentence starters and word banks.
- ✓ Provide children with plenty of time for oral rehearsal.

	<ul style="list-style-type: none"> ✓ Back-chaining – you help child with beginning of activity and they complete it independently (child will experience success). ✓ Green and red dots to indicate where to start/stop writing.
<p>Wave 2: Quality First Teaching with SEND Team advice</p>	<ul style="list-style-type: none"> ✓ Regular use of rest breaks. ✓ Use of reader, scribe or talking tins or other voice recording apps. ✓ Use of task board: tasks are broken down into small manageable steps. These steps are shown explicitly (See Steps to Success in <i>Staff Shared>SEND>Communication and Interaction</i>). ✓ Pre-teaching: help prepare the pupil by pre-teaching key words and concepts PRIOR to lessons. ✓ Provide written, visual and recorded support. Use images and break long chunks of text up. When reading is a challenge, it can be helpful for a child to have recorded materials and books to listen to. They could read the excerpt for home learning the week before. ✓ Extra time for processing and completing work, not just in school but homework too. Could parents scribe homework or it be recorded on a talking tin or other voice recording app? ✓ Provide opportunity for touch typing learning: https://www.bbc.com/bitesize/articles/z3c6tfr ✓ Lots of repetition and opportunities for consolidation. ✓ Use of strategies to extend time on task e.g. prompt cards, timers, motivating activities and reward systems ✓ Spelling Tutor/Nessy/range of maths interventions... <p>Higher level of need: TEACCH box activities and precision teaching.</p>

Memory and retention difficulties

<p>Wave 1: Quality first teaching strategies</p>	<p>Reflect...</p> <ul style="list-style-type: none"> ✓ <i>How much of each lesson is dedicated to recapping and reviewing the previous lesson's learning?</i> ✓ <i>How often do you take time to recap and review learning from weeks or months ago?</i> ✓ <i>If students forget what they have learnt, how do you approach re-teaching it?</i> ✓ <i>How much planning goes into your starter tasks and plenaries?</i> <p>Strategies:</p> <ul style="list-style-type: none"> ✓ Build up a bank of 'refresher games' (around the more difficult topics) to be used immediately following a tricky learning point as starters and to then be 'dropped in' weeks or months later as homework and 'fillers' (on those occasions when a lesson ends quicker than expected). ✓ Plan / amend schemes of work to include periodic 'refresher lessons' in which an important area of knowledge, understanding or skills can be returned to – preferably with a new 'spin' to avoid simple repetition. Highlight links for the children. ✓ During 'refresher lessons', consider splitting the class into sub-groups – either placing those students who have struggled to grasp an aspect of learning together to consolidate together (whilst other extend their learning) or grouping stronger learners with weaker learners to facilitate peer support. ✓ With whole classes who regularly seem to forget previous learning, plan / amend your scheme of work to allow for more time to be spent on more difficult topics – 'immersing' – not simply a slowing down of existing tasks but the building of more development and consolidation tasks around the same topic. ✓ All class work and homework should be differentiated across all subjects to enable the pupil to access the full curriculum. ✓ Use of modelling to aid understanding. ✓ Scaffold work by providing writing frames / prompt sheets. ✓ Key vocab is displayed with appropriate visuals. ✓ Regular use of Working Walls. ✓ Use of talking tins and other recording apps so the pupil can verbalise their ideas and play back to help aid memory. ✓ Break instructions down into small chunks. ✓ Check a pupil's understanding by asking them to repeat back an instruction. ✓ Teach rehearsal and visualisation techniques to aid memory – use of Memory Magic strategies whole class. ✓ Provide repetitions – exact repetitions and rephrasing. ✓ Encourage active listening – agree a way for pupils to ask for help or clarification. ✓ To instil a positive state of mind, be relaxed about difficulties and support pupils in their attempts to overcome them – referencing Building Learning Power creatures. ✓ Use of task management boards: tasks are broken down into small manageable steps. These steps are shown explicitly – use of Steps to Success (see <i>Staff Shared>SEND>Resources>Steps to Success</i>). ✓ Provide written, visual and recorded support. Use images and break long chunks of text up. When reading is a challenge, it can be helpful for a child to have recorded materials and books to listen to. ✓ Make learning purposeful and high interest. ✓ Encourage learner to identify strengths and areas that they need to focus on (metacognition). ✓ Allow extra time. ✓ Child to be taught memory strategies – Memory Magic.
<p>Wave 2: Quality First Teaching with SEND Team advice</p>	<ul style="list-style-type: none"> ✓ Pre-teaching: help prepare the pupil by pre-teaching key words and concepts PRIOR to lessons. ✓ Extra time for processing and completing work, not just in school but homework too. Ask parents to scribe homework for it be recorded on to a talking tin or recording app? ✓ Memory Magic in a small group.

