



Supporting all learners at Christ Church CEVC Primary School



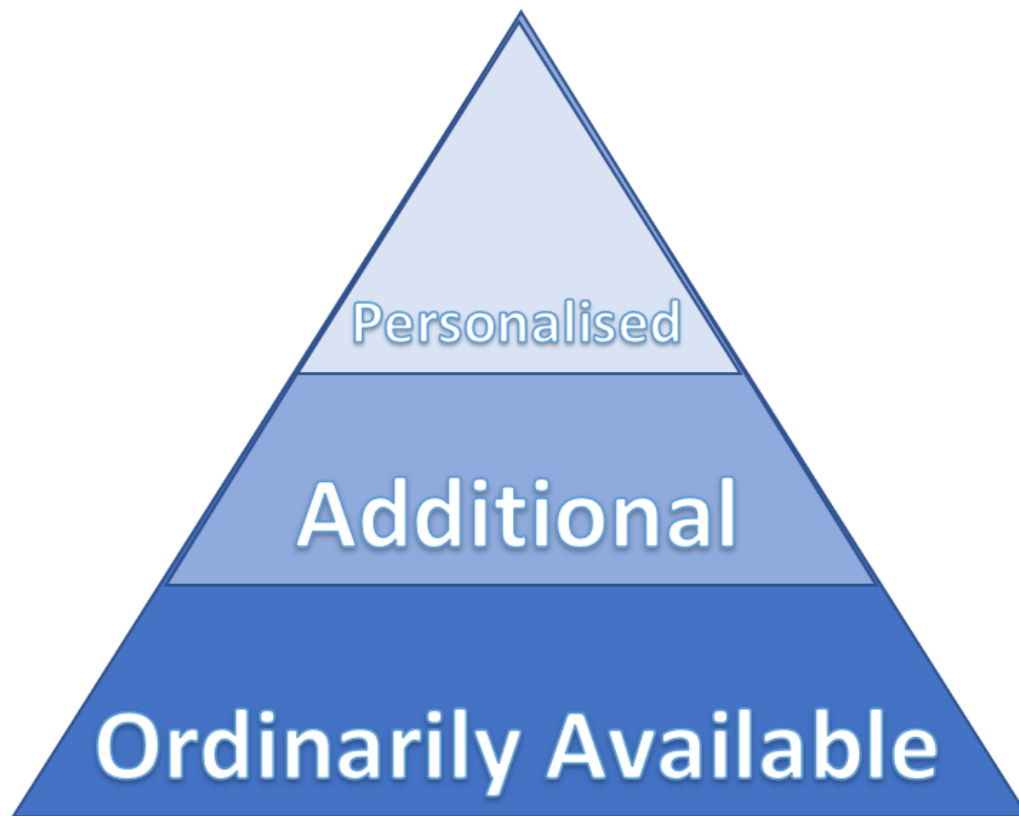
At Christ Church School we want all our children to flourish and grow. This document sets out the universal principles and personalised strategies that we provide in order to support children to feel good about themselves, enjoy learning and achieving and become positive members of the community.

Related policies and documents

SEND Policy
SEND Information Report
EAL Policy
Pupil Premium Report
Equality Scheme



Provision





Provision

Ordinarily Available

Classroom Organisation

These strategies are often small but significant adjustments to daily classroom management, which can make a huge difference to the learning of a pupil with SEND. Most of the strategies under this heading require no special preparation or materials.

On-going Differentiation

Some of these strategies refer to ways of adjusting how we communicate with the learner and present information to them, others suggest adaptations to learning content which take place at the lesson-planning stage. Most of these adaptations are likely to benefit other learners in the class by making learning content more accessible.

Marking and Feedback

The classroom support strategies within this section focus on providing learners with SEND with feedback to help them progress towards personal targets as well as their learning in lessons. These strategies support children's understanding of feedback and next steps.

Additional

Assessment

School assessments that provide further information about the needs of the learner and inform specific adaptations or additions to provision.

Catch-Up Programmes

Evidence-based interventions, delivered by trained teaching assistant. Small group activities led by teachers and/or teaching assistants, linked to learning in the classroom.

Personalised

Assessment

External assessments, observations and advice from specialist teachers and other services following a referral.

