

SYMPHONY LEARNING TRUST

The Meadow Community Primary School Universal Offer

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

0 – 25 SEND Code of Practice 1.24

| Identification and Assessment <i>A clear analysis of the pupil's needs.. should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment.</i> SEND Code of Practice para 6.45 | Teaching & Learning <i>Respond to learners in ways which take account of their varied needs..</i> <i>Teachers adapt teaching and respond to the strengths and needs of all pupils</i> Teachers Standards 5. | Using Support Staff <i>Teachers should remain responsible for working with the child on a daily basis.. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching</i> SEND Code of Practice para 6.52 | Resources and the Learning Environment <i>Establish a safe and stimulating environment for pupils, rooted in mutual respect</i> Teachers Standards 1 |
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| <p>Class Teachers:</p> <p>Read and ensure they understand all external agency reports, internal school SEN pupil profiles, EHCPs, SEN Support Plans related to children with SEND in their class.</p> <p>Regularly check progress, gaps and misunderstandings and barriers to learning.</p> <p>Don't delay in seeking clearer understanding of barriers to and gaps in learning where progress is not as they'd expect.</p> <p>Use a range of assessment tools such as to gain greater understanding of strengths, difficulties, gaps in learning etc</p> <p>Check that key foundations and necessary prior learning is secure</p> <p>Observe children in a range of situations in order to gain a wider picture of strengths and needs.</p> <p>Work collaboratively with support staff ensure marking and feedback is appropriate, understood for children with SEND.</p> <p>Use Initial Concerns Checklist to pull together their knowledge and understanding of children's strengths prior to meeting with SENCO to decide SEN Support is needed.</p> <p>Check the book a child is reading is about 90% accurate for them to read at instructional level.</p> | <p>Class Teachers :</p> <p>Have high expectations of children with SEND</p> <p>Identify when children are not sufficiently fluent with earlier material and need to consolidate their understanding, including through additional practice, before moving on.</p> <p>Plan 'Can I statements' that are matched to children's current level of ability, according to student's stage of physical, social and intellectual development</p> <p>Plan lessons that are responsive to pupils' interests and seek to engage</p> <p>Use multi-sensory approaches are evident to aid recall and retention e.g. photographs, pictures, symbols, Story Sacks, concrete materials/objects and artefacts.</p> <p>Respond to the findings of their formative assessment and plan accordingly.</p> <p>Planning is highly organised</p> <p>Plan progress in learning in 'small steps' where needed</p> <p>Reduce the need for copying</p> <p>Ensure that pace and pitch meets needs of pupils and allows for overlearning and consolidation</p> <p>Communication to and with children is clear and where needed uses visual / signed / pictorial / gesture prompts to support language and ensure understanding</p> | <p>Class teachers ensure that Support Staff:</p> <p>Are deployed to increase pupils' inclusion in the learning of their peers</p> <p>Are not used as an informal teacher for low attaining pupils</p> <p>Are focused on maximising pupils' independence and not about encouraging a dependency</p> <p>Are provided with appropriate resources and training to support children they are working with</p> <p>Know in advance who they are supporting in lessons and what the focus of the learning is (not just the task)</p> <p>Are used to check clarifying instructions in the classroom.</p> <p>Are trained to deliver structured interventions for individual children and small groups to be run by trained and enthusiastic support staff.</p> <p>Use prompting, cueing and scaffolding to encourage growth in independent learning</p> <p>Are able to check that new learning achieved in interventions is also evident back in class</p> <p>Use effective questioning for moving learning forward</p> <p>Encourages peer interaction</p> <p>Assess against learning objectives and reporting to the teacher</p> <p>Inform the teacher when they feel learning is pitched too high or low; where they have identified</p> | <p>Class teachers:</p> <p>The learning environment is safe, calm, positive and supportive.</p> <p>Know what a Dyslexia friendly, Communication friendly and Autism friendly classroom looks like</p> <p>Research appropriate support tools and resources to support children's SEND</p> <p>Use coloured overlays, coloured paper exercise books, coloured line tracker and whiteboard backgrounds where appropriate to reduce visual stress</p> <p>Ensure range of spelling aids are available including, HFW/key topic words on display/glossary (with picture prompt), phonic chart, high frequency words, thesaurus</p> <p>Create prompt sheets / worksheets that are dyslexia friendly</p> <p>Know the sensory needs of children in their class and make adaptations to learning environment as needed</p> <p>Use lists to support Working Memory</p> <p>Use scaffolds or writing frames to support</p> <p>Keep an organised and uncluttered classroom where resources are clearly labelled with visuals to support.</p> <p>Visual prompts are used to support learning, vocab, independence and routines. This may include visual timetables, task prompt reminders and feeling cards.</p> |

