Special Educational Needs and Disability Information Report (SIR)

Formally adopted by the Governing Body of:	**Redcastle Family School**
On:	
Adopted by the Governors	
Last updated:	**September 2026**
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Redcastle Family School SEND Information Report

2026-2027

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with special needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

At Redcastle Family School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Emma Denty (SENDCO) to discuss your concerns.

Any acronyms or abbreviations used in this document can be found in Appendix 1.

1) Does the setting / school / know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

"A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

a) *has a significantly greater difficulty in learning than the majority of others the same age, or*
b) *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Emma Denty (SENDCO) through the school office :01842 752239

Identification is informed by teacher assessment, end-of-term assessment information, classroom observation, discussion with parents and pupils, and where appropriate advice from external professionals. The school uses a structured Wave model to match support to need: Wave 1 is teacher-led classroom support for pupils just below expected standards; Wave 2 provides targeted small-group or individual

support for pupils working further below age-related expectations or experiencing additional barriers; and Wave 3 provides highly personalised provision for pupils who are significantly behind their peers and present with clear SEND needs.

Most pupils with SEND will have their needs met through high-quality teaching and reasonable adjustments within the classroom. Where a pupil may require provision beyond SEN Support, the school may consider an Education, Health and Care (EHC) needs assessment in partnership with parents and relevant professionals.

2) How will early years setting / school / staff support my child/young person?

The class teacher:

Responsible for…

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENDCo) know as necessary.
- Writing 'Assess, Plan, Do and Review' reports/ SEN profiles and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised, Quality First Teaching (QFT) and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO and Designated Teacher for Looked After Children (LAC):

Mrs E Denty (BA Hons Early Childhood Studies, PGCE, MSc in Education Management with SEND specialism and National Award for SEN coordination)

Responsible for…

- Provide professional **guidance** to colleagues and works closely with staff, parents and other agencies.
- Write SEND Information Report which **MUST** be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEND policy
- Co-ordinate provision for children with SEND and LAC
- Advising on a graduated approach to provide SEND Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEND and that are LAC
- Liaising with EYFS providers, other schools, Educational Psychologists, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process
- Ensure school keeps the records of pupils with SEND or LAC up to date
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements
- Organising staff training

The wider SEND team includes the SRB Lead (Tom Stansfield), SHIP Lead (Naomi Newton), EYFS Lead (Catherine Paynter) and Intervention Lead (Sian Lewis). The team works collaboratively to identify needs, plan and review provision, organise interventions, monitor ILPs and pupil progress, support referrals and annual reviews, and maintain accurate SEND records.

The SENDCo also leads or coordinates EHCP applications and annual reviews, INDES documentation, referrals to outside agencies, SEND learning walks and pupil observations, costed provision mapping, NAPs monitoring, SEND staff meetings, care plans and risk assessments, transition arrangements, and liaison with parents, governors and external professionals.

The Head teacher: Mr J Julian

Responsible for…

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place and

The SEND Governors: Mrs Amy Arnold & Mrs Sian Fraser

Responsible for…

- Making sure that the necessary support is given for any child with SEND who attends the school.
- To support and challenge the Head teacher and SENDCO with regards to SEND within the school

3) How will the curriculum be matched to my child's/young person's needs?

If a learner is identified as having SEND need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEND Support plan and will form the basis for review meetings. Staff are able to plan interventions based around the Pathways document (see appendix 2)

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENDCO and outside agencies contribute to this review. This stage then informs the next cycle.

Where SEN Support is provided, the agreed adjustments, interventions, expected outcomes and review arrangements are recorded through the pupil's Individual Learning Plan (ILP). All staff working with the pupil are made aware of the child's needs, outcomes, support and recommended teaching approaches; key information is also recorded on the pupil passport. ILPs and provision are reviewed termly as part of the Assess, Plan, Do, Review cycle.

In Key Stage 2, learning bubbles provide small, carefully structured teaching groups for English and maths. These may include pupils from mainstream classes, SHIP and the Specialist Resource Base (SRB), with teaching matched closely to individual starting points, learning profiles and strengths.

The school also uses an integrated model for SRB and SHIP pupils. Where appropriate for a child's learning, wellbeing and development, pupils are meaningfully included within their mainstream classes. Integration is planned individually, with appropriate support, scaffolding and challenge.

Redcastle Family School adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

4a) How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENDCO to review the short term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher.
- Their progress will be reviewed formally and tracked with the Headteacher and SENDCO every term in reading, writing and numeracy. Through Parent Consultations and end of year reports, Teachers make clear the attainment against age related expectation and the level of progress made.

- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally.
- Where necessary, children will have an SEND Profile based on targets set by outside school / outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with a statement / EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Head teacher and SENDCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place
- Regular book scrutiny and lesson observations will be carried out by the SENDCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

For pupils working significantly below age-related expectations, the school uses Norfolk Assessment Pathways (NAPs) to track small-step progress and inform teaching and ILP targets. NAPs are used for all SHIP pupils, some SRB pupils and selected mainstream Wave 3 pupils, and may also be used where formal testing is not an appropriate way to demonstrate attainment. NAPs assessment information is reviewed regularly and is used to identify learning gaps and plan next steps.

The school delivers Parent workshops alongside the Early Childhood Family Service (ECFS) for the core areas of learning. These are in line with School Improvement Priorities and/or parent voice.

Parents/carers receive regular class and whole school newsletters with information about things that have happened. Also extra information can be found on the school website including class news, photograph gallery, planning, homework and useful links. In addition to this, where necessary we also communicate via home/school link books.

4b) What support will there be for my child's/young person's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities
- Zones of Regulation
- Sensory Circuits
- Lunch time and play time support / play partners
- Thrive sessions
- ELSA groups
- Buddy system
- Circle times
- Individualised programmes of work including activities to complete at home
- Access external agencies and professionals and follow their advice
- Staff trained in how to support pupils' mental health.
- Staff trained in how to support a pupil with anxiety and / or depression.

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for at Redcastle Family School. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in the first aid room (main office area) in a locked cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually. There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly. Pupils have input topics and the SLT carry out pupil voice questionnaires. Prior to any SEND meetings, pupils have the opportunity to share their views.

Where a pupil's needs require additional planning for safety, access or care, individual risk assessments and care plans are created and updated as needs change (eg diabetes, allergies, epi pen usage). Pupil views are sought as part of SEND planning and review processes, including ISP and annual review arrangements.

5) What specialism services, experience, training and support are available at or accessed by the setting / school / college

Once the school has identified the needs of SEND pupils, the SENCO and Head teacher decide what resources/training and support is needed.

School Provision:

- Wide range of Literacy and Numeracy small group interventions delivered by TA's and designated teachers.
- ICT support in the form of reading, phonic and maths programmes.
- Teaching assistants offering social skills support including ELSA.
- Music/Drama based provision supporting confidence building and developing confidence through performance.
- Lunch time nurture groups to support children with social development.
- Speech and Language support from our resident Speech and language Therapist (SALT).
- Widgets used and supported with symbols on visual timetables and personalised learning resources.
- All staff trained on how to support pupils with neuro diverse needs.
- Identified staff trained to support pupils with mental health concerns.
- Identified staff trained on how to support those pupils with anxiety and / or depression.
- Pathways document with a wide range of interventions and activities for staff to implement (see appendix 2)

The school's structured intervention offer includes Wave 2 interventions such as Lexia, Precision Teach, Project X and Forest School, alongside Wave 3 learning bubbles and personalised provision. Intervention plans are reviewed using assessment information so that provision can be adjusted according to impact and need.