Personalised Programmes

1:1 and personalised programmes developed by teachers, the SENCO and/or specialist teachers and other services.



Universal Principles

Universal Principles

Positive attention, encouragement and praise

- Use the principle of differential attention and praise; attention is given to the behaviours that we want to encourage and reinforce
- Use praise to encourage and reinforce socially appropriate behaviours such as communication, turn-taking, sharing
- Use praise to encourage and reinforce behaviours for learning such as concentration, persistence, problem-solving efforts, cooperative learning
- Use praise to encourage and reinforce decision making and independence skills
- Separate praise from correction and consequences; avoid *'well done, but....'*
- Consistent use of the positive behaviour policy and use of the cogs to support praise and reward
- Allow time for children to regularly reflect on what they did well each day and encourage self-praise

Modelling

- Model behaviours that we want to encourage, including clear and calm communication, problem-solving and use of supportive language
- Model learning activities; model, repeat, extend and praise

Coaching

- Use descriptive commenting alongside quality questioning for learning activities
- Academic and persistence coaching to promote success in the classroom
- Social coaching to strengthen and children's empathy and social skills
- Emotion coaching to strengthen children's emotional literacy, empathy and self-regulation skills
- Guided decision making / coaching for decision making and independence skills

General

- Opportunities to build positive and trusting relationships between children and adults
- Visual timetables displayed in all classrooms and shared daily. Draw attention to and changes
- Establish predictable routines and consistency of approach in daily activities
- Clear instructions presented in manageable chunks to avoid cognitive overload
- Display longer sets of instructions/success criteria to support working memory
- Display words and ideas generated in the lesson so that these can be referred to within the lesson and in subsequent lessons



Cognition and Learning

Ordinarily Available

Classroom Organisation

- Co-operative learning – think, pair, share
- Opportunities for paired and group work (mixed ability)
- Links to prior learning in all lessons
- Misconceptions within the lesson are addressed swiftly
- Scaffolding includes high quality questioning, modelling
- Seating positions are carefully considered and flexible (front facing/ unobstructed view / mixed ability)
- Accurate baseline assessments and ongoing assessment for learning to inform planning
- Independent learning is promoted and celebrated
- Effective use of additional adults, teacher led 1:1 and small group work

On-going Differentiation

- Table resources including word mats, stem sentences, number lines, maths packs
- Displays to support/scaffold learning/display key vocabulary
- Instructions broken into smaller chunks, task boards for longer lists of instructions
- Visuals alongside instructions to support understanding
- Manipulatives and pictorial supports for maths
- Differentiation/personalisation with appropriate level of challenge, depending on the activity
- Pre-teaching, repetition, additional opportunities for retrieval and consolidation.
- Accessible language, check understanding
- Additional thinking time built in to answer questions, pre-ask questions, additional time for assessments where appropriate
- Offer a variety of ways to record work, including a range of writing materials, ICT, drama
- Assistive technology where appropriate
- Regular opportunities for independent work to build confidence, resilience and stamina
- Mindful of sensory needs when planning

Marking and Feedback

- Feedback given in a range of written, verbal and visual ways
- Feedback is focussed and acknowledges strengths, including for effort and participation as well as content and presentation
- Accessible language used for verbal feedback. Written feedback is consistent with reading ability
- Support and encourage self-evaluation and editing skills in small steps



Additional	<p>Assessment</p> <ul style="list-style-type: none"> • SNAP SPLD (Specific Learning Difficulties) • YARC (York Assessment of Reading Comprehension) • SENT (Sandwell Early Maths Test) • PIVATs • Structured Observation • Pupil Views <p>Catch-Up Programmes</p> <ul style="list-style-type: none"> • Reading Intervention (Y1 – Y6) • Inference Training (Y3 – Y6) • Accelleread/Accelewrite (Y4 – Y6) • FirstClass@Number (Y1 – Y2) • Number Sense (Y3 – Y4) • Success@Arithmetic (Y5 – Y6) • Class-based pre-teaching and consolidation groups <p>Communicate with parents about the results of assessments or inclusion in catch-up programmes</p>
Personalised	<p>Referrals for advice and/or assessment</p> <ul style="list-style-type: none"> • NYCC Hubs – cognition and learning <p>Personalised Programmes / provision</p> <ul style="list-style-type: none"> • developed by teachers, the SENCO and/or specialist teachers and other services <p>Children at wave 3 will usually have an SEN Support Plan or EHCP Communicate with parents about the results of assessments, or any additional provision or intervention</p>



