

SEN SUPPORT

If your child requires support in addition to the Universal Approach they may receive the support listed below:

Cognition and Learning

Universal Approach

- High expectations of children and appropriate challenge for all
- Clear learning objectives and differentiated outcomes, clear instructions
- Clear feedback and next steps in their learning – children involved in the process given time to respond
- Behaviour for learning at the heart of lessons/school ethos
- Learning walls to support key learning points
- Time to talk things through with a Talk Partner before feeding back to class
- Access to ICT in particular iPads to help reduce barriers to learning
- Writing frames or alternatives to written recording when writing is not the primary objective
- Variety of teaching styles and approaches using both open and closed tasks match the needs of individuals
- Multisensory learning approach
- Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, 'Assessment for learning' principles in place
- Personalised and differentiated teaching, including questioning
- Differentiated curriculum planning activities, delivery and outcome
- Visual timetable
- Illustrated dictionaries
- Use of writing frames
- TA in class support
- Use of symbols
- Structured school and class routines

SEN support

- 1:1 reading
- Writing intervention
- Numicon and concrete maths resources
- RWI small group and 1:1
- Additional maths support (1:1, 1:2 or small group)
- Support for word building and high frequency word recognition
- In class support from TA
- Spelling practice groups

- Additional individual reading
- Computer programmes: 1:2 and small group Bug Club, Purple Mash

Communication and Interaction

Universal Approach

- Increased visual aids/ modelling etc
- Visual timetables
- Use of symbols
- Structured school and class routines

SEN support

- In class support focus on supporting speech and language (daily)
- ICT Clicker 4 (As appropriate)
- Speech and Language support; 1:1 speech therapist or TA delivering speech therapist devised support programme
- Input from Autism Outreach Team
- Visual organiser
- Social stories
- Lego Therapy
- Drawing and Talking Therapy

Social, Emotional and Mental Health Difficulties

Universal Approach

- Whole school positive behaviour policy based on Jenny Mosley 'Golden Rules'. 'Golden Time' and Golden Book
- Circle Time
- Assemblies: Star of the week, Golden Certificates, SEAL
- Learning characters

SEN support

- Small group Circle Time
- Individual reward system
- Home – school record (daily)
- Nurture intervention for up to 12 children
- Individual mentoring