Communication and Interaction:

Social communication difficulties	
<p>Wave 1: Quality first teaching strategies</p> <p>Key indicators:</p> <ul style="list-style-type: none"> ✓ Difficulties with eye contact, turn taking, topic maintenance ✓ Difficulty with sharing objects and talk space with their peers ✓ Difficulty understanding how others might feel ✓ Difficulties with social skills that affect relationships with peers and unfamiliar adults ✓ May find conversation difficult and have difficulties timing remarks and initiating conversation ✓ Appears anxious ✓ Difficulties understanding social cues and non-verbal cues ✓ Difficulties understanding non-literal language 	<ul style="list-style-type: none"> ✓ Use literal language; avoid idioms, sarcasm and figures of speech. ✓ Collect the pupil's voice: what are their special interests/motivators? ✓ Use visual aids as much as possible; objects, pictures, symbols to aid understanding. Be clear about what it is you want from the pupil and not about what you don't want! ✓ Use visual timetables for daily routines. Speak to parents/carers. Remember that how a child represents in school is not always indicative of how the child is coping. ✓ Use positive re-direction rather than negative: 'Put the pens on the table' rather than 'Don't throw the pens.' ✓ Praise the pupil when they show a desired behaviour e.g. "good listening, well done" likewise make sure you let them know what you are pleased with. ✓ Saying the child's name to gain attention before giving an instruction. ✓ Two choices / use of choice track (see <i>Staff Shared>SEND>Resources>Social Communication</i>). ✓ Attention and listening prompt cards ✓ Adult modelling ✓ Support during less structured times as needed ✓ Explicitly model social interaction skills, e.g. turn taking ✓ Refer to rules of interaction and social skills throughout the school day. ✓ Zones of Regulation to develop emotional literacy and empathy.
<p>Wave 2: Quality First Teaching with SEND Team advice</p>	<ul style="list-style-type: none"> ✓ Develop understanding of cause and effect through activities where the pupil has to consider 'what if?' such as comic strips or social stories. ✓ Teach the pupil social skills and give opportunities to practice these skills, with adult support, in a small group setting. ✓ Use role play to teach the pupil how to cope with different social situations. ✓ Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus. ✓ Use of self-regulation strategies such as Zones of Regulation (can be taught in small group). ✓ Use lunch clubs or adult supervised structured lunch times for those children who struggle during unstructured times. ✓ Use 'first/then' or choices board. ✓ Lego Therapy ✓ Contact books: develop a collaborative relationship with the parents/carers. Working together is the most positive and beneficial way of supporting the pupil across both settings.