SpLD / Dyslexia

Ordinarily Available

Classroom Organisation

- Co-operative learning – think, pair, share
- Links to prior learning in all lessons
- Misconceptions within the lesson are addressed swiftly
- Scaffolding includes high quality questioning, modelling
- Seating positions are carefully considered and flexible (front facing/ unobstructed view / mixed ability)
- Effective use of additional adults, teacher led 1:1 and small group work

On-going Differentiation

- Be aware of impact on mental health and resilience – build success into every lesson
- Independent learning is promoted and celebrated
- Table resources including word mats, stem sentences, number lines, maths packs
- Print SNB slides to aid memory or to support transcribing
- Instructions broken into smaller chunks, task boards for longer lists of instructions
- Visuals alongside instructions to support understanding
- Manipulatives and pictorial supports for maths
- Differentiation/personalisation with appropriate level of challenge, depending on the activity
- Pre-teaching, repetition, additional opportunities for retrieval and consolidation.
- Accessible language, check understanding
- Additional thinking time built in to answer questions, pre-ask questions, additional time for assessments where appropriate
- Offer a variety of ways to record work, including a range of writing materials, ICT, drama
- Assistive technology where appropriate
- Mindful of sensory needs when planning
- Be aware of tiredness – build in breaks as necessary
- Reading rulers / coloured overlays for tracking and visual stress
- Age appropriate resources that are accessible, for example Hi/Lo books

Marking and Feedback

- Feedback given in a range of written, verbal and visual ways
- Feedback is focussed and acknowledges strengths, including for effort and participation as well as content and presentation
- Accessible language used for verbal feedback. Written feedback is consistent with reading ability
- Support and encourage self-evaluation and editing skills in small steps



Additional	<p>Assessment</p> <ul style="list-style-type: none">• SNAP SPLD (Specific Learning Difficulties)• YARC (York Assessment of Reading Comprehension)• SENT (Sandwell Early Maths Test)• Dyslexia Portfolio• PIVATs• Structured Observation• Pupil Views <p>Catch-Up Programmes</p> <ul style="list-style-type: none">• Reading Intervention (Y1 – Y6)• Inference Training (Y3 – Y6)• Accelleread/Accelwrite (Y4 – Y6)• FirstClass@Number (Y1 – Y2)• Number Sense (Y3 – Y4)• Success@Arithmetic (Y5 – Y6)• Class-based pre-teaching and consolidation groups <p>Communicate with parents about the results of assessments or inclusion in catch-up programmes</p>
Personalised	<p>Referrals for advice and/or assessment</p> <ul style="list-style-type: none">• NYCC Hubs – cognition and learning <p>Personalised Programmes / provision</p> <ul style="list-style-type: none">• developed by teachers, the SENCO and/or specialist teachers and other services <p>Children at wave 3 will usually have an SEN Support Plan or EHCP Communicate with parents about the results of assessments, or any additional provision or intervention</p>



Communication and Interaction

Ordinarily Available

Classroom Organisation

- Regular use of visuals alongside key vocabulary
- Visual Timetables / prompts to structure routines
- Establish a regular and robust classroom routine, prepare for changes
- Calm learning environment
- Seating positions are carefully considered, being mindful of sensory needs
- Keep language in the classroom clear and unambiguous at all times
- Use of positive behaviour policy is clear and consistent

On-going Differentiation

- Now/Next boards
- Pre-teach key vocabulary
- Sentence starters
- Tasks broken into smaller chunks and supported by visuals or task boards
- Clear, simple instructions, presented in small chunks using accessible vocabulary
- Extra time to process verbal questions or instructions
- Check understanding of instructions and expectations
- Use of pupil's name before directing instructions / beginning a conversation
- Model taking turns in conversation and keeping on topic
- Expectations made explicit, supported with visuals and clear routines
- Individualised social stories / comic strip conversations.
- Breaks built into the day where appropriate
- Use of ICT
- Games for developing listening and attention skills

