

Making a Difference for SEND pupils

Benjamin Adlard school strives to close gaps and meet the needs of its SEND pupils whilst ensuring they have inclusive access to a broad and balanced curriculum.

All teachers and support staff are aware of individual needs of pupils and implement the adjustments, support and interventions identified. Teachers are responsible for:

- differentiating and adapting the curriculum appropriately
- delivery of ‘additional and different’ provision for a pupil with SEND
- The SENCO supports teachers in the effective implementation of provision

SEND	Can find it difficult to:	Adjustments and Support
Communication and Interaction	<ul style="list-style-type: none"> * Communicate with others * Understand what is said to them (receptive vocabulary) * Form words and construct sentences (expressive vocabulary) * Follow instructions * Remember new vocabulary 	<ul style="list-style-type: none"> * Use Makaton * Visual prompts/objects of reference/Widgits * Simplify language * Recast instructions * Use dual coding * Repeated practise. * Chunk instructions and tasks * Offer scaffolding e.g. sentence starters, writing frames Differentiate delivery. * Teaching style adapted to suit pupil’s learning style e.g. level / pace / volume / amount of teacher talk reduced * TA attend SALT sessions to deliver follow up sessions.
Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> * Build trust with adults and peers * Manage levels of anxiety/disappointment effectively * Be resilient when faced with any perceived risk or challenge * Maintain concentration and attention * Function in larger group situations such as assembly, lunchtime 	<ul style="list-style-type: none"> * Explicitly teach mindfulness, wellbeing and regulatory strategies * Use strategies to maintain regulation (movement activities, brain breaks, rhythmic activities, distraction, green stage) * Co-regulate when needed (sensory circuits, grounding exercises – orange stage) * Consider seating for individuals eg neuro divergent. * Consistent expectations * Refer to Incredible Five Point scale to support identification of feelings. Narration – I wonder if * Say what you want to see rather than what you don’t. When a child has reached the Red Stage 5) * Use low and slow voice. (to support calm and processing time) Reduce words used - ‘stay with the silence for longer than is comfortable’ - Louise M Bomber * Give “take up time”.

	<p>*Function in less structured times</p> <p>*Manage disappointment and be resilient eg. Losing a game, needing to edit work, making mistakes, being challenged</p>	<ul style="list-style-type: none"> • Planned ignoring where possible • Use Humour • Do not respond to insults • Do not warn about consequences • Stand sideways, so as to look less threatening • Avoid folding arms • Keep voice low and calm • Be empathetic 'I hear you', 'I'm here with you' • Listen • Wait • Change of adult • Limit the amount of adults involved, and avoid standing and talking to other adults supporting you - the child will see it as criticism • Removal to alternative, quieter room • Allow to run outside - if safe follow from a distance • Validate feelings - I know this is a big ask... • Identify the child's feelings and wants/needs - I wonder if you are feeling... • Identify points of agreement
<p>Cognition and Learning</p>	<ul style="list-style-type: none"> * Start a task *Organise resources *Follow multi-step instructions *Recall learning *Remember instructions *Prioritise *Apply their learning to new situations *Retain knowledge *Process information and instructions *Understand the expectations *Concentrate for longer periods *Build learning stamina 	<ul style="list-style-type: none"> *Keep written tasks short and structured *Provide alternative responses to writing to share understanding and knowledge *Keep instructions clear and simple *Chunk information *Repeat instructions and use simplified language where necessary *Ask pupils to repeat back instructions to ensure understanding of instructions and expectations. *Provide a multi-sensory approach to learning *Practical and visual learning opportunities *Use clear modelling – I do (repeated on a one-to-one basis where necessary) *Provide opportunities to rehearse – we do *Provide outcome examples where necessary *Use of writing frames/word banks/widgits to support independence – I do *Allow processing time *Provide opportunities for experimental learning *Provide opportunities for over-learning and repetition *Collaborative learning opportunities *Differentiated expectations

	<ul style="list-style-type: none"> *Complete tasks 	<ul style="list-style-type: none"> *Pre-teaching key vocab *Display key subject vocabulary and refer to it (dual code) *Limit copying from the board
<p>Neuro Diverse Autistic Spectrum Disorder (ASD)</p>	<ul style="list-style-type: none"> *Engage with others and make friends *Engage in imaginative play & activities *Understand jokes, sarcasm and body language *Be resilient *Take risks *Manage loud noises *Manage strong smells *Manage in busy environments 	<p>All of the above applies but also includes:</p> <ul style="list-style-type: none"> *Build tools for routine such as visual timetables *Use name first to gain attention *Be aware of personal space *Use of back chaining *Intense Interaction techniques *Use noise reduction techniques such as visual volume systems *Access to sensory controlling equipment eg. Ear defenders *Access to safe space *Take care with pupil grouping
<p>Neurodiverse Attention Deficit and Hyperactivity Disorder ADHD 2 Types- Impulsive/Hyperactive and Inattentive</p>	<ul style="list-style-type: none"> *Sit still for any period of time *Not touch other children when nearby or communicating with them *Not move around *Be resilient *Not shout out answers *Wait for a gap in talking *Stay seated on chair *Not being distracted by environment *Remembering instructions *Maintaining attention and focus 	<p>All of the above applies but also includes:</p> <ul style="list-style-type: none"> *Meditation and mindfulness activities to maintain regulation (remain in green stage) *Fiddle toys *wobble cushion *resistance bands *Brain Breaks *Movement breaks/Sensory Circuits *Access to “time out” in safe space. *Chunked instructions and expectations.
<p>Specific Learning Difficulties such as Dyslexia (SpLD)</p>	<ul style="list-style-type: none"> *Hear and analyse the sounds within words *Have difficulty sounding out new words *Spelling difficulties 	<p>All of the above applies but also includes:</p> <ul style="list-style-type: none"> *Prepare pupils for reading out loud (echo reading) *Display key subject vocabulary and refer to it – consider widgits to support *Limit copying from the board *Use Visual prompts *Provide opportunities to work in pairs and small groups

	<ul style="list-style-type: none"> *Lack fluency compared to other children their age. *Reverse letters and numbers when reading *Recall verbal instructions *Process verbal information *Sequencing *Directional confusion . 	
<p>Sensory and Physical Hearing Impaired Visually Impaired Physical - Epilepsy, cerebral palsy, diabetes.</p>	<p>HI</p> <ul style="list-style-type: none"> *Hearing the instructions accurately (especially in larger spaces and outside) *Additional external sounds amplified <p>VI</p> <ul style="list-style-type: none"> *Reading social cues <p>Accessing printed resources Accessing board</p> <p>Physical:</p> <ul style="list-style-type: none"> *Unable to indicate problem. 	<ul style="list-style-type: none"> *Ensure Specialist equipment is fitted and working (hearing aids, radio aids, splints, blood monitors) *Regular checks of equipment *Adult support attending specialist sessions to rehearse in own sessions. * Ensure recovery meds are with child at all times *HCP is shared with all supporting *Relevant staff training completed. *Check understanding by asking to repeat back. *Seating considered near to/in front of teacher. *Risk assessments shared if required.