Universal provision begins with high-quality, differentiated teaching and reasonable adjustments. Targeted provision may include additional programmes delivered individually or in small groups. Specialist provision may involve advice or direct support from external professionals where a pupil requires more intensive support.

Local Authority provision available:

- Autism team outreach support
- Educational Psychology Service
- Parent Partnership service
- SENDIASS
- Partner links with other specialist schools

Other external support used by the school may include specialist teachers and SEMH practitioners, the Inclusion Advisor, SOAS, Early Years advice, the Schools & Communities Team, the Medical Needs Team, Attendance Team, Social Workers, Young Carers support, and visual or hearing specialist services, according to individual pupil need.

Health Provision available:

- School nurse
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Physiotherapy
- CAMHs
- Bereavement service (Nelson's Journey)

6) What training are the staff supporting children and young people with SEND had or are having?

This year the staff are currently trained or will be trained in the following:

- SEND award (NASENDCo) Mr Stansfield
- Dyslexia portfolio – Mrs Denty
- Speech and Language training twilight – all staff
- Supporting pupils with social and communication difficulties– all staff
- ELSA – Mrs Denty, Mr Stansfield & Mrs Brand
- Thrive –Mrs Denty, Ms Downes, Ms Caldeira
- Supporting mental health – Mrs Denty, Mrs Chrystal, Mrs Arnold, Mr Dennis, Ms Stannard and Mrs Heffernan
- Mental Health Lead: Mr Julian
- Forest School: Ms Lewis, Mr Dorrell, Ms Downes

7) How will my child/young person be included in activities outside the classroom including school trips?

At Redcastle Family School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

8) How accessible is the school environment?

- The school has a comprehensive Accessibility policy and plan which is available on our website

- The school is fully compliant with DDA requirements.
- The main building is on a split-level with easy access, double doors, wall handles and ramps.
- The Specialist Resource base (SRB) building can be accessed across the playground.
- The front desk has a wheel-chair height section and is DDA compliant.
- There are disabled toilets and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENDCO manages an SEND budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEND.
- In respect to pupils with English as an additional language we access support from the Local Authority and follow their recommendations.
- Extra-curricular activities are accessible for children with SEND.
- The school has outside learning areas, including a Forest School and a Sensory Garden.
- The school has an up to date accessibility plan which is considered each year and whenever there is building work.

9) How will the school prepare and support my child/ young person to join the school, transfer to a new setting / school / college or the next stage of education and life?

New pupils to Redcastle Family School

Foundation Stage staff will meet with parents prior to pupils starting school, there will also be the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the SENDCO. Where necessary, the SENDCO will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENDCO will telephone previous school to discuss individual pupil's needs.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEND will be planned according to individual need.

10) Provide examples of interventions, equipment, resources that settings/ schools may allocate to match children's/young people's special educational needs?

SEND transition arrangements may include additional visits, meetings between school staff and parents, liaison with receiving settings, sharing of relevant documentation and targeted transition meetings. Information is transferred carefully so that provision can continue as smoothly as possible.

- Widgit resources used
- Specific I pad Apps for individual pupils/needs
- Toe by Toe – Reading
- Word Wasp and Hornet –Spelling and Reading
- Power of 2 and Plus One - Maths
- Time to Talk book and game / Big mouth
- Direct phonics programme (Read Write Inc).
- Black Sheep Speech and Language resources
- Thrive programme and resources
- Wellcomm speech and language resources
- ELSA resources
- Memory skills programme
- Sensory resources
- Sensory Circuits
- Zones of Regulation
- Gap teaching through collaborative and challenging learning
- Learning bubbles for identified pupils, including integrated mainstream/SRB/SHIP English and maths provision
- ISPs (individual support plans)and pupil passports to record individual targets, strategies, adjustments and provision
- Norfolk Assessment Pathways (NAPs) for pupils for whom age-related statutory assessment does not accurately capture progress
- Individual care plans and risk assessments where required

11) How is the decision made about what type and how much support my child/young person will receive?

The school budget, received from Norfolk LA, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

Where the needs of a pupil are more complex and already been used and evaluated, we would then consider additional support through High Needs Funding (HNF).

The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

The SENDCo maintains a costed whole-school provision map and, where appropriate, individual pupil provision maps. In EYFS, SENIF funding applications are managed where applicable. Pupils with particularly complex needs may also be considered for additional or high-needs funding in line with local authority arrangements.

12) How are parents involved in the setting / school? How can I be involved?

At Redcastle Family School, we value the importance of building positive relationships with parents and families within our School community. Where a pupil is identified as needing an Action Plan for Inclusion or a SEND profile, parents are given the opportunity to be part of the assessment and review process. Contact between school and families are communicated in several different ways either by phone, email, Tapestry (schools online system for sharing work) so children's achievements can be celebrated and home/school contact book where school feel that there is a need.

Parents are involved when SEND is first identified and when special educational provision is made. They are invited to contribute to ILP reviews, annual reviews and decisions about referrals or changes to provision. The school aims to keep families regularly informed about progress and the impact of support.

Mrs Hedger, is our Pastoral Manager. She is available to speak with families via the School Office. Part of her role is to work closely with families to improve their opportunities.

13) Who can I contact for further information?

The Governors have adopted the Norfolk County Council complaints procedure. We hope to resolve, any complaints you may have, which in the first instance should be directed to the Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level. However if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting. Complaints that are still not resolved can be sent to the Local Authority.

Please see the complaints policy on the school website.

This report details our annual offer to learners with SEND.

The SEND information report will be reviewed annually.

Appendix 1

Glossary of acronyms and terms

ADD/ADHD	Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
AST	Advanced Skills Teacher
Assessment	A detailed examination of a child's special educational needs
Baseline Assessment	A standardised teacher assessment designed to establish the attainment level of children at a significant point
Basic Skills	Reading, Writing and Maths
Beacon School	A school that has been identified as amongst the best performing in country and represent examples of good practice
BSS	Behaviour Support Service
B4L	Behaviour For Learning
CA	Classroom Assistant
CoP	Code of Practice
CI	Communication and Interaction
CiN	Child in Need
CL	Cognition and Learning
CP	Child Protection
CPR	Child Protection Register
CPD	Continuing Professional Development
CS	Children's Services
DoB	Date of Birth
DEA	Disability & Equality Act
DfE	Department for Education
DHT	Deputy Headteacher
DNA	Did Not Attend
DSL	Designated Safeguarding Lead
EAL	English as an additional language
EBD	Emotional and Behavioural Difficulties
ESBD	Emotional, Social and Behavioural Difficulties
ESFA	Education and Skills Funding Agency
EOTAS	Education Other That at School
EP	Education Psychologist
ESW	Education Social Worker
EWO	Education Welfare Officer
ESP	Early Support Programme
EYCDP	Early Years Development and Childcare Plan
EYFS	Early Years Foundation Stage
EHCP	Education, Health & Care Plan
E2E	Entry to Employment
EXS	Expected standard
FE	Further Education

