



# How might we support a child with **Sensory and Physical** needs?

Quality 1 <sup>st</sup> Teaching	Planned Support in Class <small>-state which of adaptations will be made on the <b>Support Plan</b> -Specific suggestions from outside agencies would be included on the <b>Support Plan</b> also</small>	Interventions / Personalised Support <small>-state which of adaptations will be made on the <b>Support Plan</b> -Specific suggestions from outside agencies would be included on the <b>Support Plan</b> also</small>	Who can we refer to for assessment and support?
<ul style="list-style-type: none"> <li>• Termly Review Meeting with parents (<b>or come and see us at any time!</b>)</li> <li>• Flexible teaching arrangements</li> <li>• Medical support from trained First Aider Officers in school.</li> <li>• Staff awareness and understanding.</li> <li>• Accessible environment</li> <li>• Carpeted classrooms to reduce background noise.</li> <li>• Visual support</li> <li>• Whole School Health and Safety Policy</li> <li>• Access to all downstairs areas</li> </ul>	<ul style="list-style-type: none"> <li>• Additional keyboard skills</li> <li>• Additional handwriting practice</li> <li>• Access to equipment, i.e. writing slopes</li> <li>• Access to environments which are as free from distraction as possible</li> <li>• Access to equipment needed to support learning and movement around school</li> <li>• Writing slopes</li> <li>• Pencil grips</li> </ul>	<ul style="list-style-type: none"> <li>• Termly meeting with parents</li> <li>• Individual targets</li> <li>• Physiotherapy programmes as advised by the Physiotherapy Team or OT Team</li> <li>• 1:1 adult support to access the school environment and learning</li> <li>• Sensory equipment</li> <li>• Sensory space (Class 1 area)</li> <li>• 1:1 medical support to monitor blood sugar levels / food intake etc. for pupils with diabetes</li> <li>• Adjustable height desks to enable wheelchair access.</li> <li>• Hygiene suite</li> <li>• Annual staff training to support medical conditions</li> <li>• Individual Health Plans</li> <li>• Fine Motor Skills group</li> <li>• Gross Motor Skills group</li> <li>• Additional handwriting practice</li> <li>• Individual support in class during PE and lunch time</li> <li>• Reasonable adjustments to environment to support access</li> <li>• Modified equipment: keyboards / scissors / writing equipment / pencil grips</li> </ul>	<ul style="list-style-type: none"> <li>• School nurse</li> <li>• Healthy choices Team</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• GP</li> <li>• Consultants</li> <li>• Hearing support</li> <li>• Compass Buzz</li> <li>• CAMHS</li> <li>• Paediatrician recommendations</li> </ul>

# 6 Fundamentals of teaching at Brompton and Sawdon Community Primary School

- Manageable, consistent approaches to allow all pupils to succeed, every lesson

6 Fundamentals	How you will see this in classes	Whole school SEND provision <small>From EEF research regarding effective SEND provision</small>
1) Activating and building upon prior learning / retrieval	<ul style="list-style-type: none"> <li>• Pupils recall past learning each lesson using Bespoke Assessment / <b>Retrieval exercises</b></li> <li>• Bespoke Assessment materials used to <b>refer to previous lessons (recap)</b> and outline how this will help the children learn in this lesson</li> <li>• <b>Gaps identified in knowledge / understanding are addressed</b> on a 1:1, group or class basis</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cognitive strategies</b> (techniques teachers use that explicitly support pupils to learn and retain info)</li> <li>• <b>Metacognitive strategies</b> (pupils thinking about their own thinking / learning)</li> </ul>
2) Behaviour	<ul style="list-style-type: none"> <li>• <b>Positive approach:</b> celebrate pupils doing things well</li> <li>• <b>Lessons are pacy</b> / verbal <b>inputs minimised</b></li> <li>• Pupils know how to <b>work well with their peers / BBBB</b></li> <li>• <b>Any poor behaviours are noticed and addressed</b></li> </ul>	<ul style="list-style-type: none"> <li>• Timer</li> <li>• Visual timetable</li> <li>• I do, we do, you do approach</li> <li>• <b>Explicit instructions</b> (eg. checking student understanding more frequently and modelling a task before students begin to work independently)</li> </ul>
3) Adaptation: planned lessons allow <u>all</u> children to learn well and be challenged. Adaptations allow pupils with SEND to achieve in line with their peers	<ul style="list-style-type: none"> <li>• Tasks or content <b>adapted so all can access / achieve</b></li> <li>• Range of Assessment for learning strategies used so adults know who needs challenge or support</li> <li>• Knowledge deepened for those needing challenge:               <ul style="list-style-type: none"> <li>-teaching others</li> <li>-creating own questions</li> <li>-complete a more complex task</li> <li>-applying knowledge in a different context (eg. where else might a material in science)</li> <li>-Looking at things from a different angle (eg. what of there wasn't air resistance?)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Modelled writing</li> <li>• <b>Tasks scaffolded</b></li> <li>• <b>Use of Technology</b></li> <li>• <b>Flexible groupings</b> / paired work</li> <li>• Alternative recording</li> </ul>
4) Questioning	<ul style="list-style-type: none"> <li>• Mix of <b>Open / Closed</b></li> <li>• To <b>assess</b></li> <li>• <b>Cold Calling / No hands up</b></li> <li>• <b>Follow up questions / challenge:</b> 'Why?' 'Do you agree?' 'Is she correct?' 'Prove it'...</li> </ul>	
5) Vocabulary	<ul style="list-style-type: none"> <li>• <b>Precisely modelled</b></li> <li>• <b>Accurate spelling expected of key words</b></li> <li>• <b>Displayed for reference</b></li> <li>• <b>Precise use expected</b> (also part of recap/retrieval)</li> </ul>	<ul style="list-style-type: none"> <li>• Key words accessible / provided</li> </ul>
6) Feedback	<ul style="list-style-type: none"> <li>• Highest expectations of <b>presentation- every time</b></li> <li>• <b>Meaningful, manageable, motivating(challenging)</b></li> <li>-policy followed</li> <li>-corrections marked</li> <li>• <b>All work marked / noted</b>      *Key Vocabulary corrected</li> </ul>	
		<p>These steps provide support for students who may otherwise struggle to grasp new concepts or understand how to begin a task. It is not an add-on, or a shiny new tool, but high quality teaching that is likely to benefit pupils with SEND.</p>