Difficulties understanding language / following instructions

<p>Wave 1: Quality first teaching strategies</p> <p>Key indicators</p> <ul style="list-style-type: none"> ✓ Inattentive on carpet ✓ Unable to follow verbal classroom instructions ✓ Unable to start a task ✓ Unable to complete a task ✓ Does not volunteer verbal answers to whole class questions ✓ Has difficulty learning new vocabulary/words ✓ Cannot recall key information that has been given in class 	<ul style="list-style-type: none"> ✓ Simplify – break your request/instruction down into parts or make it simpler by giving 1 or 2 steps. Try to limit non-essential information as this may overload the pupil. ✓ Use 'Steps to Success' visual for class/group/child that breaks down task into manageable chunks. Talk this through with child and, over time, encourage them to create their own 'Steps to Success'. Format saved in <i>Staff Shared>SEND>Resources>Communication and Interaction>Steps to Success</i>. ✓ Emphasise key words when giving information (e.g. get your English book and the blue pen). ✓ Give pupils extra time to process what you have said. ✓ Use concrete, familiar vocabulary and speak clearly and not too quickly. ✓ Give instructions before an activity, not during it. ✓ Use child's name before giving instruction. ✓ Provide repetitions – exact repetitions. ✓ Ask yes/no questions or give alternatives rather than asking open questions. ✓ Revise and summarise stories and information. ✓ Check seating position on the carpet and table. ✓ Mark important information that the child needs to retain. ✓ Check a pupil's understanding by asking them to repeat back an instruction and support pupils to recognise when they have not understood. ✓ Support pupils to recognise when they have not understood. Agree a strategy for them to ask for help or clarification. Provide praise when they do this independently. ✓ Focus on the feature – help your pupil focus on the feature they need to look at to be able to understand your question (e.g. if you are asking how two items are alike, you can draw their attention to the relevant similarity - colour/size etc). ✓ Use visual timetables to support daily routines. ✓ Do not insist upon eye contact as this can be anxiety-provoking for children and will not enable them to process the information you are delivering. ✓ Create a set of visual cue cards (to go on desks or on a display) outlining different types of activities – discussing, writing, reading, problem solving etc. with concise reminders about what they entail.
<p>Wave 2: Quality First Teaching with SEND Team advice</p>	<ul style="list-style-type: none"> ✓ Pre-teach subject specific vocabulary PRIOR to the lesson. ✓ Pre-teach or reinforce vocabulary using word maps saved in <i>Staff Shared>SEND>Resources>Communication and Interaction>Word Maps</i>. Record new vocabulary on the relevant Working Wall. ✓ Use games that support the development of non-verbal reasoning skills. This could include activities involving sequencing and predicting patterns; matching or ordering objects in relation to certain characteristics such as size, colour, shape. ✓ Use multi-sensory teaching techniques that are visual, auditory and tactile. ✓ Use visual aids as much as possible; objects, pictures, symbols, gestures, signing to aid understanding. ✓ Ensure the vocabulary you use is in line with the student's language level. ✓ Lego Therapy ✓ School Start small group intervention

Difficulties in word finding and vocabulary

<p>Wave 1: Quality first teaching strategies</p>	<ul style="list-style-type: none"> ✓ If you know what the word is, provide alternatives. ✓ Cue pupils by giving them the first sound of the word (e.g. it's a 'lllll'...) ✓ Ask pupils questions about the word (e.g. 'Where do you find it? What do you use it for?'). ✓ Encourage pupils to rehearse the word once it has been retrieved. Encourage pupils to use the word in a sentence. ✓ Teach and use the word in a range of different contexts. Provide multiple exposures to new words. ✓ When teaching new words, use a word web to discuss phonological (e.g. first sound) and meaning (e.g. location and function) features. (format saved in <i>Staff Shared>SEND>Resources>Communication and Interaction</i>). ✓ When learning new words, try to make as many associations with the new word as possible. Teach related words and group new words into categories. ✓ Support pupils to reflect on their own word learning. ✓ Model correct production of sounds. ✓ If the child can make the sound, provide a choice for correction (e.g. 'is it a tup or a cup?'). and praise all attempts at trying to self-correct.
<p>Wave 2: Quality First Teaching with SEND Team advice</p>	<ul style="list-style-type: none"> ✓ Pre-teach important vocabulary. ✓ Work on pupils' phonological awareness (e.g. encouraging pupils to tap out syllables, for example, 'e-le-phant'; identifying the first and last sound in words). ✓ Supporting sound development through phonics and reading tasks – Read Write Inc resources. ✓ Sound Linkage intervention. ✓ Word mats

Difficulties in using language (expressive language/speech sounds)

