

## BROAD AREA \_ Communication & Interaction

### INTENT

Our SEND Offer for C&I is based upon ensuring high quality opportunities to improve language and social skills. We do those through prioritising the support of an in-house SALT to support both children directly where appropriate and staff in supporting with strategies.

We use the Autism Education Framework to identify key targets for children with an ASC Diagnosis and also where the small steps social skills would benefit children without a specific diagnosis. These are written into children's IEPs as specific targets.

The classroom and resources support a language rich offering with a variety of methods of communication to support children with C&I needs. Uncluttered, calm work spaces with focus on key vocabulary appropriate to the topic are key.

### QUALITY FIRST TEACHING

Class based practices and teaching styles of all teachers offer an overtly inclusive ethos. Children with C&I needs are a part of the class and only withdrawn for specific tasks to meet the needs of the child in reaching their targets. Visual Timetable and exposure to whole class teaching supported by 1:1 support ensures children are not excluded from core activities experienced by the rest of the class. Behaviour strategies and class management are delivered with the needs of children with sensory needs in mind. We have a no shouting culture

Within planning and curriculum delivery teachers use a range of strategies to support information retention and retrieval such as Interleaving and Spaced Learning theories. For children with C&I needs these are all useful but whilst frequent retrieval practice applies to all children in school it is specifically used frequently and effectively to practice new vocabulary and language skills for children with C&I needs

### INTERVENTIONS and RESOURCES

Interventions for children with C&I needs vary according to the child's individual need and according to the APDR process. Using an in-house SALT we provide support through either small group or 1:1 sessions to improve language development, confidence with language, improve vocabulary use and understanding and to practice social skills using a range of resources and programmes such as Word Aware, Colourful Semantics and retrieval practice for vocabulary.

We use a DFE approved synthetic phonics approach to teaching but where this is clearly not the way a child learns and they are being disadvantaged by this we adopt a Whole Word Reading scheme for individual children. This is delivered on a 1:1 basis for specific children only.

Sensory Room for children requiring time out of the classroom to regulate according to their sensory needs. We have lights, music and aromatherapy in offer in a small comfortable space whilst also offering a sensory walk / proprioceptive and interoceptive activities.

### CURRICIULUM

Our Whole School Curriculum is Values based and driven. This supports all children with Communication & Interaction needs as we provide a range of real life opportunities to link their learning to real life and enable children to express themselves in manners appropriate to their abilities and needs. For example a non-verbal child is able to demonstrate their understanding through written form, picture or drama and recording evidence digitally. It is important that ALL children see their place in the world around them, understand the environmental and sustainability factors that affect them and when it comes to our Equality, Diversity and Identity topics our children with additional needs are able to shine even brighter as we delve into who we are, our place in the world and look at empathy with others – an area children with C&I needs can often struggle with but they are included in all areas of this curriculum to both learn and to teach others more about life from their perspective encouraging empathy and understanding from their peers.

## BROAD AREA – Cognition & Learning\*

### INTENT

Our SEND Offer for C&L is based upon ensuring high quality opportunities to learn using a range of styles and mediums to support children with C&L needs.

We use BSquared Progression Steps and Pre-Key Stage standards to break down the curriculum into smaller steps where necessary so that small step progress can be identified and achievable, meaningful targets set which in turn supports the planning and resources identified for the child.

Classroom practice supports children through the use of uncluttered, calm work spaces with focus on key vocabulary appropriate to the topic are key.

A calm and supportive environment with a range of resources is available to support in the classroom and in a small group or 1:1 basis where necessary.

### CURRICIULUM

Our Whole School Curriculum is Values based and driven. This supports all children with Cognition & Learning Needs as the learning is linked directly to real life examples so the purpose of the learning is more evident and they get the opportunity to showcase their work in the real world through presentations, displays in local shops, community involvement etc. It is important that ALL children see their place in the world around them, understand the environmental and sustainability factors that affect them and when it comes to our Equality, Diversity and Identity topics our children with additional needs are able to shine even brighter as we delve into who we are, our place in the world and look at empathy with others – an area children with C&L needs can often struggle with but they are included in all areas of this curriculum to both learn and to teach others more about life from their perspective encouraging empathy and understanding from their peers.

