
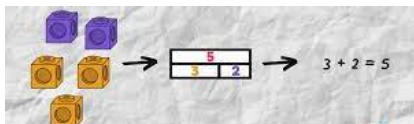
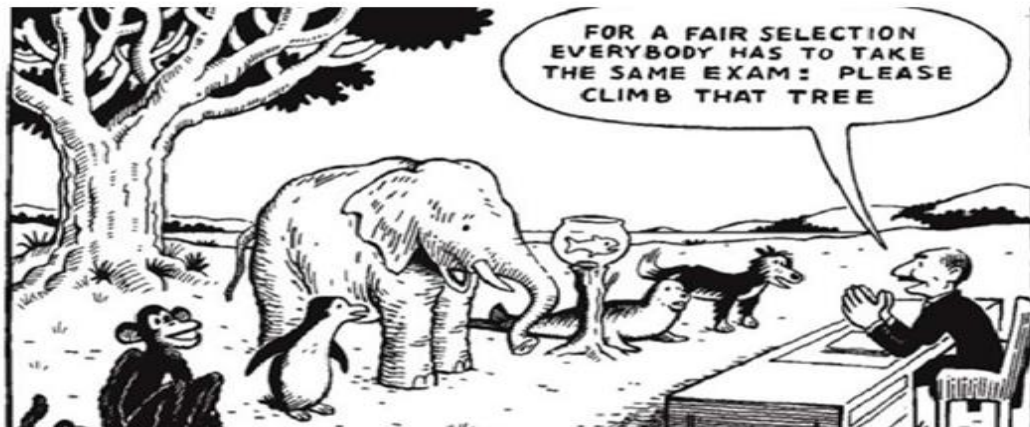




**“Where a pupil is identified as having SEN, schools should take action to remove the barriers to learning and put effective educational provision in place”. SEND Code of Practice 2015**

<p><b>Quality Teaching for all pupils with SEND</b></p>	<ul style="list-style-type: none"> <li>• High expectations are made explicit for all pupils.</li> <li>• All teachers should be working with the children with SEN at least once a week.</li> <li>• ‘Now and Next’ boards will be visible in all learning spaces.</li> <li>• Visual timetables discussed everyday with pupils.</li> <li>• If children, cannot access the learning taking place, the teacher will be providing adaptive teaching.</li> <li>• Resources, resources, and more resources.....</li> <li>• Fidget equipment on their table - vibrating toys, chewable items, stress balls, tangle toys.</li> <li>• Good role model, buddies, think /pair/share.</li> <li>• Calm and Safe spaces should be available in every classroom, this should be clearly explained to all children and particular children with SEN should have permission to use this space when they feel it is needed, this should be reviewed and discussed with the child.</li> </ul>
<p><b>Speech Language Communication, and Interaction</b></p>	<ul style="list-style-type: none"> <li>• Children provided with their own workstation and equipment, privacy board, weighted items.</li> <li>• Rehearse the pupils; speech, language, and communication care plan, provided by the therapists.</li> <li>• Children with speech, language, communication, and interaction difficulties will have access to a communication board.</li> <li>• All staff will have access to visual cards on their lanyards, by using WIDGET.</li> <li>• WELCOMM strategies implemented into the class (Early Years).</li> <li>• Give children two choices.</li> <li>• Use timers, start and finish activities.</li> <li>• Traffic light systems</li> <li>• Zones of Regulations strategies implemented in all classes</li> </ul> 
<p><b>Cognition and Learning</b></p>	<ul style="list-style-type: none"> <li>• Children with SEN should be working and consolidating skills <b>independently</b>.</li> <li>• Work banks, key vocabulary, writing frames, pictures, prompt sheets, success criteria, a range of resources evident in every lesson.</li> <li>• Give children processing time – ask the child a question and let them know you will come back to them.</li> <li>• Pre/Post teaching and opportunities to address misconceptions, will be provided for pupils with SEN.</li> <li>• Evidence of concrete (resources) and pictorial, to support children’s learning, before moving onto abstract.</li> <li>• Before child reads out loud, first discuss unfamiliar words.</li> <li>• Use large font.</li> <li>• Use of coloured overlays and backgrounds to support learners.</li> </ul> <p style="text-align: right;"> <b>Concrete      Pictorial      Abstract</b>   </p>
<p><b>SEMH Physical and Sensory</b></p>	<ul style="list-style-type: none"> <li>• Calming box available for pupils with SEN.</li> <li>• All classes will be incorporating movement breaks into their daily routines.</li> <li>• Remember some pupils with SEND find praise difficult, think of ways you can praise without highlighting them.</li> <li>• Implement OT / Physio exercises into the pupil’s class routine.</li> </ul>
<p><b>Individual Support Plans</b></p>	<ul style="list-style-type: none"> <li>• <b>Do children know their outcomes and what their targets are?</b></li> <li>• <b>How do we evidence how children are working on their ISPs?</b></li> <li>• Visual reminder on LSA’s lanyards, marking in books – ISP, annotating on the ISP, visual aids on their table, bookmark in their reading books.</li> <li>• Provision mapping will be recorded, linked to ISP and reviewed through using Provision Map.</li> </ul>

# Nurturing strengths



**EQUALITY**

**VS.**

**EQUITY**



**EQUALITY = SAMENESS**  
**GIVING EVERYONE THE SAME THING**  
It only works if everyone starts from the same place



**EQUITY = FAIRNESS**  
**ACCESS TO SAME OPPORTUNITIES**  
We must ensure equity before we can enjoy equality