Marking and Feedback

- Feedback given in a range of written, verbal and visual ways
- Feedback is focussed and acknowledges strengths, including for effort and participation as well as content and presentation
- Accessible language used for verbal feedback. Written feedback is consistent with reading ability
- Support and encourage self-evaluation and editing skills in small steps



Additional	<p>Assessment</p> <ul style="list-style-type: none"> • SDQ (Strengths & Difficulties Questionnaire) • SNAP SPLD (Specific Learning Difficulties and behaviour) • Structured Observation • Pupil Views • Sensory Profile <p>Catch-Up Programmes</p> <ul style="list-style-type: none"> • Time To Talk • Lego Social Skills Group • ELSA Social Skills Group <p>Communicate with parents about the results of assessments or inclusion in catch-up programmes</p>
Personalised	<p>Referrals for advice and/or assessment</p> <ul style="list-style-type: none"> • NYCC Hubs – communication and interaction • SALT • CAMHS <p>Personalised Programmes / provision</p> <ul style="list-style-type: none"> • developed by teachers, the SENCO and/or specialist teachers and other services <p>Children at wave 3 will usually have an SEN Support Plan or EHCP Communicate with parents about the results of assessments, or any additional provision or intervention</p>



Speech and Language

Ordinarily Available

Classroom Organisation

- Regular opportunities to work collaboratively in pairs or groups with peers who can provide good models of speech and language (in pairs or groups).
- Visuals alongside printed words, including visual timetable, labels and displays

On-going Differentiation

- Model tasks / routines / behaviour alongside descriptive commenting
- Academic coaching to build language
- When giving instructions, keep language simple and give in sequential order (eg '*put your book away then sit down,*' not '*sit down when you have put your book away*')
- Give additional thinking time to follow instructions / answer questions
- Reinforce key information through pre-teaching, reducing language, consolidating through repetition and visuals including video
- Use visuals and gestures alongside speech
- Pre-teach key vocabulary
- Help increase vocabulary by introducing a 'word of the day' and rewarding appropriate use of it in speech
- Model good use of standard English and sentence structures in the classroom
- Practice saying sentences orally before writing it down
- Word banks for high frequency words, class generated vocabulary or subject-specific vocabulary

Marking and Feedback

- Feedback given in a range of written, verbal and visual ways
- Feedback is focussed and acknowledges strengths, including for effort and participation as well as content and presentation
- Accessible language used for verbal feedback. Written feedback is consistent with reading ability
- Support and encourage self-evaluation and editing skills in small steps



Additional	<p>Assessment</p> <ul style="list-style-type: none"> • Launchpad for Literacy • Speech Sounds Assessment • Communication Trust Tool • Structured Observation • Pupil Views <p>Catch-Up Programmes</p> <ul style="list-style-type: none"> • Time To Talk • Reception Narrative <p>Communicate with parents about the results of assessments or inclusion in catch-up programmes</p>
Personalised	<p>Referrals for advice and/or assessment</p> <ul style="list-style-type: none"> • NYCC Hubs – communication and interaction • SALT • CAMHS <p>Personalised Programmes / provision</p> <ul style="list-style-type: none"> • developed by teachers, the SENCO and/or specialist teachers and other services <p>Children at wave 3 will usually have an SEN Support Plan or EHCP Communicate with parents about the results of assessments, or any additional provision or intervention</p>



Social, Emotional and Mental Health

Ordinarily Available

Classroom Organisation

- Consider seating – does the child prefer to be near a trusted adult or prefer space?
- Emotional thermometers / indicators in the classroom
- Calm spaces / withdrawal spaces available

On-going Differentiation

- Consistent use of positive behaviour strategies / Whole school positive behaviour policy
- Maintain calmness
- Give reassurance
- Express and recognise: use phrases such as: "I wonder if...", "Let's try...", "Maybe we can..."
- Calm boxes / sensory boxes. These could include items such as fiddle toys, stress balls, mindful colouring, sorting items, playdoh
- Open communication with parents and carers
- Teach emotional literacy / language
- Positively model potential triggering behaviours, for example problem solving, mistake making and overcoming disappointment
- Regular check-ins. Consider naming a key adult in the classroom
- Space and opportunities to talk through difficulties if required
- Rest or exercise breaks if required
- Consider sensory needs, for example crowded spaces, noise and make adjustments.
- Give time after upsets for the child to calm down, away from others if necessary
- Praise and reward good decision making / resilience / problem solving etc