<p>Wave 1: Quality first teaching strategies</p> <ul style="list-style-type: none"> ✓ Confuses words that sound similar or have similar meanings ✓ Using lots of non-specific language e.g. thingy, that one, etc ✓ Difficulty organising what they want to say ✓ Difficulty using pronouns and the correct verb tenses in their spoken language ✓ Difficulty sequencing and organising an oral narrative, e.g. information might be given in the wrong order, may miss out who, where or what happened 	<ul style="list-style-type: none"> ✓ Speech sound difficulties – check the Speech Development Chart (<i>saved in Staff Shared>SEND>Resources>Communication and Interaction</i>). A speech sound check can be done to provide clarity (resource saved in same folder). ✓ Provide a good language model, keeping your language clear and concise. Repeat what pupils have said emphasising the correct word order and grammar. ✓ Pre-teach or reinforce vocabulary using word maps saved in <i>Staff Shared>SEND>Resources>Communication and Interaction>Word Maps</i>. Record new vocabulary on the relevant Working Wall. ✓ Give the pupil sufficient time to process what has been said and to organise their response. ✓ Tell a pupil that you will return to them after hearing the response of 3 other children. ✓ Provide students with a simple structure to help them organise their language e.g. first, then, next. ✓ Provide time for children to rehearse answer in paired talk. ✓ Provide visual prompts alongside key vocabulary to support the re-telling of events. ✓ To encourage participation in a group, ask questions which give alternatives (e.g. ‘was Tom pleased or unhappy?’). This allows pupils to become more involved in the discussion. ✓ Give pupils plenty of time to say what they mean. ✓ Provide opportunities for language use (e.g. re-telling a story or describing a recent activity). ✓ Encourage pupils to organise ideas verbally before writing them down. A talking tin or other voice recording apps could be provided to support with this. ✓ Differentiate work to reflect the pupil’s language and communication profile. ✓ Scaffolding – start at a level where the child is confident and then gradually stretch them. ✓ Use forced choices (Is it x or y?) ✓ Communicate In Print (Widgit) for general classroom resources
<p>Wave 2: Quality First Teaching with SEND Team advice</p>	<ul style="list-style-type: none"> ✓ Extend the pupil’s sentences by adding something extra (e.g. for younger children: if the pupil says ‘there’s a bus’, you could say ‘there’s a big, red bus’. For older children: (if the pupil says ‘the man is digging’, you could say ‘the man is digging and the woman is planting’). ✓ Encourage students to use alternative means of communicating, drawing, gestures, scribing, typing. ✓ Use of mind maps to organise thoughts. ✓ Trial the use of specific approaches to further support the content and structure of language these may include ‘Colourful Semantics’ or ‘Shape Coding’. ✓ Talk Boost/School Start intervention/Narrative Therapy/Robust Vocabulary.

Reluctant speakers / selective mutism

<p>Wave 1: Quality first teaching strategies</p>	<ul style="list-style-type: none"> ✓ Do not draw whole class attention to the fact that the pupil does not speak. ✓ Remove all pressures to speak but ensure that all associations with communication are positive. ✓ Understand the child's anxiety. ✓ Staff to discreetly acknowledge the child's difficulty and how they feel – discussing phobias and anxiety may be useful. (It may be helpful to allow the pupil to develop a special relationship with one adult.) ✓ Allow and accept communication in any form (e.g. recording answers on paper, typing etc...). ✓ Consider other methods of communication to support pupils to express themselves (i.e. writing, gesture, drawing). E.g. a wave to answer the register, provide a visual for the pupil to request help or use the toilet. ✓ Ask yes/no questions and provide forced alternatives where choices need to be made. ✓ Provide frequent opportunities to engage interact (without pressure) in order to prevent the pupil embracing their non-speaking role. ✓ Encourage pupils to play/interact with their peers in the classroom and on the playground. ✓ Make comments which praise of the pupil's effort with the task rather than comment on their speech. ✓ Home school communication is key. ✓ Zones of Regulation
<p>Wave 2: Quality First Teaching with SEND Team advice</p>	<ul style="list-style-type: none"> ✓ Provide an environment where the pupil feels safe (this may be away from the classroom but would be free from distractions/interruptions) for rapport building with a key adult and opportunities to communicate without anxiety. ✓ Provide motivating and engaging activities (not necessarily curriculum based) for the child in a relaxed environment, giving the pupil an irresistible urge to communicate. ✓ School staff to incorporate a whole school approach to reluctant speaker strategy (including all support staff e.g. caretakers etc.) ✓ Staff to monitor pupil's anxiety through use of visual support (e.g. using traffic light/smiley faces which the pupil can point to show how they are feeling). ✓ Ensure any Speech and Language care plan recommendations are put into place. ✓ Zones of Regulation in small group.

