# Graduated response to the four broad areas of need

At Holly Primary School we create a nurturing learning environment with high expectations and ambitious targets for all. To achieve this, we have to identify and recognise at the earliest point possible any struggles that children may face during their time at Holly. Our school staff with the support of the SENCo will be identify any needs that the children may have. An ongoing conversation between teachers, the SENCo and parents/carers will be happening to identify barriers that the child might be facing. Areas of need can be split into four broad areas which are cognition and learning, communication and interaction, social, emotional and mental health and physical and/or sensory.

This document is here to showcase and support teachers, school staff and parents in understanding Holly Primary Schools graduated response. Here at Holly we support our learners using a graduated response that is recorded and evaluated regularly to get the best outcomes for all our pupils. We believe in no ceilings for any learners and with the use of our graduated response we hope that all pupils will make progress from their individual starting point.

Holly Primary Schools graduated response is broken down into three waves of support. Wave 1 is high quality teaching methods that are adapted within the classroom to meet the identified area of need. If there is still a concern that a child's need is not met using high quality teaching methods the SENCo will support class teachers in adapting teaching methods to support learning further. If improvements and progress is not made then we will move to wave 2 level of support. This is where children will receive an individual education plan and have individualised targets set by teachers and parents/carers. In wave 2 additional to or different from interventions and learning outcomes will occur to support children's progress. In wave 3 level of support school will contact specific outside agencies such as SALT, educational psychologists, school family specialist service, etc. who will give ideas/ actions for school to work on to support children's progress.

## The four broad areas are defined below:

### Cognition and Learning

Within the SEND Code of Practice, Cognition and Learning needs are defined as support for learning difficulties when children and young people learn at a slower pace than their peers, even with adapted support. Learners with SEND may have greater difficulty than their peers in acquiring literacy and numeracy skills, or in understanding concepts, even with appropriate differentiation.

### Communication and Interaction

According to the SEND code of practice a child or young person has a communication and interaction need if they have speech, language or communication difficulties. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

### SEMH

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

### Physical and Sensory Needs

According to the SEND Code of Practice Definition children are considered to have a sensory or/and physical need if they require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

# Communication and Interaction

According to the SEND code of practice a child or young person has a communication and interaction need if they have speech, language or communication difficulties. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children with communication and interaction needs may have:

Speech, language and communication difficulties

Learners may present with difficulties in one or more areas of speech, language, communication, and interaction skills. Broadly, the skills a Speech and Language Therapist will assess these areas:

• Attention and listening skills

• Understanding of spoken language and expression of language

• Speech

• Pragmatic skills

• Eating and drinking skills

Difficulties in these areas can impact on the following: attention, organisation, working memory, time management, listening skills, sensory perception, speed of processing and confidence as a learner. The risk of failing to address and support difficulties is that the learner disengages with their learning, fails to build positive relationships with adults and peers and experiences reduced opportunities for activity and participation.

Autism

Autism is a lifelong neurodevelopmental condition that affects how people perceive, communicate and interact with the world. Autism is referred to as a spectrum because while there are similar core areas affected, each child or person diagnosed will experience them differently'.

## Wave 1 – Quality First Teaching

- ➢ Visual timetable – class/individual
- ➢ Communication supported with Makaton and/or signs and symbols
- ➢ Extra time for some activities/modified and clear expectations
- ➢ Meet and greet and pre-warning of changes
- ➢ Rewards and sanctions supported with visual signs/symbols/photographs
- ➢ Clear instructions
- ➢ Social Stories to communicate expectations clearly
- ➢ Home/school dialogue, versions with symbols/other languages
- ➢ Emotions fans/concentration aid/ear defenders/wobble cushions/weighted blankets
- ➢ Communication lanyard – red-don't talk to me, green-I would like to play
- ➢ Own work space – within the classroom or outside
- ➢ Calm working environment
- ➢ Nurture time over lunch/playground buddy system
- ➢ Responsibilities to give sense of purpose and improve self-esteem
- ➢ Timers if appropriate
- ➢ Provide repetition
- ➢ Keep language simple and short
- ➢ Clear written and verbal directions
- ➢ Pupil's name or agreed cue used to gain individual's attention – before giving instructions
- ➢ Flexible seating options
- ➢ Chunk learning and tasks
- ➢ Clear, firm and consistent boundaries
- ➢ Predictable routines
- ➢ Modelling
- ➢ Classroom well organised and labelled (with picture symbols)
- ➢ Plan by deciding what everyone can learn then 'differentiate up'
- ➢ Clear lesson structure with learning objectives presented orally and visually
- ➢ Instructions given in small chunks with visual cues
- ➢ Understanding checked by asking pupils to explain what they have to do
- ➢ Understanding is demonstrated in a variety of ways
- ➢ Activities and listening broken up with breaks for more kinaesthetic activities

