

# ST. LAWRENCE CHURCH OF ENGLAND SCHOOL



## SPECIAL EDUCATIONAL NEEDS POLICY

*There is a separate Policy for Gifted & Talented*

***Learning Together, Rooted in God, John 15:5***

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## **STATEMENT OF INTENT**

Learning together, rooted in God. Pupils at St Lawrence Church of England Primary School are easy to distinguish by the personal qualities they present. They are **happy, confident, articulate** children with a love of learning and a sense of **service**, who recognise and celebrate their **individuality** and that of other members of our community. They are **generous, kind** and welcoming; they are **forgiving** and understand **justice**. With God by their side, they face the world with **resilience, integrity** and **joy**.

It is the belief of the staff and governors at Barton St. Lawrence CE Primary School that all children should receive the opportunity to develop their personal potential, through the provision of a broadly-based, creative curriculum, which recognises their social and emotional development and provides access to appropriate learning opportunities. The school recognises that individuals are unique in their interests, abilities, motivation and learning needs and that this diversity should be acknowledged and valued. Here at St. Lawrence school, we believe that every member of staff is a teacher of a child or young person including those with SEND- regardless of whose class the child may be in at that current time.

### **We want our children to:**

- Learn in a caring, happy, stimulating and safe environment
- Feel valued, have high self-esteem and self-discipline, and are given appropriate opportunities to develop as independent learners
- To respect beliefs and values of the many different cultures in their environment

### **We will work with our children to:**

- Develop an awareness of self and have self-confidence
- Develop sensitivity to others
- Develop self-discipline and understand what is acceptable behaviour
- Develop cooperation
- Enable everyone to enjoy the same experiences regardless of sex, race or colour
- Encourage children to develop a set of beliefs and values
- Encourage children to develop confidence to make and hold moral judgements

- Encourage all children to develop respect for beliefs and moral values of other religions, races and ways of life
- Develop respect and care for themselves, their environment and the wider environment of the world
- Develop respect for one another and to value differences between individuals

This policy was developed in conjunction with all teaching staff and senior leadership members. Other stakeholders consulted in developing the policy include : Governors and parents and families of children with SEND. This is in accordance with the SEN Code of Practice 2014, 0-25.

## CONTEXTUAL INFORMATION

Barton St Lawrence CE Primary school is a well-established primary school set in a semi-rural area of Barton, Preston. Our school is single form entry with an intake of 25 in Early Years and Key Stage 1. All classes have the benefit of a Teaching Assistant who will primarily support children within the class at the direction of the class teacher. Here at St. Lawrence, we also train staff in current practice through INSET sessions, on the job training or conference days. We have the benefit of a large field as well as a hard standing playground and Multi Use Games Area. Our school is actively involved in a variety of sporting events as well as a variety of after school clubs run by either the staff or external agencies. We provide a balanced and enriched curriculum.

Through our teaching of values, which are embedded throughout the curriculum and in the way we go about our daily routines, children are taught and encouraged to develop and display our school values of happiness, confidence, service, articulation, individuality, generosity, kindness, forgiveness, justice, resilience, integrity and joy and are rewarded for doing so. Our accessibility plan, Quality First Teaching document, Teaching and Learning policy, behaviour for learning policy, safeguarding policy and single equalities policy all make clear reference to our vision for SEND. In addition to this, we have developed this policy in accordance with the Special Educational Needs, 0-25 Code of Practice, and Equality Act 2010.

As stated in the Code of Practice (2014), all children are entitled to an education that enables them to:

- Achieve their potential

- Become confident individuals fulfilling lives, and
- Make a successful transition to adulthood, whether into employment, further or higher education or training (section 6.1)

## AIMS

Our vision is to develop and meet the aspirations of the children and young people within our care, ensuring they have a voice in their educational provision. We have high expectations for all pupils within our school. Whilst we recognise the need for timely intervention and support, and our provision mapping and deliverance of Pupil Premium reflects this, we focus on the outcomes for our children whether these be emotional, social, educational or any other need.

