

# SPECIALIST SUPPORT

Education, Health and Care Plan (EHCP) – long term

Top Up Funding – short term

# TARGETED SUPPORT

SEN Support Plan created by SENCO with student and parents.

Specific targets are created and personalised support is planned.

# UNIVERSAL OFFER – ALL PUPILS

Quality first teaching strategies for all students.

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Social, Emotional and Mental Health</u>	<u>Physical / Sensory Needs</u>
<p>‘Rules’ of good listening displayed, taught, modelled and regularly reinforced.</p> <p>Student’s name or agreed cue used to gain individual’s attention – and before giving instructions.</p> <p>Key words/vocabulary emphasized when speaking and displayed visually with picture cues.</p> <p>Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play.</p> <p>Instructions broken down into manageable chunks and given in the order they are to be done</p> <p>Checklists and task lists – simple and with visual cues</p> <p>Delivery of information slowed down with time given to allow processing</p> <p>Students are given a demonstration of what is expected</p> <p>System of visual feedback in place to show if something has been understood</p> <p>Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words</p> <p>TAs used effectively to explain and support students to ask and answer questions</p> <p>Parents advised of new vocabulary so it can be reinforced at home</p>	<p>Pre-teaching of subject vocabulary.</p> <p>Instructions broken down into manageable chunks and given in sequence</p> <p>Students encouraged to explain what they have to do to check understanding.</p> <p>Links to prior learning explicitly made – and linked to ‘real life’ experiences and concepts.</p> <p>Key learning points reviewed at appropriate times.</p> <p>Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders</p> <p>Key words available on desks.</p> <p>Use IT programs and apps. to reinforce and revise what has been taught to support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.</p> <p>Range of coloured overlays/reading rulers available.</p> <p>Coloured paper for worksheets and coloured background on smart board.</p> <p>Text presented clearly – uncluttered, use bullet points and clear font.</p> <p>Don’t ask student to read aloud in class unless you know they have pre-prepared and are comfortable with this.</p> <p>Additional time to complete tasks if necessary.</p> <p>Minimise copying from the board – provide copies for student if necessary.</p>	<p>‘Catch’ the student being good and emphasize positives in front of other students and staff (where appropriate).</p> <p>Students are aware of who/when/where they can share any concerns with a trusted, named adult.</p> <p>Give the student a classroom responsibility to raise self-esteem.</p> <p>Refer students regularly to classroom code of conduct.</p> <p>Play calming music where appropriate.</p> <p>Give breaks between tasks and give legitimate ‘moving around’ activities.</p> <p>Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources.</p> <p>Use interactive strategies.</p> <p>Make expectations for behaviour explicit by giving clear targets, explanations and modelling – don’t assume that students should ‘know’ what to do.</p> <p>Where possible, create a quiet area both for working and as a ‘quiet time’ zone.</p> <p>Use a visual timer to measure and extend time on task – start small and praise, praise, praise.</p> <p>Teach students how to use post-it notes for questions and ideas rather than interruptions (when appropriate).</p> <p>Use student’s name and give eye contact before giving instructions (unless eye contact is an issue).</p> <p>Consider seating – student seated at the back of the class may not be as tempted to turn around.</p> <p>Communicate in a calm, clear manner.</p> <p>Keep instructions, routines and rules short, precise and positive</p>	<p><u>Visual</u></p> <ul style="list-style-type: none"> <li>● Give as many first hand ‘real’ multi-sensory experiences as possible.</li> <li>● Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye.</li> <li>● Try out different paper/Smartboard colours to try to find best contrast.</li> <li>● Consider lighting. Avoid shiny surfaces which may reflect light and cause dazzle.</li> <li>● Take advice from specialist teams related to font style and size.</li> <li>● Where copying is required, ensure appropriate print size photocopy is available.</li> <li>● Always uses verbal explanations when demonstrating to the class.</li> <li>● Read out aloud as you write on the board.</li> <li>● Address the student by name to get their attention.</li> </ul> <p><u>Hearing</u></p> <ul style="list-style-type: none"> <li>● Careful seating that allows the student to see the teacher clearly and also see other speakers (back to the window is good).</li> <li>● Gain student’s attention before important information is given.</li> <li>● Keep background noise to a minimum.</li> <li>● Slow down speech rate a little, but keep natural fluency.</li> <li>● Allow more thinking and talking time.</li> <li>● Model and teach careful listening along with signals when careful listening is required.</li> <li>● Repeat contributions from other students.</li> <li>● Face the student when speaking.</li> <li>● Key words on board to focus introduction and conclusion.</li> </ul>

## Possible Interventions – Additional to or different from

<b><u>Communication and Interaction</u></b>	<b><u>Cognition and Learning</u></b>	<b><u>Social, Emotional and Mental Health</u></b>	<b><u>Physical / Sensory Needs</u></b>
<p>Programmes advised by Speech and Language Service</p> <p>Programmes advised by external agency</p> <p>‘Talking Partners’ programme</p> <p>Small group language work Strategies and resources from the Communication Trust <a href="https://www.thecommunicationtrust.org.uk/">https://www.thecommunicationtrust.org.uk/</a></p> <p>Small group or 1:1 work to develop social skills.</p> <p>Support or alternative provision for break times e.g. Nurture group etc.</p> <p>Support available if student has to leave the classroom to go to a pre-arranged place.</p>	<p>1:1 teaching from a specialist SpLD teacher.</p> <p>1:1 or small group multi-sensory phonics programme</p> <p>Little and often is better than once a week.</p> <p>Additional multi-sensory follow up lessons using plastic letters, phoneme frames, writing to dictation etc.</p> <p>Daily 1:1 reading, teaching through errors.</p> <p>Small group or 1:1 support for writing/reading – additional to literacy lessons ‘</p>	<p>Nurture Group support to develop social and emotional skills.</p> <p>Boxall Profile / SDQ</p> <p>Small group work to develop listening, attention and turn taking skills 1:1.</p> <p>Daily/weekly sessions with a learning mentor or trusted adult in school.</p> <p>Support available if student has to leave the classroom to go to a pre-agreed place.</p> <p>Social stories written for specific areas of difficulty.</p> <p>Comic strip conversations to work on developing understanding of situations In class support to facilitate access to curriculum.</p> <p>Restorative Justice Approaches.</p> <p>Individual counselling</p>	<p><b><u>Visual</u></b></p> <ul style="list-style-type: none"> <li>● Equipment and resources as recommended by the Sensory Support Team.</li> <li>● Access to audio books and associated equipment.</li> </ul> <p><b><u>Hearing</u></b></p> <ul style="list-style-type: none"> <li>● Equipment and resources as recommended by the Sensory Support Team.</li> </ul>