- Five positive comments to one negative
- Praise is specific and named
- Classroom assistants planned for and used to maximise learning
- Understand and support appropriately the uneven profile of the individual student
- Pupil Passports with strengths, differences and preferences highlighted
- Staff are implementing up-to-date autism knowledge and strategies provided through regular training opportunities e.g. AET + an understanding of masking, autistic anxiety, interoception, Key Stage possible stress response behaviours
- Photographs of staff are available for individual students when needed i.e transitions, changes in staff, supply staff
- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role play as per the individual student's needs
- Verbal instructions are clean and broken down into manageable chunks, kept to a minimum and given in the order they are to be completed
- Checklists and Task Ladders – simple and with visual cues – whole class and/or individual
- Delivery of information slowed down with enough time given to allow processing e.g. 7-10 seconds and repeated with identical language as many times as necessary
- Pupils are given a demonstration of what is expected – concrete examples, visuals, videos, etc
- Pupils are supported to develop and directly taught methods of seeking support/attention and clarification
- Staff awareness of the individual student's communication and interaction skill levels to support successful participation in pair, group and whole class tasks
- Classroom furniture and groupings consider whether pupils with speech and communication needs can see visual prompts and the teacher
- Parents advised of new vocabulary so it can be reinforced at home
- Individual sensory sensitivities are considered when creating Classroom Seating Plans
- Noise levels are monitored and sound is increased or reduced as per the individual student's profile
- Identified Sensory supports for individual students are available without the need for a verbal request
- Staff allow reasonable adjustments to the school uniform

> ➢ A preferred method to signal time out is provided for students
> ➢ A preferred method to signal time out is provided for students

| Wave 2 – SEND Support |
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- ➢ Social Stories to communicate expectations clearly
- ➢ Personalised SMART targets
- ➢ Utilising personal interests – in work or a club set up
- ➢ Nurture type interventions
- ➢ Use resources from Early Years Autism Toolkit
- ➢ Offer forced choices (this or that)
- ➢ Now and Next board
- ➢ Movement breaks
- ➢ Talking Tins
- ➢ Low-stimulus environment
- ➢ Social Skills group.
- ➢ Lego Therapy
- ➢ Drawing and Talking
- ➢ Minecraft Club
- ➢ Intensive Interaction
- ➢ System of visual feedback in place to show if something has been understood – e.g. students have green, amber and red cards to share
- ➢ Bespoke individualised timetable to allow for self-regulation
- ➢ Structured, predictable and/or alternative provision for unstructured times
- ➢ In class support to facilitate access to the curriculum
- ➢ Regular sessions with identified trusted adult – meet and greet, regular check ins, home school communication etc
- ➢ Pupils have access to a pre-arranged identified safe space with support, if required, in place
- ➢ Use of Interoception intervention to develop Theory of Own Mind
- ➢ Individualised social stories written to enhance understanding of situations (but not behaviour)

➢ Pupil Voice to gain greater understanding of an individual's needs and wants (timetables, rating systems, rag rate, interests, areas of school, things to help me, challenges, targets, noise.

## Wave 3

➢ Springboard
➢ SALT
➢ EYSFSS (Early Years Schools Family Specialist Services)
➢ Educational Psychologist
➢ Communication and Interaction Team
➢ Family SENCo
➢ SFSS (Schools Family Specialist Services)
➢ GAPs Team (Gedling Area Partnership)

## Where to find further support and information.

➢ Autism Education Trust
➢ Autism East Midlands Hub
➢ Anna Kennedy Online- Autism and Asperger Syndrome
➢ Small Steps
➢ APTCOO – A Place to Call our Own
➢ Neurodiversity Celebration Week
➢ National Autistic Society
➢ Whole School SEND
➢ NASEN

# Cognition and Learning

Within the SEND code of Practice, Cognition and Learning needs are defined as support for learning difficulties when children and young people learn at a slower pace that their peers, even with adapted support. Learners with SEND may have greater difficulty than their peers in acquiring literacy and numeracy skills, or in understanding concepts, even with appropriate differentiation.