We at St. Lawrence School value all children equally and ensure they achieve success. Our children will have access to a broad, balanced, relevant curriculum which includes the Foundation Stage, National Curriculum and RE and will participate in the full life of the school. We promote hard work and a feeling of self-worth with all of our pupils.

To ensure each child reaches his or her potential, it is therefore essential that, as a school we:

- Identify and provide for pupils who have special educational needs or additional needs as quickly as possible
- Work within the guidance provided in the SEN Code of Practice, 2014
- Create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- Request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- Make clear the expectations of all partners in the process to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- Ensure support for pupils with medical conditions have full inclusion in all school activities by ensuring partnership with health and social care professionals
- Identify the roles and responsibilities of all staff in providing for children's special educational needs or disability through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- Work in cooperation and productive partnerships with the LA and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy
- Provide support and advice for all staff working with special educational needs pupils
- Inform parents if any special educational provision is being made for their child
- Prepare a SEN information report
- Ensure pupils have a voice in their educational journey.

It is the philosophy of St. Lawrence Church of England School that children with learning difficulties or disabilities have ordinary needs first. The staff of the school are committed to the ethos of integration of children with special needs into the school and regard it as being beneficial to the school. We commit to working in partnership with parents and other agencies where deemed necessary to give appropriate support, as outlined in the Code of Practice 2014. A named Governor will take responsibility on behalf of the Governing Body to oversee Special Education Needs (SEN) provision within the school and will support the SENCo, Head teacher and staff in this area. The Governor currently responsible for this role is Mr Michael Clack

All staff and governors will regularly improve and update their knowledge and experience through appropriate training provided by the school as well as work closely with support agencies where required. Within class, staff will show commitment to resourcing for SEN within their own class and be aware of any necessary extra safety procedures for SEN children. This is recorded in an annual audit and development plan which is then fed into the School Improvement Plan. Any SEN provision we provide is undertaken in the least restrictive way. The education of children with learning difficulties or disabilities rests with all staff but will be co-ordinated by the school's Special Needs Co-ordinator (SENCo), Mrs Harriet Pilling

**A comprehensive glossary of terms is included at the end of this policy.**

As a school we believe that every child is entitled to a curriculum which:

- Enables all children to access the highest level of achievement possible
- Develops the whole child by catering for their social, emotional, physical, intellectual and moral development

- Encourages purpose, self-discipline, independence and community responsibility in a caring and secure learning environment
- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
- Ensure good working relationships with parents, carers and the community.
- Ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with special educational needs and promotes a high standard of attainment and achievement.
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure all teaching and non-teaching staff are involved in planning and meeting the needs of children with learning difficulties or disabilities; the impact of our SEN provision is reviewed formally on a termly basis.
- Ensure that staff within school are aware and understand the needs of the children with special needs and that there is a central, secure system to access this information.
- Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

We believe that the curriculum is everything that happens within the school that affects or influences the child. We also strongly believe that the education of every child is a partnership between home, the teacher and the child.

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

In accordance with the Code of Practice, 2014 and our Local Offer, provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need or disability, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Ensuring consistent outcomes for the child in their learning after transition has been made.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

The school adopts the graduated response as advised by the SEN Code of Practice. In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people in order to meet the specific needs of our pupils.

The school will ensure a smooth transition between schools by sharing relevant information and opening dialogue with professionals at the earliest opportunity.

## **EQUAL OPPORTUNITIES AND INCLUSION**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SENCo and individual teachers to ensure all children have equal access to succeeding in this subject.

**Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations
- require different strategies for learning

- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

### **Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- following the school guidance in the school Quality First Teaching document (laid out below)

## **THE ROLE OF THE SENCO AND WHAT PROVISION LOOKS LIKE AT ST. LAWRENCE**

The Special Educational Needs and Disability Co-ordinator's [SENCo] responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy and liaising with the Head Teacher and SEN Governor in relation to this policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers and teaching assistants where appropriate.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the training of staff.
- Liaising with local high schools / other establishments or special schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LEA's support and educational psychology services, speech and language, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the register.