Social, Emotional and Mental Health:

Attention and listening difficulties	
Wave 1: Quality first teaching strategies	<ul style="list-style-type: none"> ✓ Make sure you have the pupil's full attention – say their name but do not insist on eye contact as this can increase levels of anxiety and reduce ability to process information. ✓ Have the pupil placed at the front of the class (or carpet) facing the direction in which you want them to focus. ✓ Cue the pupil into listening by using their name at the beginning of your instruction, sentence or question. ✓ Give the pupil time to process what you have said before giving another instruction, or more information. ✓ Give regular praise to reinforce and encourage good listening and learning behaviour. (Positive redirection – telling them what to do rather than what not to). Use a visual to support this. ✓ Use visual timers to promote attention for a set amount of time. ✓ Use peer support (without this always being the same young person) and consider seating carefully. ✓ Develop attention skills in a group situation by teaching good rules of listening: look towards the speaker, good sitting, not interrupting. Pass an object around the group to show who is speaking. ✓ Ensure your instructions are short and clear. Ask the pupil to repeat instructions/tasks back to you ensuring they have clearly understood. ✓ Instructions and tasks should be clear, brief, concise and in the correct order where possible. Some pupils may benefit from them being written down and broken into simple steps. ✓ Use visual support (e.g. gesture, signs, pictures) when giving information or instructions. ✓ Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete examples. ✓ Regular movement breaks.
Wave 2: Quality First Teaching with SEND Team advice	<ul style="list-style-type: none"> ✓ Use of regular short breaks/natural movement breaks. ✓ Use reward systems (e.g. stickers) and 'Catch Me Cards' for specific behaviour you are looking for. ✓ Provide/co-create visual or written reminders for organising materials and equipment. Use a task plan/task management board. ✓ Be very specific about how much work you expect to be completed within a set time frame. ✓ Prompt the child with key words or information to listen out for. This could be supplied in visual form. ✓ Aid concentration through use of fiddle toys, Move 'n' Sit cushion etc. Use of sensory support to aid concentration – calming, alerting activities.

Behaviours that communicate emotional well-being

<p>Wave 1: Quality first teaching strategies</p>	<ul style="list-style-type: none"> ✓ Understand that behaviour is a method of communication. What is the pupil trying to communicate? Can you identify the triggers? Record antecedent, behaviour, what it is communicating and consequence on CPOMS. Look for patterns. ✓ Instructions need to be clear and explicit. Make expectations very clear. ✓ Buddy/peer mentoring systems. ✓ Giving positions of responsibility to promote positive self-esteem. ✓ Regular contact with home to establish patterns of behaviour in other environments as well as strategies being tried. Speak to parents/carers. Remember that how a child represents in school is not always indicative of how the child is coping. Signs of anxiety of challenging behaviours may only be evident at home. ✓ Zones of Regulation ✓ Transitional object ✓ Think: Why are you saying 'No'? ✓ Two choices ✓ Job box – role and responsibility ✓ Model finding things difficult/challenging and surviving (use of Zones) ✓ Empathy vs sympathy (Watch https://www.youtube.com/watch?v=IEwgu369Jw). ✓ Follow PACE model (poster in Staff Shared>SEND>Resources>SEMH) ✓ Affect attunement in voice, body and facial expression. ✓ Boundaries – OK and not OK language. ✓ Use a wide variety of high quality PHSE/SEAL resources. ✓ Use the 5 ways to Wellbeing Resources https://www.gov.uk/government/publications/five-ways-to-mental-wellbeing ✓ Differentiated curriculum (adapted to meet the needs of the child) ✓ Circle time/Enhanced PSHE/Social games/SEAL activities ✓ Specific praise
<p>Wave 2: Quality First Teaching with SEND Team advice</p>	<ul style="list-style-type: none"> ✓ Zones of Regulation small groups ✓ Tough Tortoise/resilience group ✓ Contact books: develop a collaborative relationship with the parents/carers. Working together is the most positive and beneficial way of supporting the pupil across both settings. ✓ "Today I noticed" cards (Staff Shared>SEND>Resources>SEMH) ✓ Food and movement as regulation (butterfly tapping) ✓ 'Yes 10 minutes' – for the child who seeks control (discuss with SEND team) ✓ Develop understanding of cause and effect through activities where the pupil has to consider 'what if?' such as comic strips or social stories. ✓ Provide the pupil with a safe place or quiet area to seek out when needed. ✓ Choice track ✓ Check in and out daily with an adult. This helps the pupil prepare for the day ahead. Likewise have closure on any issues that have arisen during the day. ✓ Use Boxall Profile/Strength Difficulties Questionnaire (SDQ's) as a holistic approach to understanding the pupils well-being. ✓ Encourage use of worry box or worry diary (in home or school) where the child/young person writes down or draws their worries, ensuring this is followed up by any specific adult in the appropriate setting daily. ✓ Give pupils the opportunity for a short-managed time out, within an agreed space in the classroom, with support of a visual time. This will help them to begin to manage their emotions, when they start to escalate. ✓ Substantially differentiated curriculum ✓ Higher level of need: therapy