### QUALITY FIRST TEACHING

Our class based practices and teaching styles of all teachers offer an overtly inclusive ethos. Children with C&L needs are a part of the class and only withdrawn for specific tasks to meet the needs of the child in reaching their targets. Visual Timetable and exposure to whole class teaching supported by 1:1 support ensure children are not excluded from core activities experienced by the rest of the class.

Within planning and curriculum delivery teachers use a range of strategies to support information retention and retrieval such as Interleaving and Spaced Learning theories.

Spaced Learning with breaks to break up chunks of focused learning time with re-visits often earlier for children with C&L needs given that the forgetting curve of children with these needs is often earlier / sharper than the 'average' child.

Whole class use of iPads to support a range of recording options – children leave voicenotes, typed or written responses and teachers mark using the same range of methods which provides children with the support they need without feeling singled out or 'different' to their peers. Children are also able to apply coloured screen filters where they would also have coloured reading filters for books etc.

### INTERVENTIONS and RESOURCES

Sensory Walks and Proprioceptive activities are timetabled for children where there is a need and specific space in the Rainbow room with appropriate resources ready.

Spaced Learning and retrieval practice help to embed learning generally but children with C&L needs may have additional retrieval practice, pre-learning and over-learning sessions together with frequent breaks to split up chunks of focused learning time.

The iPads every child has access to from Years 2 upwards allow children to have a copy of the Teacher Slides so that they can refer back to these as aids where slower processing speeds means they may have missed something during whole class input and for reminders of instructions as well as to check against for key vocab spellings etc.

Children requiring additional support receive either / both small group sessions or 1:1 support in the classroom and outside of the classroom where quieter focus is required.

Phonics and reading groups for those needing additional support spelling, reading and writing are offered as well as Whole Word Reading Approach when phonics proves not to be a useful learning approach (very specific cases).

\* Includes Attention deficit hyperactivity disorder (ADHD) Attention Deficit Disorder, (ADD), Moderate Learning Difficulty (MLD) Profound and Multiple Learning Difficulty (PMLD) Severe Learning Difficulty (SLD) Specific Learning Difficulty (SpLD) – Dyscalculia, Dysgraphia, Dyslexia, Dyspraxia etc

## BROAD AREA \_ Sensory & Physical

### INTENT

Our SEND Offer for S&P is based upon ensuring that physical and sensory needs do not present a barrier to learning the same content as those without S&P needs. Equity is provided by ensuring that the physical environment is adapted to meet the needs of physical needs such as wheelchair access. Working closely with Nottinghamshire LA Schools & Families Services teams as well as in house SALT professional we put in place advice on ensuring vision and hearing needs are accommodated as far as possible. Children requiring equipment to address physical needs are catered for in all classrooms and outside to enable full access to all areas of school and areas of the curriculum.

Where required learning is broken into smaller chunks so that tiredness caused by physical needs is taken into consideration and is less of a barrier to learning than it would be if not addressed and the child becomes disregulated.

### QUALITY FIRST TEACHING

Class based practices and teaching styles of all teachers offer an overtly inclusive ethos. Children with S&P needs receive the same level of teaching with the addition of in class support to remove barriers to learning. Effective placement within class aids children with hearing and vision requirements. Wearing of microphones

Provision of large print resources for those with reduced vision are provided in combination with resources on iPads to enable children to enlarge their own work in class. These are part of our QFT offering as all children in Years 2 upwards have access to iPads.

In some cases there is no learning need associated with a medical need so QFT is the same as it would be for a child's peers but with an awareness of any medical need or issue arising from it so it does not become a hindrance to accessing education if not properly managed.

### INTERVENTIONS and RESOURCES

Interventions for children with S&P needs vary according to the child's individual need and according to the APDR process. Using advice from external professionals we provide learning support through small group or 1:1 in class or out of class where appropriate.

A Sensory Room for children requiring time out of the classroom to regulate according to their sensory need has lights, music and aromatherapy in a small comfortable space whilst also offering a sensory walk / proprioceptive and interoceptive activities.

Physiotherapy takes place in the same room so can be combined with other opportunities for sensory play or small group learning using resources and strategies too large for the classroom. Physiotherapy needs are also addressed by trained Teaching Assistants in a space conducive to effective delivery of the exercises.

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## BROAD AREA \_ Social Emotional & Mental Health

### INTENT

Our SEND Offer for SEMH is based upon ensuring all children have access to the best possible support to reduce the effects of .

Some children may have emotional needs and/or social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other children or young people

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