FEX	Fixed Term Exclusion
FFF	Fair Funding Formula
FSM	Free School Meals
FSP	Family Support Programme/Plan
GDS	Greater Depth Standard
G&T	Gifted & Talented
GLD	Good Level of Development (used in EYFS)
GMS	Grant Maintained School
HE	Higher Education
HI	Hearing Impaired
HLTA	Higher Learning Teaching Assistant
HMI	Her Majesty's Inspector's
HT	Headteacher
IAC	Infant Assessment Class
ISP	Individual Support Plan
INSET	In-Service Education and Training
IWB	Interative Whiteboard
LAC	Looked After Child
LA	Local Authority
LD	Learning Difficulties
LSA	Learning Support Assistant
LSS	Learning Support Service
MAT	Multi –Agency Trust
MASH	Multi Agency Safeguarding Hub (part of Children's Services)
MDT	Multi-Disciplinary Team
MLD	Moderate Learning Difficulties
NAP	Norfolk Assessment Pathway
NC	National Curriculum
NCC	Norfolk County Council
NQT	Newly Qualified Teacher
NTA	Non-Teaching Assistant
ODD	Oppositional Defiant Disorder
OFSTED	Office for Standards in education, Children's Services and Skills
OT	Occupational Therapy
PAN	Pupil Admission Number
PGCE	Post Graduate Certificate of Education
PE	Physical Education
PEP	Personal Education Plan
PTA	Parent Teacher Association
PP	Pupil Premium
PPO	Parent Partnership Officer
PRU	Pupil Referral Unit
PSA	Pastoral Support Advisor
PSHE	Personal, Social, Health & Economic Education
PSP	Pastoral Support Programme
PSAC	Pre School Assessment Class
PKS	Pre Key Stage Standard
QTS	Qualified Teacher Status
RAC	Reception Assessment Class
RE	Religious Education

RoA	Records of Achievement
RWM	Reading, Writing, Maths combined scores
SAL/SLT	Speech and Language Therapy
SEND	Special Educational Needs & Disability
SENDCo	Special Educational Needs & Disability Co-ordinator
SFVS	Schools Financial Value Standard
SLA	Service level Agreement
SLD	Severe Learning Difficulties
SMO	School Medical Officer
SpLD	Specific Learning Difficulties
SPM	Sensory, Physical, Medical
SRE	Sex & Relationship Education
STPCD	School Teachers Pay and Conditions Document
S2S	School to School
TA	Teaching Assistant
TLR	Teaching and Learning Responsibility
UPS	Upper Pay Spine
VA	Value Added
VA	Voluntary Aided
VC	Voluntary Controlled
VI	Visually Impaired
WTS	Working Towards Expected Standard
RAPT	Raising Achievement & Performance Team

Appendix 2

Pathway for children with SEND
At
Redcastle Family School

Please follow the following steps before we consider placing a child on the SEND register.

COMMUNICATION AND INTERACTION NEEDS

Pupils with expressive language difficulties

Difficulties they may have:	Implications for classroom practice	Tried for two weeks - unsuccessful	Tried for two weeks and was successful
• May mispronounce certain sounds • May speak with a lisp • A reluctance to speak in a group situation • Have limited vocabulary • Find it hard to put a word to things. • May be hesitant speaker – taking time to "find the words"	• Role model the correct way of saying the word or sound. • Don't ask the child to repeat it. • Encourage them to use visuals – to get their point across. • Support them with simple signing/PECS. • Check that the child understands the question. • Check they have the vocabulary for what you are asking. • Give them time to speak. • Comment on what is happening, rather than asking the child about what is happening. • Give them a choice of answer – so they don't have to "word find" • Use the words in a context • Try the advice on this website http://microsites.lincolnshire.gov.uk/children/schools/first-call/expressive-language/strategies-to-devleop-expressive-language-skills-in-the-classroom/108261.article		

When you have tried at least 5 of the above strategies for at least two weeks then:

- Refer to SENCO for an in class observation.
- Possibly refer to SALT (in house 'Communicate' then East Coast NHS services)
- If SEN Support triggers are met SENDCo and Class Teacher to see parents and explain SEN register placement.

Pupils with receptive language difficulties

Difficulties they may have:	Implications for classroom practice	Tried for two weeks - unsuccessful	Tried for two weeks and was successful
● May appear not to be listening to instructions ● May have a limited vocabulary ● May find lengthy tasks hard to complete	● Give them simple one step instruction and if they can follow this increase the level. A child of five should be able to retain 4 or 5 pieces of information. ● Paired learning – so they learn with a peer. ● Chunk learning into small steps. ● Use visuals to support the steps of learning. ● Give them extra time to complete a task. ● Encourage them to practice their instruction following skills. ● Pre-learning of words related to the learning should be done. ● Ensure they understand abstract words like before, after, if, except, after that. ● Encourage them to ask for instructions to be repeated. ● Give structures instructions to find out what they can cope with …e.g. get me the red pencil from Reception class and put it on the table in the TIC room ● Use a timer to support the activity completion.		

When you have tried at least 5 of the above strategies for at least two weeks then:

- Refer to SENCO for an in class observation
- Possibly refer to SALT (in house 'Communicate' then East Coast NHS services)
- If SEN Support triggers are met SENDCo and Class Teacher to see parents and explain SEN register placement.

Pupils with learning difficulties

Difficulties they may have:	Implications for classroom practice	Tried for two weeks unsuccessful	Tried for two weeks and was successful
● Difficulty acquiring basic literacy and numeracy skills ● Their speech and language development may be delayed in comparison to the majority of their peers ● Pupils with learning difficulties will acquire and retain new concepts and ideas slowly	**Recommendation to support general learning difficulty:** ● Speak to parents about your concerns. ● Focus on their physical development in EYFS. ● Ask parents to check eyesight and hearing. ● Ensure glasses are worn appropriately. ● Break lesson down into small steps. ● Ensure that written text and spoken language is. Appropriately differentiated to take into account the pupil's learning difficulties and their interests. ● Base teaching on everyday experiences that the pupils will readily understand. ● Ensure that key concepts and vocabulary are revisited and reused. ● Encourage pupils to present information in a variety of ways –*IPads, sound buttons etc.* ● Scribing what they want to say. ● Recognise and reinforce effort and success by rewards and praise. **Reading:** ● Precision monitoring – phonemes and then tricky words. ● Maintain a reading record book that monitors the pupil's miscues and records phonic errors in word families. ● Give technical vocabulary prior to the introduction of topics – send this home. ● Differentiate texts in class, check the length of sentences and the number of polysyllabic words. ● Simplify instructions, summaries or diagrams which accompany written tasks. ● Use a bookmark so they child reads a line at a time. ● Use repetitive books. ● Use books which focus on common words. ● Use role play to develop the story language. **Spelling:** ● Ensure that the pupil is using a multi-sensory method to learn spellings: look, say, cover, write, and check, make the word using magnetic letters. ● When learning spellings at home encourage the pupil to learn the spellings using the multi-sensory method and to check the words again 10 minutes later to ensure that the words go from the short term to the long term memory. ● Identify high frequency words being miss-spelt and proof read for these. ● Spell two words at a time and once achieved add another word to spell. **Writing:** ● Use ICT to support writing. ● Give explicit directions for setting work out.		

