



## Information about how we make provision for pupils with SEND including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support

This will be reviewed annually

Strategies below may be used to support SEND pupils.

### **Focus: Cognition and Learning Maths**

Differentiated curriculum planning and work

Differentiated delivery - simplified language, slower pace, targeted questions

Differentiated outcome

Concrete materials - models and images

In-class Teaching Assistant support for numeracy

Use of visual aids and modelling

Group input on basic numeracy skills

Use of work frames

General teaching websites eg. Top Marks, ICT Games

Maths Games

Number probes

Individual targeted teaching in numeracy

Small group input on basic skills - numeracy

Springboard Maths

Consider STATUTORY ASSESSMENT

**Focus: Cognition and Learning Reading/Writing/Spelling**

Differentiated curriculum planning and work

Differentiated delivery - simplified language, slower pace, targeted questions, simpler texts

Differentiated outcome e.g. Simple questions, prompts for full answers

Visual timetables in-class TA support for reading/writing/spelling

Use of visual aids and modelling to support reading / writing/spelling

Group input on basic reading / phonic / spelling / grammar/writing skills

Daily group reading / writing / spelling / phonic / grammar practise

Small Group input on basic reading / writing / grammar/ spelling /phonic skills

Daily individual reading practise

Rapid Phonics

Grammar for Writing

Word probes

EAL support as needed

**Focus: Sensory and Physical**

Flexible teaching arrangements e.g. seating

General awareness e.g. not covering mouth when talking to a hearing impaired child

Use of available resources e.g. pencil grips

Teodorescu handwriting programme

Advice sought from School Nurse via SENCo

Advice sought from Physiotherapy via SENCo

Advice sought from Occupational therapy via SENCo

Individual Health Care Plan written in consultation with appropriate professionals.

**Focus: Communication and Interaction**

Flexible teaching arrangements

Differentiated delivery e.g. simplified language

Use of visual aids / modelling

Use of symbols and pictures

Structured classroom and school routines

Visual timetable

Circle time / parachute activities

Differentiated outcomes

Socially Speaking Programme

Time to Talk Programme

Wellcomm pack activities

Barriers to Learning (Elective Mutism)

Use of ICT

Speech and Language therapy activities

Individual arrangements for SATs

Additional planning and arrangements for transition

Consider STATUTORY ASSESSMENT

MEAS team individual input

Referral to Speech and Language Therapist

Advice sought from Social and Communication team

Use of an interpreter for meetings with parents

**Focus: Social, Emotional and Mental Health**

Support whole school and class rules displayed and used

Class reward system

Circle time

SEAL sessions

Monitoring of behaviour at key times or key areas

Good to Be Green reward system

Behaviour chart with an area for improvement highlighted for some pupils

Socially Speaking Programme

Time to Talk Programme

There's a Volcano in my Tummy Resource

When My Worries Get to Big Resource

Jed Baker Social Skills Training for Children and Adolescents Resource

Outcome Support Plan written

Close surveillance of behaviour at key times or/and in key areas

Advice sought from the School Nurse via SENCo

Advice sought from ASD specialist teacher Via SENCo

Advice sought from Educational Psychologist via SENCo

Family and Home support via SENCo

Individual arrangements for SATs