



*St. Lawrence Church of England*

*Primary School*

# **SPECIAL EDUCATIONAL NEEDS POLICY**

**2025-26**

**SEPTEMBER 2025**

**Governor with responsibility for SEN:** Michael Clack

**Special Educational Needs & Disabilities Co-Ordinator:** Kate Rogerson

**Approved by:** David Oludotun Fasanya (Chair of Governors)

**Last reviewed on:** September 2025

**Next review on:** September 2026

## **INTRODUCTION**

At St. Lawrence Church of England Primary School, the staff and governors believe that every child should have the opportunity to fulfil their personal potential. We are committed to providing a broad, creative, and inclusive curriculum that recognises pupils' social, emotional and academic development and ensures access to appropriate learning opportunities for all. We recognise that every child is unique in their interests, abilities, motivation and learning needs. This diversity is something we value and celebrate. At St. Lawrence, we uphold the belief that every member of staff is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND), regardless of which class that child may be in at any given time.

### **Our children will be supported to:**

- Learn in a caring, happy, stimulating and safe environment.
- Feel valued, develop high self-esteem and build self-discipline.
- Be given meaningful opportunities to grow as independent learners.
- Respect the beliefs, values and cultural identities of others.

### **Together with our children, we aim to:**

- Foster self-awareness and self-confidence.
- Develop sensitivity, empathy and understanding towards others.
- Encourage self-discipline and an understanding of appropriate behaviour.
- Promote cooperation and collaboration.
- Ensure equal opportunities for all, regardless of sex, race or background.
- Support children in forming personal beliefs and values.
- Build confidence to make and uphold moral judgements.
- Promote respect for the beliefs, values and practices of different religions, cultures and communities.
- Encourage respect and care for themselves, their immediate environment and the wider world.
- Help children value differences between individuals and appreciate the richness of diversity.

This policy has been developed collaboratively with teaching staff and senior leaders. Governors, parents and families of children with SEND have also been consulted. The policy aligns with the statutory requirements of the *Special Educational Needs and Disability (SEND) Code of Practice 0–25* (2014).

## **CONTEXTUAL INFORMATION**

St. Lawrence Church of England Primary School is a well-established primary school located in the semi-rural community of Barton, Preston. We are a single-form entry school with an intake of 25 pupils in both Early Years and Key Stage 1. Each class benefits from the support of a Teaching Assistant, who works under the direction of the class teacher to meet the needs of all children within the classroom.

At St Lawrence, we invest in continuous professional development for all staff. Training is delivered through INSET sessions, on-the-job coaching, external courses and conference events to ensure that practice reflects current research and national expectations. Our school environment includes a large field, hard-standing playground and a Multi-Use Games Area (MUGA), allowing pupils to participate in a wide range of physical activities. We are actively involved in sporting events throughout the year and offer a variety of after-school clubs led by both staff and external providers. Our curriculum is designed to be broad, balanced and enriched with opportunities beyond the classroom.

Our school values are embedded across the curriculum and evident in our daily routines. Children are taught, encouraged and celebrated for demonstrating our values of **happiness, confidence, service, articulation, individuality, generosity, kindness, forgiveness, justice, resilience, integrity and joy**. These values shape our ethos, expectations and relationships, and underpin our approach to inclusion.

A number of key documents support and reinforce our vision for SEND, including our Accessibility Plan, Quality First Teaching document, Teaching and Learning Policy, Behaviour and Relationships Policy, Safeguarding Policy and Single Equalities Policy. This SEND Policy has been developed in alignment with the *Special Educational Needs and Disability (SEND) Code of Practice 0–25* (2014) and the requirements of the *Equality Act 2010*.

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

- Achieve their potential
- Become confident individuals who lead fulfilling lives
- Make a successful transition to adulthood, whether into employment, further or higher education, or training (Section 6.1)

## **AIMS**

Our vision is to nurture and meet the aspirations of all children and young people in our care, ensuring that their voices are heard and represented in all aspects of their educational provision. We set high expectations for every pupil and recognise the importance of timely intervention and targeted support. While our provision mapping and use of Pupil Premium funding reflect these priorities, our core focus remains on securing positive outcomes for children - whether emotional, social, educational or in relation to any additional need.