	● Use writing frames but build up independence over the learning. ● Use pieces of paper to represent sounds in a word or words in a sentence. ● Encourage a variety of ways of representing information to aid processing, e.g. cartoons, pictures, diagrams. ● Give extra time to take account of slower rate of reading and writing. ● Have own 'special' independent writing book. ● Scribe for the child. ● Use sound buttons, so the child says the sentence, they want to write it they then play it back when writing it down.		

When you have tried at least 5 of the above strategies for at least two weeks then:

- Refer to SENCO for an in class observation
- Possibly refer Educational Psychologist
- GP referral
- If SEN Support triggers are met SENDCO and Class Teacher to see parents and explain SEN register placement.

COGNITION AND LEARNING

Pupils with specific learning difficulties

Difficulties they may have:	Implications for classroom practice	Tried for two weeks unsuccessful	Tried for two weeks and was successful
● Poor fine motor co-ordination which will result in untidy handwriting and presentation of work ● Poor working memory, both visual and auditory, which will affect their ability to follow instructions, take down dictation, and copy text from either book or board, learn spellings or tables ● Poor organisation which will affect their ability to remember books or equipment, what homework they need to do and how to organise their thoughts into written work ● Poor sequencing skills which can affect their ability to learn tables or spellings ● Typically they are pupils who learn some things easily while other aspects of their work present them with persistent difficulties. ● They will often be able to make valuable contributions to class discussions but find it difficult to present those ideas in the written form.	● Speak to parents about your concerns. ● Ask parents to check eyesight and hearing. ● Ensure glasses are worn appropriately. ● Where there are fine motor problems - encourage the use of ICT. ● Recognise that effort will not reflect output. Work may often be incomplete, or when complete, may be the result of substantial extra time and effort on the pupil's part. ● To avoid unfinished work help the pupil to complete core elements of the work. ● If copying from the board or dictating, allow the pupil additional time and speak more slowly to accommodate the pupil with a short working visual or auditory memory. ● Quick ways to identify information that is required from a text. ● Try to access as many different memories (visual, auditory, kinaesthetic - see it, hear it, write it or draw it) to give the pupil the maximum opportunity to learn new vocabulary. ● Ensure that there are regular opportunities to reuse/recap key concepts and vocabulary to help compensate for poor memory. ● <u>Praise and reward effort and achievement.</u> ● It can be helpful to enlarge text, cut a text into paragraphs or cover some of the text to reduce the amount of text that the pupil needs to focus on. ● Some pupils find coloured paper for photocopied information helpful. ● Use visuals to replace words they cannot read. **Recommendations for specific learning difficulties** **Reading:** ● Use cloze (frames) and sequencing which will help in the predicting of outcomes. ● Encourage shared paired reading to develop fluency and understanding and to maintain enjoyment. ● Paired reading may also be useful to enable reading at a higher interest level. ● Give technical vocabulary prior to the introduction of topics. ● Texts may need to be differentiated.		

● Written work will often have taken these pupils much longer to complete than a similar piece written by their peers, or be incomplete. ● The completed work often has a significantly restricted vocabulary when compared to the pupil's oral vocabulary. These problems can lead to frustration, poor self-image and sometimes result in behaviour problems.	**Spelling:** ● Use our marking policy which identifies high frequency words that need learning. ● Ensure that a pupil is using a multi-sensory method to learn spellings – eg look, say, cover, write, check. ● Encourage proof reading; encouraging the pupil to identify words he thinks are wrong. ● When pupils are learning to proof read encourage them to identify 3 miscues only. ● Encourage the use of cursive handwriting to learn letter strings and word families. **Writing:** ● Provide a word bank to support free writing with visuals. ● Use planning and writing frameworks. ● Allow time for discussion with scribing as appropriate. ● Allow modified or limited outcomes. ● Allow represented materials, e.g. lists, charts, flow diagrams, cartoons. ● Encourage vocabulary extension and spelling correction at the planning stage. ● Use pair work with one partner writing. ● Give extra time to take into account the pupil's slower rate of reading and writing. ● Try different coloured paper to write on. **Handwriting:** ● Develop fine and gross motor skills for writing first. ● Dough gym and tummy time. ● Check pencil grip, the pupil may benefit from using a triangle to correct hold or a rubber pencil grip (kept in stationery cupboard) ● Encourage larger cursive writing. ● If writing is slow, encourage the development of keyboarding skills. ● Give a range of ways of representing large chunks of information. For example, storyboards, resequencing activities, writing frames, cloze procedure and multiple choice. ● Use scribing to ease frustration if appropriate.		

When you have tried at least 5 of the above strategies for at least two weeks then:

- Refer to SENCO for an in class observation.
- Complete Yarc Assessment /Dyslexia Portfolio
- Possibly refer to Educational Psychologist
- If SEN Support triggers are met SENDCo and Class Teacher to see parents and explain SEN register placement.

Pupils with auditory and/ or visual memory need

Difficulties they may have:	Implications for classroom practice	Tried for two weeks unsuccessful	Tried for two weeks and was successful
● Slow to pick up sounds/ tricky words in reading ● Forgets words from one page to the next in a book ● Unable to follow simple 3 step instruction such as go and get me the red pen and put it on the blue table	**Recommendations to support pupils with weak auditory and/or visual memory** ● Speak to parents about your concerns. ● Multi-sensory presentation of information. ● The pupils will learn best in small steps with frequent review of the key points. ● Encourage small group reinforcement of key points. ● Reduce the amount of copying of information from the board. ● Write the key steps for the lesson by the child. ● Present the structure of the lesson at the beginning. ● When the working memory is limited give aural information in short chunks. ● Encourage the pupil to develop a picture dictionary each lesson to support understanding and memory of subject specific vocabulary. ● Encourage the pupil/class to build up a concept map of a topic over a period of weeks to enable connections to be drawn. ● Look for times when a pupil is off task or distracted since this may be a signal that he has not heard or recalled instructions given earlier. ● Repeat verbal instructions slowly and ask the pupil to repeat them to a peer. ● Be aware that a pupil with memory difficulties can easily become frustrated. ● For pupils with visual memory problems give the pupil small amounts of visual information at a time by covering part of a page with paper. ● Highlight or underline vital information and instructions. ● Complete a set of instructions build up from 2 step to three step etc. to an instruction of their own age ● Use the exact sheet the child will be recording on for the modelling. ● Encourage the use of the learning wall to remind of previous steps of learning. ● Sing instructions and encourage chanting. ● Develop a core of three step instruction and then change one factor to develop memory retention. Play Kim's game – hide 5 items under a blanket and the child has to remember them…build this up to 10 items.		