- Raise EHA forms where appropriate
- Hold TAF meetings when needed
- Ensure appropriate data is collected and follow confidentiality guidelines for each child.
- Produce a yearly SEND Information Report

## THE ROLE OF THE GOVERNING BODY

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the "responsible person" - the Headteacher, SENCo or the appropriate governor - has been informed by the LEA that a pupil has special educational needs those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs, consult the LEA and the governing bodies of other school, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs. This will be done by making reasonable adjustments to the curriculum, resource provision or learning space alongside.
- Report to Governors on the implementation of the school's policy for pupils with special educational needs.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Respect confidentiality in line with the Code of Practice and Local Authority guidelines.

## MONITORING CHILDREN'S PROGRESS

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. In this case, we follow the graduated response. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. The monitoring of every child is undertaken at least every half term and sometimes more frequently. This review of children's progress might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key

test of the need for action is that current rates of progress are inadequate. Our first port of call in the graduated response would be to provide regular small group sessions to try and promote further learning and reduce the gap or area of need.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum and barriers to learning are removed.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

At St Lawrence, we use provision mapping to allow us to target timely intervention with the correct areas of learning to be addressed, the correct member of staff to deliver this and the correct setting in order for learning to be conducive. In order to help children with special educational needs and disability, staff at St Lawrence will adopt this graduated response. Our first steps in most cases, would be to undertake a small group interventions. The learning that takes place here will be targeted and will be a result of further assessment of the pupil(s) within the classroom. This part of the graduated response is informal and the child is not placed on the SEN Register. Intervention groups are monitored for a period of up to 6 weeks. At this point, some children will make the progress needed to be back on track and at this point, will be withdrawn from the group. If the child fails to make the expected progress, we will consult with parents and the child may be given an IEP for SEN Support where staff would work on a one to one basis with the pupil. We may use specialist expertise if we feel that our interventions are still not having an impact on the individual.

The school will record the steps taken to meet the needs of individual children through the use of the outcome section in the IEP (Individual Education Plan) or through internal feedback on a group plan. The SENCo will have responsibility for ensuring that records are kept and available when needed. If the need arises for us to refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. If no progress is noted after this time the child may be added to the school SEN register with parental permission.

**Reasons for a child being added to the SEN register may include the fact that he/she:**

- Makes little or no progress, even when teaching approaches are targeted particularly towards a child's identified area of concern.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

## **PARTNERSHIP WITH PARENTS**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs or disability will be treated as partners and given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. The school website contains details of our policy for special educational needs and disability, the special educational needs and disability information report (Local Offer) including the arrangements made for children in our school with special educational needs and disability. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. There is an open door policy to either the child's class teacher or the SENCo as well as provision outcomes being shared through the evaluated IEP. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENCo through a school email address, which is attached to our Local Offer page.

## THE NATURE OF INTERVENTION

The SENCo and the child's class teacher, in consultation with parents or carers, will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with teacher or TA support or other Wave 3 interventions such as Bounce Back Phonics.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCo, the child's class teacher will be responsible for working or directing the work with the child on a daily basis and ensuring delivery or overseeing of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents can meet with the class teacher and/or SENCo upon request. The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

## THE USE OF OUTSIDE AGENCIES

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations or it may be that a child has a specific need that the school needs to access outside of regular school expertise. These services will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.

- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties that regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

### **SCHOOL REQUEST FOR STATUTORY ASSESSMENT OR EDUCATIONAL HEALTH AND CARE PLANS/EHCP (formally known as a Statement of Educational Needs)**

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs or disability and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health, social and emotional and medical history where appropriate.
- National Curriculum attainment English and Maths.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Parents may make their own referral for this process if they prefer. Children with an EHCP will be reviewed each term in addition to the statutory annual review. When this coincides with transfer to high school, the SENCo from the high school will be informed of the outcome of the review.