Sensory/Physical:

Co-ordination difficulties	
Wave 1: Quality first teaching strategies	<ul style="list-style-type: none"> ✓ Alternatives to handwriting such as talking tins or other voice recording apps, scribing or typing. ✓ Rest/movement breaks ✓ Seating position in the class. Pupils with co-ordination difficulties find it better to sit facing the board, as this makes copying and tracking easier for them.
Wave 2: Quality First Teaching with SEND Team advice	<ul style="list-style-type: none"> ✓ Consider reasonable adjustments to equipment such a range of pencil grips, chunky pens, writing slopes, standing desk, move and sit/wobble cushions, handed rulers. ✓ Extra time for processing and completing work, not just in school but homework too. Could parents scribe homework for it be recorded on a talking tin on other voice recording app? ✓ Provide opportunities for learning touch typing: https://www.bbc.com/bitesize/articles/z3c6tfr ✓ Provide written, visual and recorded support. Use images and break long chunks of text up. When reading is a challenge, it can be helpful for a child to have recorded materials and books to listen to. ✓ Pre-teach motor skills. If your lesson includes using scissors, folding paper, or any other task that might cause a child to struggle, provide plenty of assistance and try to introduce the student to the activity beforehand, so he or she has a chance to practice and get familiar with the physical manipulations required. ✓ Jump ahead programme (or equivalent motor skills development programme) attendance and recording of achievements.

Hearing or visual impairment	
Wave 1: Quality first teaching strategies	<ul style="list-style-type: none"> ✓ Awareness of seating arrangements in range of classrooms for all subjects (carpet time, at the table and when in other parts of the school eg assembly/lunchtimes) ✓ Good classroom management ✓ Lighting in room ✓ Awareness of being able to safely move around the environment ✓ Flexible grouping ✓ Ensure child is included in group and has access to all being said in the group and encourage full participation in group work ✓ Staff awareness
Wave 2: Quality First Teaching with SEND Team advice	<ul style="list-style-type: none"> ✓ Personal Emergency Evacuation Plans (PEEPS) in place, and health care plan (HCP) if appropriate ✓ Awareness of classroom layout and movement/positioning of the teacher during teaching ✓ Strategies in place to support adaptations to the physical environment – lighting, acoustics, reduction of background noise and physical layout ✓ Labels in class clear and appropriate size and aware of contrast in environment related to hazards ✓ Some class resources may need to be individualised e.g. name labels etc. and provide high contrast on whiteboards ✓ Gain child's attention before starting to speak and reiterate names of child and responses from others ✓ Check child's understanding frequently ✓ Supportive work buddies ✓ Some individual / small group teaching to reinforce learning ✓ Small group intervention e.g. fine/gross motor programmes ✓ Teach skills to improve curriculum access e.g. touch typing ✓ May require some equipment e.g. sloping board, pencil grips and adaption to resources ✓ Visual cues and reminders for aspects of self-care <p>SENCO and class teacher would consult with Sensory Support for next steps.</p>