Children with cognition and learning needs may have:

- Specific Learning Difficulties

  Pupils with specific learning difficulties have a particular difficulty in learning to read, write, spell or manipulate numbers and their performance in these areas may not be in line with their performance in other areas.  Pupils may also have problems with short-term memory, with organisational skills and with co-ordination.

1. Dyslexia

   Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell.   Pupils may have poor reading comprehension, handwriting and punctuation.

2. Dyscalculia

   Pupils with dyscalculia have difficulty in acquiring mathematical skills.  Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

3. Dysgraphia

   Pupils with dysgraphia have difficulty with writing. This may include; trouble forming letter shapes; tight awkward or painful pencil grip; difficulty following a line or staying with margins; trouble with sentence structure or following the rules of grammar when writing but not when speaking and difficulty organising or articulating thoughts on paper.

4. Dyspraxia

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc).

5. Global Development Delay

6. Developmental Co-ordination Disorder (DCD)

7. ADHD

- Moderate Learning Difficulties

   Pupils with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the curriculum.

- Severe Learning Difficulty

   Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.

- Profound and Multiple Learning Difficulty

   Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care.

## Wave 1- Quality First Teaching

- Classroom well organised and labelled (with picture symbols)
- Plan by deciding what everyone can learn then 'differentiate up'
- Clear lesson structure with learning objectives presented orally and visually
- Instructions given in small chunks with visual cues
- Understanding checked by asking pupils to explain what they have to do
- Understanding is demonstrated in a variety of ways
- Activities and listening broken up with breaks for more kinaesthetic activities
- Five positive comments to one negative
- Praise is specific and named
- Memory supported by explicit demonstration and modelling of memory techniques
- Classroom assistants planned for and used to maximise learning
- 'Next steps' for learning derived from what the pupil can already do –
- referring back to earlier stages when necessary
- Make sure you know the level of difficulty of *any* text you expect the pupil to read
- Key words/vocabulary emphasised when speaking and displayed clearly
- Pre-teaching of subject vocabulary
- Instructions broken down into manageable chunks and given in sequence
- Teach sequencing as a skill e.g. sequencing story, alphabet etc
- Pupils encouraged to explain what they have to do to check understanding
- Resources, equipment, homework diaries make use of consistent symbols
- Links to prior learning explicitly made
- Key learning points reviewed at appropriate times during and at the end of lessons
- Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders
- Provide – and teach use of – range of writing frames to aid organisation
- Key words and/or phoneme mats on desks
- To support short term memory, have small whiteboards and pens available for notes, e.g. to try out spellings, record ideas

- ➢ Occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing for 'publication' e.g. displayed on the wall, read to other children
- ➢ Use IT programmes and apps to reinforce and revise what has been taught
- ➢ Coloured paper for worksheets and coloured background on smart board
- ➢ Range of coloured overlays/reading rulers available
- ➢ Text presented clearly – uncluttered, use bullet points and clear font
- ➢ Diagrams and pictures to add meaning alongside text
- ➢ Don't ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this
- ➢ Additional time to complete tasks if necessary
- ➢ Teach and model memory techniques. Reduce memory load
- ➢ Very little copying from the board – if required use dictation instead.
- ➢ Teach pupil how to use planners, task lists etc
- ➢ Generate next steps for learning derived from what the pupil can already do.
- ➢ Provide opportunities to revisit work or prior learning – nothing new, just review/three thinkers.
- ➢ Ask pupils to explain what they have to do to clarify understanding.
- ➢ Calm and focused learning environment
- ➢ Sit with back to doors/windows to minimise distractions
- ➢ Well established routines and expectations to reduce cognitive load.
- ➢ Do regular check ins as a reminder to keep on task.