## **GROUP & INDIVIDUAL EDUCATION PLANS (IEPs/ SEN Support Plans)**

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning.
- Who will deliver the provision and when this will take place.
- The review date.
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

## **COMMON ASSESSMENT FRAMEWORK (CAF)**

In order for a SENCo to make an application for an EHCP or refer a child to outside agencies, an EHA will need to be completed. This document is a multi-agency form that must be raised before any referral will be considered. Parents must agree to an EHA being initiated due to data protection. The SENCo would in this instance, approach parents / guardians if this was necessary.

## **ALLOCATION OF RESOURCES**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans. The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. The headteacher and the SENCo meet annually to agree on how to use funds directly related to EHCPs.

## **ACCESS TO THE CURRICULUM**

All children have an entitlement to a broad and balanced curriculum, which is carefully matched to ability to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff plan and match work appropriately, and use assessment to inform the next stage of

learning. All children on the special needs register have an Individual Education Plan with individual targets. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. In these instance, group and individual work is determined by the needs of the child.

## **GLOSSARY OF GENERAL SEND ABBREVIATIONS**

|        |   |
|--------|---|
| ASD    | Autistic Spectrum Disorder                            |
| CAMHS  | Children and Adolescent Mental Health Service         |
| COP    | Code of Practice                                      |
| EBD    | Emotional and Behavioural Disorder                    |
| HI     | Hearing Impairment                                    |
| IEP    | Individual Education Plan                             |
| INSET  | In -Service Training                                  |
| LEA    | Local Education Authority                             |
| LEIS   | Lancashire Education Inclusion Service                |
| MLD    | Moderate Learning Difficulties                        |
| PD     | Physical Disabilities                                 |
| PIPS   | Performance Indicators in Primary Schools             |
| PIVATS | Performance Indicators for Value Added Target Setting |
| SA     | School Action   |
| SAP    | School Action Plus                                    |
| SATs   | Standardised Attainment Tests                         |
| SEN    | Special Educational Needs                             |
| SENCO  | Special Educational Needs Co-ordinator                |
| SLD    | Severe Learning Difficulties                          |
| TA     | Teaching Assistant                                    |
| VI     | Visual Impairment                                     |

## QUALITY FIRST TEACHING AND THE GRADUATED RESPONSE AT

### BARTON ST LAWRENCE

**Quality First Teaching (QFT)** means high quality, inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing the progress of all children.

#### **Understanding Quality First Teaching for All**

Into each unit or block of work, teachers will incorporate all 12 elements of Quality First Teaching outlined below. This is to ensure that the needs of all learners, including those with SEND, are met through an inclusive approach to teaching and learning.

- 1) **Communication and Interaction with peers and adults:** Opportunities for pupils to talk to each other and adults about their learning are provided regularly. This may be an area of the room set up for free play or exploration or practical activities that give scope for discussion and interaction, or speaking and listening activities around the objective.
- 2) **Person centred collaboration:** Teachers will implement individual requirements stated in a Pupil Passport, an Individual Education Plan or an EHCP for SEND. This may be that the lesson has to be tailored to suit the best way to support those with SEND, as agreed with pupils and parents at the person-centred review
- 3) **Prior Knowledge and Understanding Required for Access:** Teachers define what needs to be known and understood prior to accessing the activities and learning the objective. They build opportunities for experiential knowledge that can be built upon. Teachers understand how the knowledge and use of high quality tools and apparatus by children can often compensate for a lack of knowledge of prior curriculum objectives, e.g. Base 10 equipment, Numicon.
- 4) **Key Words and Vocabulary:** Focus is put on key words that children will need to know to be able to access the lesson. Specific focus put upon 'Tier 2' words that are more complex than everyday words but can be transferred into other subject areas and 'Tier 3' words that are subject specific. Activities are provided to help children engage with these words, use them and retain them. They are also displayed on a vocabulary working wall.
- 5) **Focus upon What Will be Taught:** Teachers provide a highly focused lesson design with sharp objectives. They focus on WHAT will be taught and HOW it will be taught rather than WHO will learn it. Lessons include a child friendly Learning Objective that is always SMART (Specific, Measurable, Achievable, Relevant and Time-Bound). Teachers consider how to promote greater depth of thinking and understanding around the objective.
- 6) **Primary and Recency (Introductory and Plenary Learning):** Proven to be the most effective, Introductions and Plenaries are strong learning experiences for all. Plenaries can be used as a place to assess against the Learning Objective.
- 7) **Structured Discovery Learning:** Highly structured activities are provided which allow learners to explore the objective in a way that uses reasoning skills. Teachers provide activities that allow for processing of the objective rather than overloading working memory. Lessons allow time for thinking and dialogue, trial and error plus self-evaluation. This is expected to be carried out in a multi-sensory way (hearing, seeing, saying, doing).