At St. Lawrence Church of England Primary School, we value all children equally and are committed to enabling every pupil to experience success. All children have access to a broad, balanced and relevant curriculum - including the Early Years Foundation Stage, the National Curriculum and Religious Education and are encouraged to participate fully in the life of the school. We promote hard work, self-belief and a strong sense of self-worth.

To ensure each child reaches their full potential, as a school we aim to:

- Identify and provide for pupils with SEND or additional needs as early as possible.
- Work in line with the guidance of the SEND Code of Practice (2014).
- Create a learning environment that enables children with SEND to thrive alongside their peers.
- Request, monitor and act upon the views of parents, carers and pupils, ensuring confident and effective partnerships.
- Set clear expectations for all partners, ensuring staff have high levels of expertise through well-targeted professional development.
- Ensure pupils with medical needs are fully included in all school activities, working collaboratively with health and social care professionals.
- Clarify the roles and responsibilities of all staff, making reasonable adjustments to ensure all children access every aspect of school life.
- Work in partnership with the Local Authority and external agencies, ensuring a multi-professional approach to supporting vulnerable learners.
- Operate a 'whole pupil, whole school' approach to the management and provision of SEND support.
- Provide a qualified Special Educational Needs & Disabilities Co-ordinator (SENDCo) who leads and supports SEND provision.
- Offer support, guidance and professional advice to all staff working with pupils with SEND.
- Inform parents whenever special educational provision is being made for their child.
- Publish and regularly review a SEN Information Report.
- Ensure pupils have a genuine voice in shaping their educational journey.

St. Lawrence CE Primary School believes that children with learning difficulties or disabilities have "ordinary needs first." We are firmly committed to the integration of children with SEND, recognising that inclusion enriches the whole school community. We work in partnership with parents and external agencies, as outlined in the SEND Code of Practice (2014), to provide the most appropriate support for each child.

A named governor oversees SEND provision on behalf of the Governing Body and works closely with the SENDCo, Headteacher and staff. The current SEND Governor is Mr. Michael Clack.

All staff and governors engage in continuous professional development to strengthen their knowledge and practice. Teachers and support staff are responsible for resourcing SEND provision within their classrooms and for understanding any additional safety requirements for children with SEND. An annual audit and development plan informs the School Improvement Plan, ensuring SEND provision continues to evolve and improve. All provision is delivered in the least restrictive, most inclusive manner possible. The SENDCo, Mrs. Kate Rogerson, coordinates support for children with SEND across the school.

A comprehensive glossary of key terms is provided at the end of this policy.

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

In line with the *SEND Code of Practice (2014)* and our Local Offer, provision for children with special educational needs is the responsibility of the whole school. The Governing Body, Headteacher, SENDCo, class teachers and teaching assistants all play vital day-to-day roles in supporting pupils with SEND. At St. Lawrence, we uphold the principle that all teachers are teachers of children with special educational needs.

The school assesses each child's attainment on entry to ensure continuity and progression from their pre-school experiences. Where a child already has an identified special educational need or disability, relevant information is transferred from their Early Years setting or other partners. The class teacher and SENDCo use this information to:

- Establish effective starting points for an appropriately tailored curriculum.
- Identify and prioritise actions needed to support the child within the classroom.
- Use assessment processes to identify any learning difficulties or barriers to progress.
- Ensure ongoing observations and assessments provide regular feedback to support planning for each child's next steps.
- Promote consistent and successful outcomes for the child following transition.

### **Children with English as an Additional Language (EAL)**

The identification and assessment of SEND in pupils whose first language is not English requires careful consideration. Where concerns arise, teachers evaluate all aspects of the child's performance across the curriculum to determine whether challenges are related to developing English language proficiency or are indicative of a special educational need. This ensures that pupils are not misidentified and that appropriate support is provided.

### **Graduated Response**

The school follows the *graduated response* recommended in the SEND Code of Practice. This cycle of assess – plan – do – review enables us to provide increasingly personalised support, drawing on more frequent review and specialist expertise where needed. Each cycle allows interventions to become more precisely targeted to a child's individual needs.

### **Transition and Information Sharing**

St. Lawrence is committed to ensuring smooth and effective transitions between settings. We share relevant information promptly and open constructive dialogue with professionals at the earliest opportunity. This ensures continuity of support and a secure foundation for the child as they move between schools or phases.