When you have tried at least 5 of the above strategies for at least two weeks then:

- Refer to SENCO for an in class observation.
- Occupational Therapist referral/advice (Sensory Processing Disorder)
- Speech and Language Therapist (SALT) in house from 'Communicate'
- Educational Psychologist
- If SEN Support triggers are met SENDCo and Class Teacher to see parents and SEN register placement.

Pupils with poor concentration skills

Difficulties they may have:	Implications for classroom practice	Tried for two weeks unsuccessful	Tried for two weeks and was successful
● May fidget or fiddle with things a lot ● May find it hard to sit still on a chair or the carpet ● May want to call out all the time ● May be a 'daydreamer' ● May only complete part of a task given ● May distract other learners	**Recommendation to improve concentration skills** ● Use a fiddle toy – call it a 'CONCENTRATOR' for carpet sessions. ● Speak to parents about your concerns. ● Link learning to the child's interest. ● To finish tasks within allotted time give 10 minute checks; i.e. outline amount of work you expect pupil to complete in this time and check. ● Give praise/rewards for completion of tasks. ● Use pupil self-monitoring for certain lessons to identify whether work is being completed on time. ● provide regular feedback on performance in class ● Ensure eye contact when giving key instructions to these pupils. ● Ask pupil to repeat instructions/explain their understanding of a concept to a peer or teacher. ● Ensure that the pupil is sitting away from distraction, e.g. traffic areas, materials. ● Work at availability/positioning of equipment which may distract. ● Give cues that vital instructions are about to be given ● Ensure that the pupil is sitting in a suitable position in the classroom, close to teacher; with easy eye contact. ● Ensure that there is a quiet area where the pupil may work. ● Give brain gym breaks/ movement breaks – developing gross motor movements regularly over the school day ● Give a time frame to complete the activity – use a timer to keep focus. ● Buddy up with a more able pupil. ● Ask the child to repeat back the learning. ● Use reward systems.		

When you have tried at least 5 of the above strategies for at least two weeks then:

- Refer to SENCO for an in class observation.
- Occupational Therapist referral/advice (Sensory Processing Disorder)
- Speech and Language Therapist (SALT) in house from 'Communicate'
- Educational Psychologist
- If SEN Support triggers are met SENDCo and Class Teacher to see parents and SEN register placement.

Pupils with organisational difficulties

Difficulties they may have:	Implications for classroom practice	Tried for two weeks unsuccessful	Tried for two weeks and was successful
● Always the last one to be ready at the end of the day ● Often forgets book bag etc. ● Finds it hard to follow all of the steps in a learning task ● Can be clumsy or falls over their own feet	**Recommendation to support pupils with organisational difficulties** ● Speak to parents about your concerns. ● Be visual to support them in knowing the steps they need to complete (e.g. picture of book bag, coat and lunchbox by coat peg.) ● Give them special jobs for a specific purpose to complete daily. ● Use the star chart for knowing they have to complete a given number of things before they ask for help. ● Have established classroom routines. ● Establish clear routines for completing learning. ● Ensure that the pupil is given sufficient time to record. ● Reduce the number of worksheets which are used by the pupil. • Monitor their gross motor skills and ability to balance.		
When you have tried at least 5 of the above strategies for at least two weeks then: ● Refer to SENCO for an in class observation. ● Occupational Therapist referral/advice (Sensory Processing Disorder) ● Speech and Language Therapist (SALT) in house from 'Communicate' ● Educational Psychologist ● If SEN Support triggers are met SENDCo and Class Teacher to see parents and SEN register placement.			

SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

Pupils with social, emotional and behavioural difficulties

Difficulties they may have:	Implications for classroom practice	Tried for two weeks unsuccessful	Tried for two weeks and was successful
• Pupils with social emotional or behavioural difficulties exhibit behaviours which make it difficult for them to function effectively at school or disrupt the education of other pupils. • Pupils may be withdrawn, have low self-esteem, exhibit anti-social or uncooperative or aggressive behaviour. • Many pupils with social emotional and behavioural difficulties have special needs as great as those with a more obvious disability and therefore need special help. • They desperately need to develop a sense of worth before they can benefit from their education. • Underneath, these pupils want to be liked, accepted and to feel successful. • In many cases such pupils also experience significant difficulty in acquiring basic literacy and numeracy skills and often function at a frustration level and therefore feel that they fail all the time.	**Recommendations to raise the achievement of pupils:** • PRAISE, PRAISE, PRAISE! • Be fair and consistent, don't make idle threats. • Target specific behaviour (e.g. calling out). Don't expect to put everything right at once – progress will be slow. • Be sparing with punishment - they rarely work and can be counterproductive. • Ask them what they think would be appropriate punishment. • Notice and respond positively to pupil's good behaviour. • In EYFS monitor -find an interest and build on it. • Praise is often more effective in private or can be a series of unobtrusive signals - thumbs up, wink, nod. • Set ground rules in the classroom so pupils know what is expected of them, be prepared to remind frequently. • Emphasise the positive, individual praise for good behaviour as well as good work. • Make sure that work is at the right level so pupils can succeed. • Take an interest in the pupil as an individual. • Use humour to create a positive classroom atmosphere. • Avoid confrontational situations - reprimand in private wherever possible, avoid sarcasm. • Tactically ignore some unwanted behaviour while praising even small successes. • Give them time to chill out, they decide when to return (but within acceptable time frame.) • Focus on the behaviour not the child's personality. • Use school and year group reward systems in addition to the reward system it might help to use a contract and/or special rewards for individual pupils. • Ensure targets are very specific. • Discuss problems with other staff, class teacher. • Get them to focus on their breathing. • Given them to vocabulary to express their emotions.		

	Recommendations to improve behaviour ● Speak to parents about your concerns – discuss things which can be done at home and at school – so there is consistency. ● Give direct modelling of acceptable behaviour and suggest alternative ways of dealing with a situation. ● Reinforce rules frequently. ● Give clear, precise instructions. ● Stress positive, desirable outcomes. ● Provide frequent feedback and reinforcement. ● A home school book or communication system with home may be useful. ● To involve the pupil with recording in a home/school link book (age appropriate) the pupil could describe the day by drawing smiley faces with a short explanation by the teacher if necessary. ● Negotiate targets and reward the pupil for meeting them. ● Praise and encouragement should be used as much as possible. ● Praise appropriate behaviour which is taking place nearby, to pupil who is behaving inappropriately. ● Target certain behaviour which all staff teaching pupil deem to be a priority and work on changing that. ● Consider positive changes rather than negative ones. ● Give a clear message to keep a pupil on task. ● Negotiate a clear set of rules within the classroom. ● Ensure that rules are recorded for class viewing. ● Praise and reprimand based on these rules. ● Give a pupil a verbal warning and offer a strategy to avoid escalation of the problem. ● Reward a pupil for improved effort and attitude as well as achievement – break this into VERY SMALL chunks of time – age dependent. ● Invalidate the behaviour at times by use of humour, redirection or isolation. ● Avoid confrontation. ● For serious infringements, record antecedents so that consequences may be considered by pupil and staff. ● For minor misbehaviour, e.g. off task. ● Check task is appropriate and understood by pupil. ● Give non-verbal signal, stare, and move nearer to pupil. ● Ignore ● Follow behaviour management system - ensuring that they are thinking of new strategies are an essential part of the process. ● Reminder of acceptable behaviour. ● Isolation within the sunshine room – writing a note of apology. • Withdrawal of privileges.		