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| | <p>Have a clear link to previous learning /lessons to ensure the learning journey is understood.</p> <p>Provide scaffolded learning opportunities, looking to ensure children stay as independent in their learning as possible.</p> <p>Allow children time to think and respond; rehearse response with a partner</p> <p>Provide opportunities for Pre-teaching and over learning</p> <p>Ensure feedback is inclusive and constructive e.g. using symbols, verbal, peer marking</p> <p>Gives at least an equal amount of teaching attention to children with SEND in his / her class as any other child</p> <p>Incorporate recommendations from external agencies in their planning.</p> <p>Break learning tasks into smaller achievable tasks within lessons using strategies to support Working Memory</p> <p>Plan for movement and sensory breaks where required.</p> <p>Encourages a growth mind-set – is supportive and encourages children to learn from mistakes.</p> <p>Ensure children maintain ownership of their learning and focus over time on building children independence.</p> <p>Provide opportunities to work with various student groupings i.e. not always ability grouping, as well as independently</p> <p>Ensure peer support and collaborative learning is utilised</p> <p>Ensure new vocabulary is carefully and deliberately introduced and revised - linked to other familiar words</p> <p>Instructions are given clearly and pupils' understanding is checked</p> <p>Use a variety of approaches to enable students to record and present their work</p> <p>Support for homework is provided to ensure that tasks are clearly recorded.</p> <p>Plan for and support explicit connections between structured interventions and everyday classroom teaching</p> | <p>gaps in learning; where they feel they are 'over supporting'</p> <p>Contribute to the assess, plan, do, review cycle</p> <p>Have an open dialogue with the support staff in their class about all children's needs.</p> | <p>Opportunities to record in different ways are provided. This may include speech-to-text, word processing, matching activities as appropriate</p> <p>Manipulatives are always available to support transfer of learning from concrete, pictorial to abstract understanding</p> <p>Timers, fiddle toys and alternative seating options are used when necessary to support children's attention and engagement on a task.</p> <p>For children with FMC different pens/pencils, handled ruler, slopes, easi-grip scissors are available</p> <p>Teachers ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent.</p> <p>Maximise use of ICT to support learning e.g. voice recorders, pen readers, lap tops regularly available and used.</p> <p>Seating away from distractions is available and / or 'privacy' boards are available</p> <p>Analogue clocks with lesson end time displayed underneath.</p> |
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| <p style="text-align: center;">Parent Voice</p> <p style="text-align: center;"><i>Communicate effectively with parents with regard to pupils' achievements and well-being.</i></p> <p style="text-align: center;">Teachers Standards 8</p> | <p style="text-align: center;">Student Voice</p> <p style="text-align: center;"><i>The impact and quality of the support and interventions should be evaluated, along with the views of the pupil... This should feed back into the analysis of the pupil's needs.</i></p> <p style="text-align: center;">SEND Code of Practice para 6.54</p> | <p style="text-align: center;">Behaviour for Learning</p> <p style="text-align: center;"><i>A teacher must have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</i></p> <p style="text-align: center;">Teachers Standards 7.2</p> | <p style="text-align: center;">Support for staff / CPD</p> <p style="text-align: center;"><i>Teachers should take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</i></p> <p style="text-align: center;">Teachers Standards 8</p> |
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| <p style="text-align: center;">Class teachers:</p> <p>Exude a caring, understanding and non-critical nature to all parents.</p> <p>Meet with parents of children with SEND before the point of transition into their class to build positive and trusting relationship</p> <p>Engage with parents through meet and greet; telephone calls/after school meetings to discuss concerns; parent evening time slots considered; prompt responses; rewards/good efforts shared with parents; communication books used where required.</p> <p>Particularly seek to engage 'hard to reach' parents.</p> <p>Listen and value parent's perception, knowledge and experience of their child's SEND.</p> <p>Seek to incorporate parent's views within ISPs or One Page Profiles.</p> <p>Support parents in how they can help their child with learning at home and provide appropriate home learning activities.</p> <p>Attend Annual Review/meetings supported by the SENCo if needed.