### **EQUAL OPPORTUNITIES & INCLUSION**

Across all areas of the curriculum, St. Lawrence Church of England Primary School is committed to meeting the needs of every learner. We actively consider the diverse backgrounds and characteristics of our pupils, including gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. Ensuring full inclusion means preparing all pupils to participate confidently and respectfully in a diverse, multi-ethnic society.

We regularly measure and evaluate the impact of our provision through discussions with the SENDCo, class teachers and other relevant professionals. This ongoing monitoring ensures that all children, regardless of need, have equal access to opportunities and are supported to succeed.

#### **We recognise that children:**

- Have different educational and behavioural needs and aspirations.
- Require a variety of learning strategies to enable them to achieve.
- Acquire, process and communicate information at different rates.
- Benefit from a wide range of teaching approaches and learning experiences.

#### **Teachers respond to pupils' needs by:**

- Providing targeted support for children who need additional help with communication, language or literacy.
- Planning opportunities that develop understanding through a range of senses and practical experiences.
- Ensuring pupils can participate fully in all learning activities, including physical and practical tasks.
- Supporting children to manage their own behaviour so that they can engage safely and effectively in learning.
- Helping pupils understand and regulate their emotions, particularly where trauma, stress or other emotional needs are present.
- Adhering to the guidance and expectations set out in the school's Quality First Teaching document (detailed below).

## **THE ROLE OF THE SENDCO & PROVISION AT ST. LAWRENCE CHURCH OF ENGLAND PRIMARY SCHOOL**

The Special Educational Needs and Disabilities Coordinator (SENDCo) plays a key role in implementing and supporting high-quality SEND provision across the school. The SENDCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND Policy and working closely with the Headteacher and the SEND Governor to ensure effective implementation.
- Co-ordinating provision for pupils with Special Educational Needs and Disabilities.
- Liaising with and advising teachers and teaching assistants, ensuring staff feel supported and confident in meeting pupils' individual needs.
- Maintaining and overseeing accurate records for all pupils identified with SEND.
- Working in partnership with parents and carers of children with SEND, ensuring open communication and shared decision-making.
- Contributing to staff training and professional development to strengthen inclusive practice across the school.
- Supporting transition arrangements, including liaison with local high schools, specialist settings and other establishments to ensure smooth transfer for Year 6 pupils.
- Working collaboratively with external agencies, including the Local Authority's support teams, Educational Psychology Service, Speech and Language Therapy, Health and Social Care partners and relevant voluntary organisations.
- Co-ordinating and developing school-based systems for the identification, assessment, and review of pupils with SEND.
- Monitoring the progress of pupils on the SEND register, through regular classroom visits and ongoing review.
- Initiating Early Help Assessments (EHA) where appropriate, to ensure timely multi-agency support.
- Convening and chairing Team Around the Family (TAF) meetings when required.
- Ensuring that relevant data is collected, monitored and stored securely, following statutory confidentiality guidelines.
- Producing the annual SEND Information Report, ensuring compliance with statutory requirements.

## **THE ROLE OF THE GOVERNING BODY**

The Governing Body plays a vital role in ensuring that high-quality SEND provision is embedded across the school. In line with statutory responsibilities, the Governing Body will:

- Ensure that necessary provision is made for any pupil identified as having special educational needs or disabilities.
- Guarantee that the “responsible person” - the Headteacher, SENDCo or named SEND Governor is informed by the Local Authority when a pupil has been identified as having SEND, and that this information is shared appropriately with staff involved in teaching the pupil.
- Ensure that all teachers understand their responsibilities for identifying and supporting pupils with SEND, and, where appropriate, consult with the Local Authority and governing bodies of other schools to support co-ordinated provision across the area.
- Promote inclusion, ensuring that pupils with SEND participate fully in school activities alongside their peers, with reasonable adjustments made to the curriculum, resources or learning environment as required.
- Monitor and review the implementation of the SEND Policy, receiving regular updates from the Headteacher and SENDCo on provision, progress and outcomes for pupils with SEND.
- Ensure that parents and carers are informed when the school decides to make SEND provision for their child.
- Uphold confidentiality, following the SEND Code of Practice and Local Authority guidelines to ensure sensitive information is handled appropriately.

## **MONITORING CHILDREN’S PROGRESS**

St. Lawrence Church of England Primary School uses a systematic approach to observing, assessing and reviewing the progress of each child. This process helps identify pupils who may not be making expected progress and ensures that support is put in place promptly. When concerns arise, the school follows the Graduated Response, as outlined in the SEND Code of Practice.