When you have tried at least 5 of the above strategies for at least two weeks then:

- Refer to SENCO and/or Pastoral Manager for an in class observation.
- Thrive and/or ELSA input screening and sessions
- Occupational Therapist referral/advice
- Educational Psychologist
- GP referral (Paediatrics/CAMHS/Point One)
- If SEN Support triggers are met SENDCo and Class Teacher to see parents and SEN register placement.

Pupils with low self esteem

Difficulties they may have:	Implications for classroom practice	Tried for two weeks unsuccessful	Tried for two weeks and was successful
• May be withdrawn • May be very vocal • May say things like 'I'm rubbish at maths and I can't do it' • May be unkind towards others • May avoid learning • Frequent visits to the toilet in lesson time	**Recommendation to build self-esteem:** • Growth Mindset • Zones of Regulation • Develop whole class ethos where every child helps each other • Speak to parents about your concerns • Give small structured targets and responsibilities • Recognise strengths, have realistic expectations and praise for effort • Encourage the pupil to recognise his strengths as well as weaknesses • Negotiate targets and give a tangible reward when they are met • Recognise if a pupil has good oral skills and place the pupil with others of similar ability • Give responsibilities within the classroom • Identify core elements of topics to be completed so that the pupil is not overloaded • Give negotiated periods of working independently with peers • Ensure all staff are alert to pupil's sensitivity and encourage positive comments • Try to think positively about each pupil, to look for the best so that they may become aware of their good points • Provide opportunities for pupils to support each other as far as possible, admonish or discipline a pupil away from others • Encourage the child to be specialist, for other children –e.g. construction or reading • Send notes home for good learning		

When you have tried at least 5 of the above strategies for at least two weeks then:

- Refer to SENCO and/or Pastoral Manager for an in class observation.
- Thrive and/or ELSA input screening and sessions
- Occupational Therapist referral/advice
- Educational Psychologist
- GP referral (Paediatrics/CAMHS/Point One)
- If SEN Support triggers are met SENDCo and Class Teacher to see parents and SEN register placement.

Pupils who seek attention

Difficulties they may have:	Implications for classroom practice	Tried for two weeks- unsuccessful	Tried for two weeks and was successful
● Continually engages in behaviour that demands excessive attention from teacher and peers ● Frequently disturbs teacher and peers ● Talks out of turn ● Makes silly noises ● Constantly gets out of seat ● Interrupts lessons with attention-seeking behaviour ● Works only when receiving attention	**Recommendations for pupils who need attention** ● **Follow Norfolk Steps scripts in the first instance** ● **Read Little Raja – The troublesome Elephant** ● The child who needs attention will look for whatever kind of attention he/she can get from the teacher whether it's positive or negative. In order to help this child succeed you need to plan to give them the maximum amount of positive attention to reinforce the behaviour you want. ● When you give lots of attention for positive behaviour and minimal attention for negative behaviour, the child will learn to get the attention they need in an appropriate way. ● Teachers can determine these goals by analysing their own feelings and reactions to pupils' behaviour, such as: * To feel annoyed * To feel irritated * "For goodness sake stop!" ● Feeling of relief when the annoying behaviour ceases. ● Pupils misbehave because they know how teachers will react. Teachers' reactions can sustain and strengthen undesirable behaviour; therefore they must learn not to follow their first impulse as this could feed the mistaken goal. ● Having identified a mistaken goal a teacher can employ a number of strategies to help pupils develop better ways of behaving and one is to teach appropriate behaviour. **Step 1: Complete ABC (Antecedent – Behaviour-Consequence) Sheet for two weeks** ● Children who have behavioural difficulties may not understand the teacher's expectations for different activities and may need to be taught specific appropriate behaviour. To help children be more successful you need to identify' the exact circumstances in which they behave inappropriately and develop a behaviour profile. It will include the following information: * The activities during which the child is non-compliant * The specific behaviour that occurs during those activities. ● The appropriate behaviour you want the child to engage in.		

Step 2: Teaching appropriate behaviour

- **Read Streaky – the story about a pig who always wanted to be first**
- Talk to the child individually when no other children are around.
- Discuss the exact nature of the problem.
- Choose 1 area to work on at a time.
- Give an explanation about behaviour e.g. "when you talk during individual work time you don't finish your work and you stop other children from getting on with theirs.
- State the exact behaviour that you expect from the child during a specific activity.
- Check that the child has understood the instructions. Get them to repeat the behaviour you are expecting.
- Remind the child of appropriate behaviour before each activity.
- Reinforce the child as soon as they behave appropriately.

Other strategies for children who are attention seeking:

- Encourage other children to reinforce good behaviours – "I like it when you sit down on the carpet".
- Use planned ignoring. Ignore the child behaving inappropriately and praise a child nearby who is behaving appropriately.
- "What gets attention will increase." Acknowledge and reinforce appropriate behaviour.
- Sometimes do the opposite of what is expected - give permission to a child to continue unwanted behaviour. This works best where behaviour was intended to irritate, antagonise or annoy the adult. If permitted openly the activity loses all its attraction.
- Make expectations about behaviour very clear. Establish rules and boundaries and reward compliance.
- Use stickers, certificates, badges and letters home.
- Develop a whole class reward system. This will encourage a feeling of belonging and working towards a common goal.
- Teach friendship skills to enable child to make and maintain relationships.
- Pair with good role model. Use a 'work buddy' system. Make them feel valuable by organising a special job or responsibility.
- Teach child new skills e.g. juggling, to achieve a valued role.
- Label the behaviour and not the child as this will keep their self-esteem intact. Use "I" statements and acknowledge feelings: "When you talk during story time I feel very irritated and the other children cannot hear the story."
- Teach other children to use "I" statements: "I like you Wayne, but I don't like it when you push in the line."

	● Offer consequences for misbehaviour as a choice: "If you continue to poke Michael you will have to sit by yourself. The choice is yours. "I am disappointed Wayne, but I did speak to you about letting Michael get on with his work. You have chosen to sit by yourself." This makes children responsible for their behaviour and takes the stress of failure away from the teacher. ● Take an interest in the child and their hobbies. Share relevant information about common out of school activities. ● Use Circle-time activities to encourage co-operative group work, and place problems in a social context. ● Foster a sense of belonging where every member is valued and valuable. Create an environment where it is safe to take risks and make mistakes. ● Introduce 'special person ' once a week in Circle-time. This will provide another opportunity to affirm the positive attributes in the child. ● Give as much unconditional positive strokes as possible. This means the child gets lots of positive regard 'just for being themselves' - they don't have to do anything to earn it. ● Extend feelings vocabulary, as when expressed appropriately they will be a powerful tool in getting needs met ● Plan for success and celebrate when it happens. ● Focus on children's abilities and strengths rather than on disabilities and weaknesses. • Allow child to come off the carpet it they are uncomfortable – sit on a chair near the carpet – without interrupting the learning activity		

When you have tried at least 5 of the above strategies for at least two weeks then:

- Refer to SENCO and/or Pastoral Manager for an in class observation.
- Thrive and/or ELSA input screening and sessions
- Occupational Therapist referral/advice
- Educational Psychologist
- GP referral (Paediatrics/CAMHS/Point One)
- If SEN Support triggers are met SENDCo and Class Teacher to see parents and SEN register placement.