Marking and Feedback

- Feedback given in a range of written, verbal and visual ways
- Feedback is focussed and acknowledges strengths, including for effort and participation as well as content and presentation
- Accessible language used for verbal feedback. Written feedback is consistent with reading ability
- Support and encourage self-evaluation and editing skills in small steps



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Additional</p>	<p>Follow the NYCC Ladder of Intervention</p> <p>Assessment</p> <ul style="list-style-type: none"> • SDQ (Strengths & Difficulties Questionnaire) • SNAP behaviour • Structured Observation • Pupil Views • Sensory Profile <p>Catch-Up Programmes</p> <ul style="list-style-type: none"> • Time to talk • Lego Social Skills Group • Circle time activities (small groups) • Early Help Plan (school based) <p>Communicate with parents about the results of assessments or inclusion in catch-up programmes</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personalised</p>	<p>Follow the NYCC Ladder of Intervention</p> <p>Referrals for advice and/or assessment</p> <ul style="list-style-type: none"> • NYCC Hubs – SEMH • Trailblazers Mental Health Support Team • CAMHS • Early Help Referral <p>Personalised Programmes / provision</p> <ul style="list-style-type: none"> • developed by teachers, the SENCO and/or specialist teachers and other services <p>Communicate with parents about the results of assessments, or any additional provision or intervention</p>



Sensory and Physical – Hearing Impairment

Ordinarily Available

Classroom Organisation

- Seating carefully considered – able to see the teacher / IWB and other children
- Pair or group the learner with supportive peers who are good role models
- Be aware of noise from windows / lighting / other children / corridors
- Reduce classroom noise with the use of tray and pencil pot liners / noise-ometers
- Don't stand in front of a window or light source
- NCDS [Noise Survey](#) NCDS [Listening Conditions Checklist](#)
- Pre-warning of fire drills / remove before alarm if necessary

On-going Differentiation

- Use of radio aids
- Visuals / pictures and real objects alongside language
- Makaton or BSL to support speech
- Give instructions in smaller chunks and check that oral instructions have been understood
- Make sure you have the pupil's attention before giving out important information
- Slow speech a little, but keep natural fluency. Don't exaggerate your speech
- Use rich and varied language but pre-teach /clarify new language. Support language development, including synonyms and semantic links through word webs and personal dictionaries
- Write key words on the board / word mats / topic mats / graphic organisers
- Listening breaks in lessons
- Additional thinking time to respond to instructions and questions.
- Give information in manageable chunks
- Be aware of the child's level of tiredness and intervene before signs of frustration

Marking and Feedback

- Feedback given in a range of written, verbal and visual ways
- Feedback is focussed and acknowledges strengths, including for effort and participation as well as content and presentation
- Accessible language used for verbal feedback. Written feedback is consistent with reading ability
- Support and encourage self-evaluation and editing skills in small steps



Additional	<p>Assessment</p> <ul style="list-style-type: none"> • Speech Sounds Assessment • Communication Trust Assessment Tool • Structured Observation • Pupil Views • NCDS Noise Survey <p>Catch-Up Programmes</p> <ul style="list-style-type: none"> • Time to Talk • Reception and KS1 Narrative • Language Builders Programmes (1:1 or group) <p>Communicate with parents about the results of assessments or inclusion in catch-up programmes</p>
Personalised	<p>Referrals for advice and/or assessment</p> <ul style="list-style-type: none"> • NYCC Hearing and MSI • SALT <p>Personalised Programmes / provision</p> <ul style="list-style-type: none"> • developed by teachers, the SENCO and/or specialist teachers and other services • Special considerations for spelling in statutory assessment (KS2 SATS) <p>Children at wave 3 will usually have an SEN Support Plan or EHCP Communicate with parents about the results of assessments, or any additional provision or intervention</p>