### **Ongoing Monitoring and Initial Response**

The progress of every child is monitored at least half-termly and more frequently where needed. If a pupil is identified as not progressing satisfactorily, the class teacher will initially consider adjustments to classroom practice and may consult the SENDCo for further guidance. If monitoring indicates that a child requires support beyond what is ordinarily available within the classroom, targeted intervention may be introduced.

The key test for whether additional action is required is whether the pupil’s current rate of progress is inadequate.

At the first stage of the graduated response, the school typically provides small-group interventions aimed at addressing specific areas of need, accelerating progress and reducing learning gaps.



### **Defining Adequate Progress**

Adequate progress may include:

- Preventing the attainment gap from widening.
- Closing the attainment gap between the child and their peers.
- Improving the pupil's previous rate of progress.
- Ensuring access to the full curriculum and reducing barriers to learning.
- Demonstrating improved self-help, social or personal skills.
- Showing improvements in behaviour.

### **Provision Mapping and the Graduated Response**

Provision mapping at St. Lawrence allows staff to plan timely, targeted support by identifying:

- The area(s) of learning to be addressed
- The appropriate staff member to deliver the intervention
- The most suitable learning environment

Small-group interventions usually run for up to six weeks, with progress reviewed throughout. This phase is considered an early intervention stage and children receiving this support are not automatically placed on the SEND Register.

Following the intervention:

- If sufficient progress is made, the pupil will return to standard classroom monitoring.
- If progress remains limited, the school will meet with parents/carers and may place the pupil on SEND Support, creating an Individual Education Plan (IEP) with personalised targets.
- Where difficulties persist despite high-quality, targeted support, the school may seek specialist advice from external professionals.

### **Recording and Reviewing Support**

The school maintains detailed records of the support provided through:

- The outcomes and review sections of the IEP
- Internal intervention reviews
- Provision maps and assessment data

The SENDCo is responsible for ensuring that records are accurate, up-to-date and available when required. Should the school need to request statutory assessment for an Education, Health and Care Plan (EHCP), these records will form part of the evidence submitted to the Local Authority.

### **Adding a Child to the SEND Register**

If concerns persist despite high-quality teaching and small-group intervention and with parental consent, a pupil may be added to the SEND Register.

Reasons for inclusion on the SEND Register may include:

- Persistent lack of progress, even when teaching is targeted to the child's specific area of difficulty.
- Difficulties in developing literacy or maths skills, resulting in low attainment across the curriculum.
- Ongoing emotional or behavioural difficulties that do not improve through standard behaviour strategies.
- Sensory or physical needs, where progress remains limited despite specialist equipment or adjustments.
- Communication and/or interaction difficulties that continue to impede progress.

### **PARTNERSHIP WITH PARENTS**

Partnership with parents and carers is central to ensuring that children and young people with Special Educational Needs and Disabilities (SEND) achieve their full potential. Parents hold invaluable knowledge, insight and experience about their child and their contribution is essential to developing a shared and accurate understanding of needs. At St. Lawrence Church of England Primary School, parents of children with SEND are valued as equal partners and are given support to play an active, informed and meaningful role in their child's education.

Children and young people with SEND also bring their own perspectives and experiences. They are encouraged to express their views about the support they receive and to contribute to the assessment, review and transition processes wherever appropriate.

Our school website provides full details of our SEND Policy and the annual SEND Information Report (Local Offer), outlining the provision and arrangements in place for pupils with SEND.

At every stage of the SEND process, we ensure that parents are kept fully informed and involved. We value their wishes, feelings and knowledge and strive to maintain open and constructive communication. To support this:

- We encourage parents to take an active role in their child's learning and progress.
- We operate an open-door policy, enabling parents to speak to the class teacher or SENDCo whenever needed.
- Provision outcomes and progress towards targets are shared through reviewed and evaluated Individual Education Plans (IEPs).
- Parents are informed of any involvement from external agencies and clear information is provided to support shared decision-making.
- Parents can contact the SENDCo directly via the dedicated school email address listed on the Local Offer page.

We are committed to working collaboratively with parents to ensure the best possible outcomes for their children.