Pupils who need to be in control

Difficulties they may have:	Implications for classroom practice	Tried for two weeks - unsuccessful	Tried for two weeks and was successful
● May call out a lot ● Will always want to be at the front of the line ● Will rush to get ahead of everyone ● Might barge others out of the way ● Might appear to deliberately defy an adult. • Will do things in their own time – rather than the teacher's time	(These will also be effective for the child seeking revenge) ● **Read Streaky – the story about a pig who always wanted to be first** ● Give them options which allow them to 'feel' in control. ● Keep calm! Avoid a power struggle with the child. ● If the child is off-task, redirect and then walk away - as if you expect the child will do what you've directed. This is called 'expectation of compliance' (Bill Rogers 1992) and is powerful as it avoids a confrontational situation and allows the child to 'save face'. ● Be careful not to praise too soon. The child will not want to appear to be working to please you, so delay your reaction. A casual nod or smile will often reinforce the behaviour you want. ● Keep praise low-key. The child will not want to appear to conform and so a 'quiet word in the ear' will be more effective than praise in front of the whole class. ● Give power to the child in the form of special responsibilities. ● Organise opportunities for the child to feel important - help younger children with their work. ● Give control to the child by statements such as "You're working quietly", instead of "I like the way you're working quietly". ● Establish firm limits and boundaries. Negotiate rules so that the child feels ownership. ● Use logical consequences that are applied to the whole class and therefore seen as 'being fair'. ● Develop a positive friendly manner and don't take the child's behaviour personally. ● Be prepared to listen rather than accuse. ● Avoid audiences. Speak to the child about inappropriate behaviour privately. • 'Reframe' their actions and attribute positive reasons for their behaviour. "I can see you're not joining in the group discussion but that's probably because you need some extra thinking time".		

When you have tried at least 5 of the above strategies for at least two weeks then:

- Refer to SENCO and/or Pastoral Manager for an in class observation.
- Thrive and/or ELSA input screening and sessions
- Occupational Therapist referral/advice
- Educational Psychologist
- GP referral (Paediatrics/CAMHS/)
- If SEN Support triggers are met SENDCo and Class Teacher to see parents and SEN register placement.

Strategies for the helpless (avoidance of failure)

Difficulties they may have:	Implications for classroom practice	Tried for two weeks - unsuccessful	Tried for two weeks and was successful
● Gives up easily ● Uses words like I can't do it ● Frequent toilet trips in lesson time ● Will copy others ● Won't begin quickly ● Takes a long time to put pen to paper ● Doesn't like getting things wrong.	● (**Read the story of Peaches a dog who was different.** ● **Or read Quackerline – the duck who wanted to be like the swans** ● Build confidence. ● Focus on improvement. Notice contributions. Build on strengths. ● Recap the Learning Heroes – focussing on Tough Tortoise. ● Promote Growth Mindset – through sharing books ● Acknowledge the difficulty of the task. ● Set time limits on tasks. ● Focus on past success. Analyse past success. Encourage and support child in order to repeat past success. ● Make learning tangible. Foster an "I can" atmosphere in the classroom. Get child to make a list of "I cans". ● Group work to encourage co-operation and collaboration.		

	● Teach positive self-talk Encourage positive self-talk before beginning tasks ● Put positive signs around the class room. ● Make mistakes OK. Everyone makes mistakes - we can learn from them. Our work doesn't always have to be good - good enough will do. Minimise the effect of making mistakes. ● Take the blame - "This must be my fault, I didn't explain it very well". ● Recognise achievement. Celebration assemblies. Certificates and stickers. Positive time-out. Self-approval. ● Clapping and standing ovations. ● Modify teaching methods. Use concrete learning materials. Attractive computer programmes. Self-explanatory worksheets. Self-correcting assessment. Teach one step at a time. ● Show the child that they are capable. This child will want you to do everything for them - "learned helplessness". Do not 'rescue' as this is unhelpful. Encourage child's attempts, not the end product. They are capable. ● Give them easy tasks to build confidence and then increase complexity • Bring in Magic Moments from home to share in class.		

When you have tried at least 5 of the above strategies for at least two weeks then:

- Refer to SENCO and/or Pastoral Manager for an in class observation.
- Thrive and/or ELSA input screening and sessions
- Occupational Therapist referral/advice
- Educational Psychologist
- GP referral (Paediatrics/CAMHS)
- If SEN Support triggers are met SENDCo and Class Teacher to see parents and SEN register placement.

SENSORY AND/ OR PHYSICAL NEEDS

Pupils with a hearing impairment

Difficulties they may have:	Implications for classroom practice	Tried for two weeks unsuccessfully	Tried for two weeks and was successful
• This is usually a permanent hearing loss of the high frequencies or tones. People with high frequency loss. • May not hear some of the consonants, such as's'. Consonants provide the intelligibility of speech. • The severity of the problem depends upon which tones are affected. This type of hearing loss • Cannot always be helped with hearing aids; again, this depends upon which frequencies need amplification. • A high frequency hearing loss can cause misunderstanding or mishearing, even though the pupil appears to be hearing normally because he or she responds to speech. • It may also cause the pupil to make spelling and grammatical errors, such as omitting verb and plural endings.	**Recommendations to support pupils with a hearing impairment** • Use signing to support language development. • Use a normal voice. Do not shout or exaggerate speech • The pupil may need to supplement hearing with speech-reading, so ensure that he or she is seated in a favourable position, i.e. towards the front and to one side, in such a position that the light falls on the speakers' faces and not in the pupil's eyes. • The pupil will also need to speech read classmates if there is evidence of miss-hearing other pupils' responses, repeat their contributions • Try not to speak behind the pupil with the hearing loss • Remember not to speak whilst writing on the blackboard - the pupil cannot speech read from • Behind visual clues, such as pictures, diagrams, key words on the board, all help to reinforce the spoken word • Be aware that the pupil with a high frequency loss may have difficulty following audio tapes or television programmes. Some priming with key words beforehand may be very helpful; • Pupils learning a foreign language may find tapes particularly difficult to listen to give clear instructions and check for understanding.		

When you have tried at least 5 of the above strategies for at least two weeks then:

- Refer to SENCO for an in class observation.
- SENDCo to contact and support a referral to Sensory Support Hearing Impairment team for advice/ Virtual Sensory Support Service (VSSS).
- Liaison with audiology
- If SEN Support triggers are met SENDCo and Class Teacher to see parents and explain SEN register placement.