- 8) **Assessment For Learning / Key Questioning:** Teachers use questions that open-up learning rather than close it down. Questioning should allow pupils the 'space' to demonstrate understanding. This can be through time, practical resources, pictures, writing or other means.
- 9) **Instructional Multi-Sensory Strategies for All:** Teachers will provide Instructional Learning activities that involve seeing, hearing, saying and doing in the same event. It may be highly repetitive for those children who need repetition and over-learning.
- 10) **Technological Resource Aids / Reasonable Adjustments:** Teachers (with the aid of the SENCo) consider which children may benefit from reasonable adjustments to allow full access to learning. These strategies may include the use of: practical resources, video recordings, text-to-speech or speech-to-text, table prompts, visual cues, enlarged print, overlays, different pens, writing slants, laptops etc.
- 11) **Meta Cognition (thinking about thinking and learning about learning):** Teachers will draw up success criteria with the children and use these for self-evaluation. They will explore ways of learning processes and remembering with the children.
- 12) **Feedback:** Teachers will communicate to children what they are doing well at and why and how they can develop their learning further. They will qualify all praise and relate it the success criteria.

In addition to these twelve strands of effective Quality First Teaching, it is expected that:

- The teacher has the highest possible expectations for all children in the class
- Lessons are appropriately scaffolded, which means different ways of teaching are in place so that children can access the lesson and are fully involved in the learning that takes place. Some examples of differentiation are: additional resources provided to support learning, opportunities for paired work or small group work, different ways of presenting work, specific access to a range of technological devices
- Specific strategies (suggested by the SENCo or other professionals) may be put in place to support children to learn where needed
- On-going and frequent assessment within the day-to-day framework of the classroom takes place to identify any gap or gaps in understanding / learning.

The **Graduated Response** means that provision for a child with a SEND is a continuum between whole class QFT at the one end and highly personalised 1:1 teaching at the other.

All children have access to quality first teaching, but where a potential SEND has been identified, the approach to a child's teaching and learning becomes increasingly personalised as the understanding of need grows. Thus, support becomes more targeted as outlined in the flow diagram below:

Quality First Teaching

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Continued QFT + additional teaching strategies

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Specific intervention programmes and/or targeted group work

(These may be 'one-off' or more long-term)



### Specified individual support

(1:1 work with the class teacher, member of the Support Staff, specialist teacher or the SENCO usually within the class as part of the inclusive practice of Quality First Teaching)

Within each section of this continuum, a cycle of assessing, planning, doing and reviewing is ongoing. This cycle can become more individualised if a child's needs become more complex.

A few children with complex SEND will move through the graduated approach towards more specified individual support. In reality, many children will have a mixture of support and, depending on the lesson, can be placed at any point on this continuum. Similarly, a child who has received a great deal of 1:1 support can move the other way on the continuum as they begin to need less 1:1 support and can manage their learning more independently in the classroom.

We do not assume that a child who receives 1:1 support will always need 1:1 support. All provision is subject to regular review and parents/carers are invited and expected to contribute to this review process by attending meetings, talking to the class teacher and SENCo and ensuring school are kept informed of any changes to the child's needs.