## **THE NATURE OF INTERVENTION**

When a pupil requires additional support, the SENDCo and class teacher - working closely with parents or carers - will determine the actions needed to help the child make progress, based on previous assessments and observations. Intervention may include:

- Use of different learning materials or specialist equipment tailored to the pupil's needs.
- Group or individual support, which may involve small-group withdrawal sessions led by a teacher or teaching assistant, or targeted interventions such as *Bounce Back Phonics*.
- Additional adult time to plan, deliver and monitor the effectiveness of the intervention.
- Staff development or training, enabling staff to implement more effective strategies for supporting the pupil.

Following initial consultation with the SENDCo, the class teacher retains responsibility for the pupil's day-to-day support. This includes delivering or overseeing any individualised programmes within the classroom setting. Parents are kept fully informed of the support being provided and the outcomes of any intervention and may request meetings with the class teacher or SENDCo at any stage.

Where needed, the SENDCo will carry out further assessments and support colleagues and parents in planning for the child's future provision.

## **THE USE OF OUTSIDE AGENCIES**

External agencies may become involved when a child continues to make limited progress despite targeted support and adaptations in school, or when a pupil presents with a specific need that requires expertise beyond the school's provision. These professionals will review the child's existing records to understand the strategies already implemented and the targets previously set.

External specialists may:

- Provide advice and guidance to school staff
- Carry out additional or specialist assessments
- Offer targeted programmes
- Work directly with the child where necessary

Targets and strategies arising from this involvement will be incorporated into the child's Individual Education Plan (IEP) or support plan and will be implemented, at least in part, within the classroom. The class teacher remains responsible for delivering the interventions recorded in the IEP and ensuring consistent day-to-day support.

### **Outside agencies may be consulted if a child:**

- Continues to make little or no progress in specific areas over an extended period.
- Is working at attainment levels significantly below those expected for their age.
- Has ongoing difficulties developing literacy or mathematical skills.
- Presents persistent emotional or behavioural challenges that significantly affect their own learning or that of others.
- Has sensory or physical needs requiring specialist equipment, advice or regular input from specialist services.
- Experiences communication or interaction difficulties that impact social relationships and create substantial barriers to learning.
- Continues to fall behind peers despite high-quality teaching and targeted intervention.

## **SCHOOL REQUEST FOR STATUTORY ASSESSMENT OR EDUCATIONAL HEALTH AND CARE PLANS / EHCP**

If a child has demonstrated significant and sustained cause for concern, the school may request that the Local Authority (LA) undertakes a Statutory Assessment with a view to issuing an Education, Health and Care Plan (EHCP). This decision is made following a period of carefully monitored support and after all appropriate interventions have been implemented and reviewed.

When submitting a request, the school will provide the LA with detailed evidence of the child's progress over time, along with documentation relating to their special educational needs or disability. This includes the actions taken to meet those needs and any additional resources, interventions or arrangements that have been put in place.

### **Evidence provided to the Local Authority will include:**

- Previous Individual Education Plans (IEPs) and the targets set.
- Records of regular review meetings and the outcomes of those reviews.
- Relevant information about the child's health, social, emotional and medical history, where appropriate.
- Attainment data for English and Mathematics.
- Reports from educational or specialist assessments, such as those from advisory teachers or an Educational Psychologist.
- Parent/carer views, as required by the statutory process.

### **Parent and Carer Involvement**

Parents will be kept fully informed throughout the statutory assessment process. They also retain the right to make their own direct referral to the Local Authority if they wish.

### **Reviewing an EHCP**

For children with an EHCP:

- Progress is reviewed termly within school as part of their ongoing provision.
- A formal Annual Review is held in line with statutory requirements.
- When a review takes place before transfer to secondary school, the receiving SENDCo will be informed of the outcomes to support a smooth transition.

## **GROUP & INDIVIDUAL EDUCATION PLANS (IEP's / SEN Support)**

Strategies used to support a child's progress are recorded within an Individual Education Plan (IEP) or SEN Support Plan. This document outlines the personalised provision in place for the pupil and includes:

- The short-term, measurable targets set for the child.
- The teaching strategies and approaches to be used.
- The specific provision and intervention arrangements.
- How the targets will support the child's learning and development.
- Details of who will deliver the provision, and when and where it will take place.
- The review date, including how progress will be monitored.
- The child's views, which are actively sought and valued.
- The views of parents/carers, whose involvement and support are essential for sustained progress.

