



SEND Offer at St Monica's Primary School

Everyone has the same drive for high quality support and outcomes for pupils and students with SEND, and everyone is clear what their role is in achieving this. We seek to know each learner, to find out how they learn best, and then seek to create classroom strategies that maximise their learning.

All our children have the following provision:

- Quality first teaching, with appropriate differentiation and challenge in place for groups and individuals
- Effective provision management including the deployment of Teaching Assistants (TAs)
- Using a person-centred approach
- Close partnerships with parents and carers, including regular meetings and updates
- Use of technology to support learning
- Use of visual timetables to make learning predictable each day. [Visual supports \(autism.org.uk\)](https://www.autism.org.uk)
- Provide a classroom that uses a range of teaching and learning styles with emphasis on use of gestures, key visuals and concrete examples to support spoken language.
- Retrieval and recap of vocabulary across all lessons
- Teaching which encourages discussion and prediction
- Use of open questioning to support pupils
- EEF recommendations: explicit instruction, flexible grouping, scaffolding for work, use of technology, cognitive and meta-cognitive strategies.
- Restorative approaches to behaviour and a recognition-based behaviour policy
- Working walls to support retrieval and working memory

Provision for SEN pupils include:

- Following a graduated approach (assess, plan, do and review)
- Appropriate use of classroom-based interventions –Little Wandle, speech and language
- Use of the sensory room and resources as needed to support emotional regulation, life skills, OT programmes and group work.
- Use of quality resources, such as Clicker8, Toe by Toe
- Individual or Group Intervention Plans
- Pre-teaching and post teaching of learning to embed knowledge
- Health Care Plans may be written for children with physical disabilities
- PEEPS (PERSONAL EMERGENCY EVACUATION PLAN) may be written for children with: hearing issues, visual impairments, social and communication needs and physical disabilities
- Referrals to outside agencies and following advice given
- Use technology to support learning
- Use of personalised visuals (e.g. objects of reference, now/next, working for boards, activity boards, and sand timers). If a pupil has a personalised Visual Timetable they will need to be told as early as possible about any changes to their routine
- Sensory or movement breaks are incorporated into lessons
- Allow for frequent practice through recall and repetition
- Create a predictable and consistent environment, ensuring routines are followed
- Keep language clear, concise and unambiguous
- Facilitate access to speech and language therapy
- Use of social stories and comic strip conversations to support communication
- Passport to learning- used to outline a pupil's key strengths, needs and the strategies and key adjustments to teaching that are needed every day
- Dyslexia friendly classrooms: tinted backgrounds, rainbow writing, prompts, key word cards, touch typing programmes

Provision for EHC Children:

[Education Health and Care \(EHC\) plan | warrington.gov.uk](http://warrington.gov.uk)

The curriculum /learning environment may be adapted by:

- Groupings that target specific levels of progress
- Differentiated resources, activities and teaching styles
- Appropriate choices of texts and topics to suit the learner
- Additional adult support
- Displays and working walls that enhance learning
- Visual timetables
- Now and next boards
- Sensory room to support a sensory diet
- Sensory circuits
- Individualised targets
- Use of workstations/ concentration stations
- Use of specialist resources such as fiddle toys, writing slopes, enlarged print, coloured overlays, sensory equipment, gym balls, gym bands, kinetic sand
- Quiet areas in the classroom
- Adaptions to the environment for children with disabilities following advice from Occupational therapists i.e. ramps, wider doors, handrails, specialist toilet seats
- Intimate care plans
- Risk assessments are written if appropriate
- Use of home-school books to liaise closely with parents on a daily basis

- All adaptations, modifications or use of equipment is considered on an individual basis and in consultation with parents/carers or outside agencies as appropriate
- Use of Makaton to assist children with hearing impairments