## Wave 2- SEND Support

➢ 1:1 teaching from a TA within school

➢ 1:1 or small group multi-sensory phonics programme e.g. Monster Phonics/Little Wandle

➢ Additional multi-sensory follow up lessons using plastic letters, phoneme frames, writing to dictation etc

➢ Weekly 1:1 reading, teaching through errors

➢ Small group or 1:1 support for writing/reading – additional to English lessons

➢ Small group or 1:1 work on spelling programmes e.g. SNIP

➢ Support for pre-teaching concepts and vocabulary

➢ 1:1 or small group lessons to develop memory skills using appropriate resources

➢ Revision sessions to revise and consolidate what has been learned

➢ Plan collaboratively with the staff in your lessons to maximise learning.

➢ Allow additional time to complete tasks, if necessary, and/or modify or limit expected outcomes.

➢ Use appropriate assessment tool e.g. BSquared

➢ Precision Teaching

## Wave 3

➢ Springboard

➢ Cognition and Learning Team

➢ Educational Psychologist

➢ EYSFSS (Early Years Schools Family Specialist Service)

➢ Occupational Therapist

➢ Physiotherapist

Where to find further support and information.

➢ International Cognitive Approaches Network

➢ NASEN

➢ Whole School SEND

# Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Mental health difficulties may include:

- Anxiety
- Depression
- Self-harming
- Substance misuse
- Eating disorders
- Physical symptoms that are medically unexplained
- ADD (attention deficit disorder)
- ADHD (attention deficit hyperactive disorder)
- Attachment disorder

Early experiences are vital to healthy emotional and physical development. Infants and young children are completely dependent on adult care. A child looks to their parent or carer to keep them safe and secure. Where this does not happen easily, or when a child feels they have to be the one to keep a parent safe and secure then a child may have difficulties forming attachments, which can impact on other aspects of the child's mental health and wellbeing.

Adverse Childhood Experiences (ACEs) are a range of early experiences, which, particularly if they occur in clusters, may result in childhood trauma. They include physical, emotional and sexual abuse, physical and emotional neglect and domestic abuse, or living in a household where there is a parent who suffers from substance misuse.

The Six Stages of Crisis shows the stages of escalating stress and distress to a point when the learner is least able to self-regulate, from early triggers, through crisis and on to eventual recovery of a calm, more regulated state. It is important to identify what triggers result in escalating behaviour, as that helps you to make sense of what is often puzzling. Identifying triggers through careful observation means that you can think about pre-empting those situations that cause changes in behaviour and understand why they give rise to the reactions you see. This will help you plan for, predict and de-escalate problematic times. Viewing behaviour as a symptom and the trigger as the cause of the symptom is a helpful approach.

## Six Stages of Crisis

Time

**1 Anxiety / Trigger**
Need for diversion, support & reassurance.

**2 Defensive / Escalation**
Need for diversion, reassurance, clear limits, boundaries & choices.

**3 Crisis**
Need for dynamic risk assessment to ensure safety. Help may be required.
Adult should remain calm & continue to use de-escalation.

**4 Recovery**
Need for co-ordinated letting go. Support, reassurance.

**5 Reassurance & repair**
Need for observation, support & monitoring.

**6 What happens now?**
Need for positive listening & debrief.

## Wave 1- Quality First Teaching

- Classroom well organised and labelled (with picture symbols)
- Plan by deciding what everyone can learn then 'differentiate up'
- Clear lesson structure with learning objectives presented orally and visually
- Instructions given in small chunks with visual cues
- Understanding checked by asking pupils to explain what they have to do
- Five positive comments to one negative
- Praise is specific and named
- Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence
- 'Catch' the pupil being good and emphasise positives in front of other pupils and staff (where appropriate)
- Give the pupil a classroom/whole school responsibility to raise self-esteem
- Refer pupils regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply some consistency
- Play calming music where appropriate
- Give breaks between tasks and give legitimate 'moving around' activities
- Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources
- Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role
- Make expectations for behaviour explicit by giving clear targets, explanations and modelling
- Where possible, create a quiet area both for working and as a 'quiet time' zone
- Use a visual timer to measure and extend time on task – start small and praise, praise, praise
- Provide alternative seating at carpet time if this is an issue
- Legitimise movement by getting pupil to take a message, collect an item, use a 'concentration aid' if necessary
- Ensure that tools/equipment are easily accessible and available for use