## **EARLY HELP ASSESSMENT (EHA) / COMMON ASSESSMENT FRAMEWORK**

Before a SENDCo can refer a child to many outside agencies or initiate a statutory assessment for an EHCP, an Early Help Assessment (EHA) must be completed. This is a multi-agency document designed to ensure that a child's needs are understood holistically.

- Parental consent is required before an EHA can be initiated due to data protection requirements.
- Where an EHA is needed, the SENDCo will meet with parents or guardians to discuss concerns and seek their agreement.
- The EHA helps ensure that support is coordinated across relevant professionals and agencies.

## **ALLOCATION OF RESOURCES**

The SENDCo is responsible for the operational management of resources allocated for SEND provision, including the support required for pupils with Education, Health and Care Plans (EHCPs).

- The Headteacher informs the Governing Body how SEND funding has been deployed across the school.
- The Headteacher and SENDCo meet annually to review and agree the use of funding linked to EHCP provision and wider SEND needs.
- Resources are allocated to ensure that pupils receive the support necessary to meet their identified outcomes.

## **ACCESS TO THE CURRICULUM**

All pupils at St. Lawrence Church of England Primary School are entitled to a broad, balanced and inclusive curriculum. Learning is carefully matched to individual ability so that children understand the purpose of their activities and experience success, progress and enjoyment.

To support access to learning:

- Teachers use a range of evidence-based strategies to meet individual needs.
- Lessons include clear learning objectives, differentiated content and structured support.
- Ongoing assessment for learning is used to inform next steps and tailor provision effectively.
- All children on the SEND Register have an Individual Education Plan (IEP) with personalised targets to support curriculum access.
- We promote inclusion by ensuring pupils share the same learning experiences as their peers wherever possible.
- While we strive to keep pupils within the classroom, there are occasions where learning is maximised through small-group or one-to-one sessions outside the classroom.
- Decisions regarding group or individual work are always based on the specific needs of each 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

**SENDco** - Special Educational Needs & Disabilities Co-ordinator

**SLD** - Severe Learning Difficulties

**TA** - Teaching Assistant

**VI** - Visual Impairment

## **QUALITY FIRST TEACHING & THE GRADUATED RESPONSE** **AT ST. LAWRENCE CHURCH OF ENGLAND PRIMARY SCHOOL**

**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).

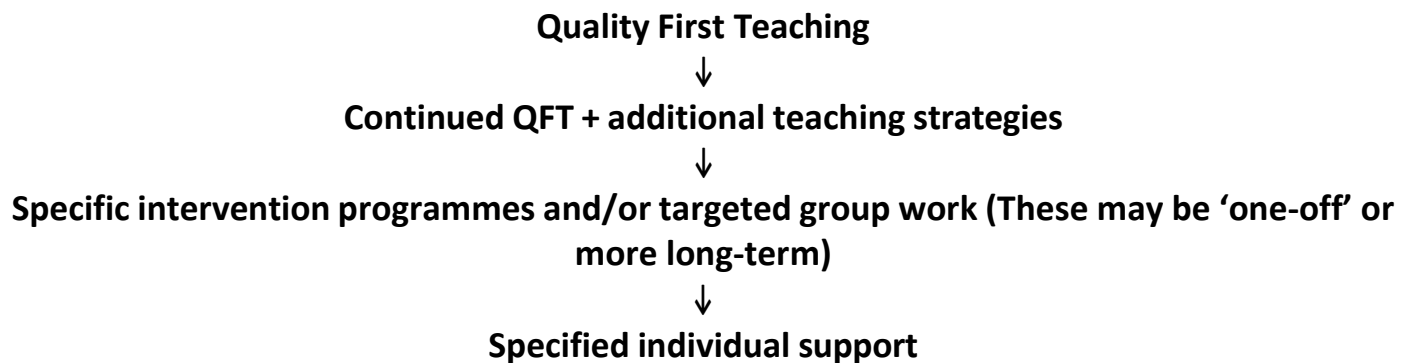
- 8. Assessment For Learning / Key Questioning:** Teachers use questions that open- up learning rather than close it down. Questioning should allow pupils the 'space' to demonstrate understanding. This can be through time, practical resources, pictures, writing or other means.
- 9. Instructional Multi-Sensory 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:



*(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 SENDCo and ensuring school are kept informed of any changes to the child's needs.