Pupils with a visual impairment

Difficulties they may have:	Implications for classroom practice	Tried for two weeks unsuccessfully	Tried for two weeks and was successful
The learning processes of students with visual impairment may be affected in the following ways: **Reading** ● Ability to read printed material or diagrams - students with visual impairment may access information in a variety of ways, for example Braille, audio, or enlarged print. ● Headaches often result from eyestrain. This may reduce considerably the study time available to these students. ● Finding books in the shelf may be impossible without assistance. ● Many will be unable to read examination questions and handouts in standard print or read their own handwriting when answering examination questions. Extra time is needed to carry out some tasks, such as locating words in a text when shifting from one reading medium to another. ● There may be delays in starting writing because of the extra time needed for reading.	● Be patient ● Liaise with Sensory Support (Visual Impairment Team) regularly to ensure we are supporting the child correctly. ● Speak to parents about what already works for the child at home. ● Speak to previous class teacher about what worked well. ● Ensure glasses are worn – if needed ● Ensure glasses are clean at all times ● Making sure there is access to a VI specialist and a habilitation (mobility and rehabilitation) specialist, providing appropriate resources, such as low vision aids, braille, large print, specialist computer hardware and software etc. using text with the highest possible contrast (light letters on a dark background may be more legible than dark letters on a light background), with large, bold fonts and simple typefaces (such as Arial), on an uncluttered background ● Make sure they are sitting on the carpet/at tables so they can see the board, text. ● Enlarge text and keep to a simple font at ALL times ● Preparation in Braille, large print or audiotape takes time, so planning well-ahead is essential if the student is to have texts available at the commencement of the semester. Specifying the order of reading within a text is helpful as it can take many weeks to have a book reproduced into audio or Braille. ● Ensuring lines of text are widely spaced and providing thick paper (so that text does not come through from the reverse side), with a matt finish to cut down on glare, together with large felt pens and pencils and raised or bold lines to aid writing skills ● Repeating instructions and giving plenty of opportunities for multisensory learning, through using taste and smell as well, when appropriate ● Providing opportunities for hands-on learning involving the use of real-life objects which the students can handle, and supporting verbal instructions with tactile pictures they can feel ● Helping students to become familiar with classrooms when other students are not there; furniture and flooring can be used to distinguish between different areas of the room, as can sounds and smells; helping students to be organised by having specified places for items to be kept ● Considering glare within the classroom with regard to reflection from lighting and the sun; means to		

	reduce glare, such as blinds, indirect lighting and dimmers may be needed, and careful consideration given as to where the students sit Giving students specific strategies to help them gain social skills.		

When you have tried at least 5 of the above strategies for at least two weeks then:

- Refer to SENCO
- Liasion with Opthalmics/opticians
- Further support from Virtual Sensory Support Service (VSSS)
- If SEN Support triggers are met SENDCo and Class Teacher to see parents and SEN register placement.

Pupils with a sensory impairment

Difficulties they may have:	Implications for classroom practice	Tried for two weeks unsuccessfully	Tried for two weeks and was successful
• **Common Signs of Sensory Processing Problems** • **Out-of-proportion reactions to touch, sounds, sights, movement, tastes, or smells, including:** • Bothered by clothing fabrics, labels, tags, etc. • Distressed by light touch or unexpected touch • Dislikes getting messy • Resists grooming activities • Very sensitive to sounds (volume or frequency) • Squints, blinks, or rubs eyes frequently • Bothered by lights or patterns • High activity level or very sedentary • Unusually high or low pain threshold • **Motor skill and body awareness difficulties, including:** • Fine motor delays (e.g., crayons, buttons/snaps, beading, scissors) • Gross motor delays (e.g., walking, running, climbing stairs, catching a ball) • Illegible handwriting • Moves awkwardly or seems clumsy • Low or high muscle tone	• A sensory diet at school might include: • **Walking**. Taking a brief walk at specified intervals, perhaps accompanied by an aide. • **Brushing.** Going to the bathroom, where he can enter a stall and brush himself using the deep touch pressure technique for sensory defensiveness taught by his occupational therapist. • **Listening to calming music**. Using an iPod or other audio player, the child can listen to music that helps him regain his composure: nature sounds, classical music, or even rock n' roll—whatever effectively organizes his unique nervous system. • **Fidgeting with objects**. Fidgets such as a Koosh ball, fabric tab sewn in to a pocket, or even a hair band can keep a student's hands busy so they can focus better. A band of stretchy material around front chair legs that they can push their shins and ankles against may help. A carpet square or piece soft cloth they can touch attached to the underside of the desk or an inflatable cushion to sit on can make attending for long periods easier for every child. • **Objects for chewing.** Objects to chew on such as a Pencil Topper, ChewEase, or Chewable Jewel can provide soothing oral input to keep a student focused on learning rather than sensory cravings. • **Push-ups and jumping jacks.** Jumping jacks or just jumping in place, and push-ups done in a chair or against a wall provide organizing proprioceptive input at school. • **Stretching.** Stretching wakes up the body after a quiet activity. Everyone can benefit from stretching after sitting, but it's even more important for a child with sensory issues. • **Playground and gym opportunities.** All children—especially those with sensory challenges—need opportunities to move before, during, and after school: hang from monkey bars, throw or push objects, run, jump, and pull objects. Otherwise, it can be quite difficult to settle in to quiet classroom activities and obey school rules about "no throwing" and "no running." The experiences such as Sensory Circuits, Brain Gym, yoga, or other fun activities into classrooms to keep children on track and ready to learn. The best gym teachers let children run laps around the gym to blow off pent-up energy before asking requiring them to sit down and listen to instructions for the day's gym class.		

● **Oral motor and feeding problems, including**: ● Oral hypersensitivity ● Frequent drooling or gagging ● "Picky eating" ● Speech and language delays ● Poor attention and focus: often "tunes out" or "acts up" ● Uncomfortable/easily overstimulated in group settings ● Difficulty with self-confidence and independence	● **Appropriate demand for eye contact**. A child with sensory issues may need to "block off" his visual sense in order to listen more effectively. They should **not be required** to maintain eye contact when answering a question requiring concentration. If increasing eye contact is a goal, it should be worked on at other times, not, for example, when they are making a nerve-wracking oral presentation. ● **Prepare for intense sensory experiences.** The sensitive child should be warned in advance about fire drills, for instance, so they can be prepared for the intensity. They should be permitted to wear earplugs or sound blocking earmuffs during such a sensory onslaught. ● **Special place in line**. When lining up with other children, the child should always be at the front or end of the line so they aren't disturbed by other children crowding or bumping into them. (You might ask the teacher to appoint them "line monitor" so this doesn't seem like a punishment.) ● **Special seating.** A sensitive child needs a well-considered seat location in the classroom and other rooms such as art, music, and computer suite. The best spot varies from child to child and the parent, teacher, and OT may need to collaborate to determine the best location in a given room. Children with sensory issues often do best in the front of the classroom close to the teacher, away from distractions such as direct sunlight and vents and noisy radiators. A student may also need to sit where she can't see out the door or windows, or next to a wall for a sense of security.		

When you have tried at least 5 of the above strategies for at least two weeks then:

- Refer to SENCO for an in class observation.
- Meet with parents.
- Occupational Therapy referral
- GP referral (ASD/ASC route)
- If SEN Support triggers are met SENDCo and Class Teacher to see parents and SEN register placement.