- ➢ Give a set time for written work and do not extend into playtime to 'catch up' – the pupil will need these breaks
- ➢ Use pupil's name and ensure you have their attention before giving instructions
- ➢ Chunk instructions and support with visual cues
- ➢ Communicate in a calm, clear manner
- ➢ Keep instructions, routines and rules short, precise and positive
- ➢ Listen to the pupil, giving them an opportunity to explain their behaviours
- ➢ Provide visual timetables and task lists – may need to be for a short period of time depending on the pupil
- ➢ Have a range of simple, accessible activities that the pupil enjoys to use as 'calming' exercises
- ➢ Communicate positive achievements – no matter how small – with home and encourage home to do the same. Could be in the form of a 'Golden moments' or 'Good News' book or 'Good notes' to be collected in a small plastic wallet or message home on Yammer
- ➢ Allow pupil to have a safe place to store belongings and concentration aid
- ➢ Ensure groupings provide positive role models
- ➢ Transition from whole class work to independent or group work is taught clearly signalled and actively managed
- ➢ Attuned use of voice and gesture
- ➢ Increased waiting time
- ➢ Speaking at an appropriate pace, using facial expression to support the messaging
- ➢ A considered approach to your use of language when teaching e.g. vocabulary, short sentences, pauses, checking understanding, personalisation in questioning, avoidance of ambiguity
- ➢ Use of concrete resources to support abstract concepts
- ➢ Mitigation of sensory overload
- ➢ ELSA support to develop social and emotional skills.

## Wave 2- SEND Support

- Nurture Group support to develop social and emotional skills
- Small group work to develop listening, attention and turn-taking skills
- 1:1 barrier game to develop turn-taking and listening skills
- Daily/weekly sessions with a trusted adult in school
- Support available if pupil has to leave the classroom to go to a pre-agreed place
- Support at times of particular stress, e.g. coming into school, home time, PE lessons etc
- Social stories written for specific areas of difficulty
- In class support to facilitate access to curriculum
- Drawing and Talking
- Lego Therapy
- Minecraft Club

## Wave 3

- Springboard
- Sherwood Area Partnership
- Family SENCo
- Educational Psychologist

### Where to find further support and information.

- NASEN
- Whole School SEND
- The National Association for People Abused in Childhood
- Gov website about Trauma Informed practice
- NSPCC

# Sensory and/or Physical

According to the SEND Code of Practice Definition children are considered to have a sensory or/and physical need if they require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Children with sensory and/or physical needs may have:

- Vision impairment (VI)

  VI includes any form of visual difficulty which cannot be corrected by wearing glasses or contact lenses. Disorders in the eye, the retina or the optic nerve, affect the way that visual information is transmitted from the eye to the brain. Damage to the visual pathways in the brain, known as cerebral vision impairment (CVI), affects the way that visual information is processed.

- Hearing impairment (HI)

  1. Sensorineural hearing loss/ deafness: this is caused by damage to the structures in the inner ear or the auditory nerve. This is permanent.
  2. Conductive hearing loss/ deafness: this s where the sounds are unable to pass efficiently through the outer and middle ear into the inner ear. This can be caused by blockages, such as wax in the outer ear, or fluid in the middle ear, also known as glue ear. This is usually temporary, but in some cases, it can be permanent.

- Multi-sensory impairment (MSI)

  Learners with an MSI have a combination of vision and hearing difficulties which can arise from a wide range of causes. Children and young people may be born with MSI or acquire it following illness or injury and some learners may have MSI as a result of a progressive condition.