</p> | <p style="text-align: center;">Class teachers:</p> <p>Are involved in activities to support a smooth transition into their class</p> <p>Are involved in developing One Page Profiles</p> <p>Seek to understand what children find difficult and what may help / support them in class</p> <p>Involve children in their termly SEND / Annual Review process</p> <p>Know the strengths and interests of children with SEND and use them to engage them in their learning or as rewards</p> <p>Check that children with SEND are fairly represented on School Councils / Roles and Responsibilities / Jobs Lists</p> <p>Where needed, consult with children's friends to establish a clearer picture / pattern of needs / behaviour</p> <p>Where appropriate, enable children to lead 'CPD' in their area of need by sharing their barriers to learning and approaches to teaching that help or hinder learning.</p> <p>Make time for 1:1 sessions with a trusted adult for vulnerable children in their class eg to share frustrations and high points of the week.</p> <p>Provide a range of strategies which allow children to share / explain an incidents e.g. cartoon / drawing etc.</p> <p>Use a class 'Worry Box' or agreed 'signal' children can use when they need to express their anxiety or pain e.g. Emotion cards.</p> <p>Use escalation techniques / emotion coaching when children are experiencing a 'melt down'</p> | <p style="text-align: center;">Class teachers:</p> <p>'Rules' of good listening are displayed, taught, modelled and regularly reinforced</p> <p>Use clear, visual reward systems; these may be whole class rewards or individualised as appropriate</p> <p>Have clear boundaries, rules and expectations in place and positive praise is used to reinforce these.</p> <p>Always respond in a clear, calm, consistent way</p> <p>Have established routines to encourage independence. E.g. what to do if you're stuck or finished.</p> <p>Use pupil's name or agreed cue used to gain individual's attention – and before giving instructions</p> <p>Check all support staff who work in their class know a child's difficulties and what adaptations to support are needed</p> <p>There is support or alternative provision available at less structured times e.g. Nurture group etc</p> <p>Plan support for individuals at times of particular stress / trigger points e.g. coming into school, home time, PE lessons etc</p> <p>Movement is legitimised e.g. getting pupil to take a message or collect an item where sensory breaks are needed</p> <p>Positive and supportive communication between school / home is heightened where behaviour is challenging – strategies applied at home and school</p> <p>Liaise with lunch time supervisors to ensure needs / issues related to children in a social context are understood.</p> | <p style="text-align: center;">Class teachers:</p> <p>Have read Chapter 6 of the Code of Practice and understand their responsibilities.</p> <p>Fully engage in professional development opportunities engaged at increasingly their ability to adapt teaching to respond to the strengths and needs of all pupils.</p> <p>Incorporate what they have learnt in SEND CPD into their training into their daily practice.</p> <p>Support each other through finding solution focused approaches to difficulties they may be facing teaching children with SEND</p> <p>Are generous in sharing their experience, resources and strategies may support and help other staff within and outside their school</p> <p>Have a good working understanding of high incidence SEND including dyslexia, Autism spectrum disorder*, ADHD, attachment disorder, speech, language and communication needs, hearing/visual impairment; sensory processing disorder.</p> <p>*AET Level 1 training is undertaken by staff to ensure an understanding of the needs of Autism spectrum disorder.</p> <p>Seek and take advice from external agencies (such as Autism Outreach Support, Speech and Language Therapists, Educational Psychologists, ADHD Solutions, etc.)</p> <p>Attend meetings with external agencies and follow the advice given.</p> <p>Liaise with lunch-time supervisors so they are aware of how to support the needs of children with SEND</p> |

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| | Use an ABC approach to understand what the possible triggers may be to choosing to communicate their feelings through inappropriate behaviour | | Are trained in targeted interventions in order to increase progress through evidence-based methods Are proactive in researching relevant SEND issues related to children in the class to support and improve their own teaching practices |
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Qualities that make great teachers of children with SEND

Teachers:

- are reflective;
- seek to build relationships with children
- look for the good in every child

Systems and Structures

A profile of needs is transferred onto initial concerns checklists and/or other appropriate checklists, including the dyslexia checklist and sensory profiles.

- Hearing and eyesight are checked.
- Pupil progress meetings take place to communicate between teachers and senior management what the next steps are for children whose progress is slow.
- Reading records and accuracy assessments are used to ensure that appropriate reading books are allocated to children
- Hand-over between year groups.
- Pupil information records are updated as and when appropriate