Sensory and Physical – Visual Impairment

Ordinarily Available

Classroom Organisation

- Seating carefully considered – for example, what is the extent of their effective distance vision, for example, for reading from the whiteboard?
- Position in the classroom considered – how competently can they move around the classroom? Consider their preferences, for example near or far away from light sources / IWB
- Pair or group the learner with supportive peers who are good role models
- Be aware of noise from windows / lighting / other children / corridors
- Pre-warning of fire drills / remove before alarm if necessary

On-going Differentiation

- Plan ahead to make sure you/support staff have time to modify materials before the lesson.
- Consider text size - What size and style of print can they read comfortably?
- Prepare resources electronically – enables functions such as text to speech / change font size, colours and contrast
- Consider font type – in general, use a clear font such as Helvetica, Arial, Tahoma or Tiresias; avoid light or curved fonts such as italics; avoid mixing font types in the same resource
- formatting and justification – avoid italics and underlining; do not use upper case letters for continuous text; left justify text
- spacing between letters, words, lines and illustrations – leave space before and after paragraphs and illustrations
- quality of paper – avoid glossy paper as this can cause glare. Consider paper colour.
- page layout – keep page design clear and uncluttered; keep drawings, tables and graphs as simple as possible
- Visual / reading breaks in lessons
- Additional thinking time to respond to instructions and questions.
- Give information in manageable chunks
- Be aware of the child's level of tiredness and intervene before signs of frustration

Marking and Feedback

- Feedback given in a range of written, verbal and visual ways
- Feedback is focussed and acknowledges strengths, including for effort and participation as well as content and presentation
- Accessible language used for verbal feedback. Written feedback is consistent with reading ability and visual ability
- Support and encourage self-evaluation and editing skills in small steps



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Personalised	<p>Referrals for advice and/or assessment</p> <ul style="list-style-type: none"> • NYCC Hubs – SEMH • Trailblazers Mental Health Support Team • CAMHS <p>Personalised Programmes / provision</p> <ul style="list-style-type: none"> • developed by teachers, the SENCO and/or specialist teachers and other services <p>Children at wave 3 will usually have an SEN Support Plan or EHCP Communicate with parents about the results of assessments, or any additional provision or intervention</p>



EAL

Ordinarily Available

Classroom Organisation

- Regular opportunities to work collaboratively in pairs or groups with high-achieving peers who can provide good models of English (in pairs or groups).
- Pair or group the learner with supportive peers who will be good reading/writing role models for shared reading/writing tasks

On-going Differentiation

- Clearly model and repeat the vocabulary and language structures of Standard English
- Additional thinking time to process complex information and/or language structures
- Draw attention to figurative language and idioms quickly, rephrasing where necessary
- Be aware of, and explain, cultural references that the learner may not understand
- Check the learners' understanding of higher order concepts, vocabulary and structures
- Teach frequent, specific vocabulary in small groups and/or whole class. This is particularly useful in KS2 for developing academic language
- Help increase vocabulary by introducing a 'word of the day' (from list of 1000 academic words) and rewarding appropriate use of it in speech
- Use of dictionaries

Marking and Feedback

- Correct and write clear examples of particular language structures that the learner still needs to practise.
- Provide opportunities for children to go back and correct mistakes
- Elicit from the learner the success criteria for a specific piece of writing (e.g. a story, a report, a personal response)
- Ensure EAL learners are set age-appropriate National Curriculum objectives



Additional	<p>Assessment</p> <ul style="list-style-type: none"> • Bell Foundation Assessment framework https://www.bell-foundation.org.uk/resources/detail/assessment-framework-primary/ • Structured Observation • Pupil Views <p>Catch-Up Programmes</p> <ul style="list-style-type: none"> • Reception Narrative • Literacy Catch-Up • Inference Intervention • Bell foundation classroom strategies <p>Communicate with parents about the results of assessments or inclusion in catch-up programmes</p>
Personalised	<p>Referrals for advice and/or assessment</p> <ul style="list-style-type: none"> • NYCC EAL Hub <p>Personalised Programmes / provision</p> <ul style="list-style-type: none"> • developed by teachers, the SENCO and/or specialist teachers and other services <p>Children at wave 3 will usually have an EAL Support Plan Communicate with parents about the results of assessments, or any additional provision or intervention</p>