- Physical disability (PD)

The below areas may be affected due to a child's PD:

1. Mobility and gross motor skills

2. Hand function and fine motor skills

3. Sensory processing

4. Vision and hearing

5. Speech, language and communication

6. Friendships and relationships

7. Social, emotional and mental health

8. Independence

9. Attention

10. Engagement owing to fatigue or pain

## Wave 1- Quality First Teaching

- Classroom well organised and labelled (with picture symbols)
- Plan by deciding what everyone can learn then 'differentiate up'
- Clear lesson structure with learning objectives presented orally and visually
- Understanding checked by asking pupils to explain what they have to do
- Understanding is demonstrated in a variety of ways
- Classroom assistants planned for and used to maximise learning
- Five positive comments to one negative
- Praise is specific and named
- Give as many first hand 'real' multi-sensory experiences as possible
- Ensure correct seating in relation to board/whiteboard/Smartboard considering levels of vision in each eye
- Try out difference paper/Smartboard colours to try to find best contrast
- Consider lighting – natural and artificial – which is most comfortable?
- Avoid shiny surfaces which may reflect light and cause dazzle
- Take advice from specialist teams related to font style and size
- Short spells of visual activity should be interspersed with less demanding activities
- Eliminate inessential copying from the board
- Ensure range of writing materials is available so that pupil can choose most appropriate to maximise vision
- Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board
- Address the pupil by name to get their attention
- Avoid standing in front of windows – your face becomes difficult to see
- Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project
- Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
- Gain pupil's attention before important information is given

- Keep background noise to a minimum
- Slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Allow more thinking and talking time
- Model and teach careful listening along with signals when careful listening is required
- Repeat contributions from other children – their voices may be softer and speech more unclear
- Occasionally check that oral information/instructions have been understood
- Face the pupil when speaking
- Keep hands away from mouth
- Key words on board to focus introduction and conclusion
- Divide listening time into short chunks
- Use visual symbols to support understanding
- Consider organisation of classroom to allow free movement
- Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?
- Ensure that left and right-handed pupils are not sitting next to each other with writing hands adjacent
- Seating should allow pupil to rest both feet flat on the floor – check chair heights
- Desk should be at elbow height
- Sloping desk provided if possible
- Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions
- Seated where there are minimal distractions e.g. away from windows and doors
- Encourage oral presentations as an alternative to some written work
- Lined paper with spaces sufficiently wide to accommodate pupil's handwriting
- Mark starting point for each line with a green dot
- Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other
- Break down activities into small chunks with praise for completing each part

- Ensure range of different pen/pencil grips is available
- Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding
- Teach sequencing skills
- Cue cards may help the pupil to sequence a task e.g. 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3, e.g. Put the date at the top of the page
- Reduce the amount of unnecessary copying of LO, date and questions.
- Equipment clearly labelled and kept in same place in class
- Teach pupil how to use planner, diary, lists to organise themselves as appropriate
- Allow additional time to complete tasks
- Where possible, allow the pupil alternatives to taking part in team games where he/she will be identified as 'letting the side down'
- Makaton to be used in class
- Turn on closed captions when playing videos
- Corridors, cloakrooms and classrooms kept free of obstructions.
- Classrooms kept with a consistent layout with any changes explained to pupils.
- Avoid standing in front of windows when speaking to learners, make sure you are always in view where they can see your lips and read your facial / body expression.

## Wave 2- SEND Support

- Equipment and resources as recommended by the SFSS (Sensory) Team or ophthalmologist
- Enlarged copies of texts – size determined by pupil and SFSS (Sensory) team or ophthalmologist
- Access to audio books and associated equipment
- Equipment and resources as recommended by the SFSS (Sensory) Team or Audiologist
- Equipment, resources and programmes as recommended by the occupational or physiotherapy services
- Gross Motor Intervention (Fun Fit)
- Fine Motor Intervention groups or 1:1.
- Small group or 1:1 handwriting activity (additional to usual provided for class)
- Use of voice processor and associated teaching (at least 80% accuracy)
- Talking tins to record ideas

## Wave 3

- EYSFSS (Early Years School Family Specialist Services)
- SFSS (School family Specialist Services)
- Family SENCO
- Springboard
- Occupational therapist
- Physiotherapist
- SALT
- Educational Psychologists

## Where to find more information and support.

- ➢ SHINE Charity – Spina bifida and Hydrocephalus
- ➢ SCOPE – disability equality charity
- ➢ The Physical Disability Network (pdnet) – a free network supporting those who work with learners with PD
- ➢ The National Sensory Impairment Partnership
- ➢ The Royal National Institute of Blind People
- ➢ VIEW
- ➢ Guide dogs for the blind
- ➢ Thomas Pocklington Trust
- ➢ NatSIP (National Sensory Impairment Partnership)