

## SEND Provision in National Curriculum Subjects, Mithian School 2022

We want all children with SEND to be happy in our school, and engaged and eager to learn. We want them to feel valued and part of our school community. Teachers' expectations are high, and we would like our children with SEND to be working at least at NARE or making accelerated progress. In order for this to take place, we adapt our teaching to make it accessible for children with SEND in each National Curriculum subject and for each broad and specific area of need. We aim to minimise or reduce barriers to learning so that all learners can be included and make progress. In some activities, children with SEN and/or disabilities will be able to take part in the same way as their peers. In others, individual children's needs are considered and appropriate support and scaffolding strategies are put in place in order that they are included. Occasionally, and always to meet specific needs, children with SEND work on different activities or towards different objectives, to their peers.

### General Overview (2020 and 2021 Data for National. 2020, 2021 and 2022 data for Mithian)

Mithian has, at September 2022, 13 of 93 pupils (14%) on the Record of Need and 3 with an EHC (3.2%). A more detailed breakdown and comparison with national data are in the tables below:

	2020		2021	
	EHC	SEND General	EHC	SEND General
<b>Mithian School</b>	1.01% (1 out of 107)	7.5% (8 children out of 107)	1.9% (2 out of 105)	11.4% (12 out of 105)
<b>National</b>	3.3%	12.1%	3.7%	12.2%

### Specific Areas of Need (2021 Data for National, September 2022 data for Mithian)

	SpLD	MLD	SLD	PMLD	C & L	SEMH	SLCN	ASD	C & I	VI	HI	MSI	PD	S & P	Other	NSA	
<b>Mithian</b>	7.7	23.1	7.7	0	38.5%	23.1	15.3	23.1	38.4%	0	0	0	0	0	0	0	0
<b>National</b>	12	18	2.6	0.8	33.4%	18.4	22.6	12.5	35.1%	1	1.8	0.3	2.8	6.9%	4.0	3.2	7.2%

**Cognition and Learning:** SpLD – Specific Learning Difficulty; MLD – Moderate LD; SLD – Severe LD; PMLD - Profound and Multiple LD

**Social, Emotional and Mental Health:**

**Communication and Interaction:** SLCN – Speech and Language or Communication Needs; ASD – Autistic Spectrum Disorder

**Sensory and Physical:** VI – Visual Impairment; HI – Hearing I; MSI – Multi-sensory I; PD – Physical Difficulty

**Other; NSA – No Specialist Assessment**

Please see current Record of Need for an explanation of this categorizing.

Broad Area of Need	Specific Area of Need
1. Communication and interaction	1.1 Speech, language and communication needs (SLCN) 1.2 Autism including Asperger's syndrome (ASD)
2. Cognition and learning	2.1 Moderate learning difficulties (MLD); Severe learning difficulties (SLD) 2.2 Dyslexia (and Working Memory) 2.3 Dyspraxia (Developmental co-ordination disorder DCD)
3. Social, emotional and mental health difficulties	3.1 Trauma 3.2 ADHD 3.3 Anxiety
4. Sensory and / or physical needs	4.1 Hearing impairment (HI) 4.2 Visual impairment (VI) 4.3 Toileting 4.4 Multi-sensory impairment (to be added, if required, with strong reference to child's individual and specific needs) 4.5 Physical Disability (to be added, if required, with strong reference to child's individual and specific needs)

	Provision / Adaptation	Subject Specific
<b>1.1 SLCN</b>	1.1a All staff to be aware of any specific child's communication difficulties, eg selective mutism or slow processing. 1.1b Whole-staff awareness of the level of language the child is using and use a similar level to ensure they understand. 1.1c Whole-staff awareness that we should not hurry or interrupt a child, but give them time to speak. Reduce the number of questions asked and give time to answer – typically 10 seconds. When appropriate, give child pre-warning, and time to compose answer or input. 1.1d If asking questions in front of the class consider using closed questions the	<b>All subjects</b> Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress Use clear, unambiguous language and keep unnecessary information to a minimum to reduce cognitive load. Give at least 7 seconds response time to aural questions.

	<p>child can answer.</p> <p>1.1e Staff awareness to slow down our own speech, and pronounce clearly.</p> <p>1.1f Simplify language by breaking long sentences into short ideas and ensure language is clear, unambiguous and accessible for the child.</p> <p>1.1g Give a clear language model and expand what the child is able to say by repeating words back correctly without pointing out errors.</p> <p>1.1h Provide good communication role models, adults and other children for child to mirror</p> <p>1.1i Respond positively to any attempt made at communication – not just speech.</p> <p>1.1j Listen very carefully as the child may be embarrassed to repeat especially in front of a group or class.</p> <p>1.1k Instructions are given clearly and reinforced.</p> <p>1.1l Provide opportunities to communicate in a small group the child finds comfortable.</p> <p>1.1m Provide a low distraction / quiet environment so the child can focus in communication when other children are in louder discussion.</p> <p>1.1n Create a relaxed, friendly environment with opportunities for child to talk when not noisy.</p> <p>1.1o Staff awareness of children who need visual and picture communication systems, eg spot timers, boundary crosses, Now and Next boards. Resources to be personalised to child’s understanding and needs.</p> <p>1.1p Use range of signs, symbols and visual timetables to aid communication for children with general communication difficulties.</p> <p>1.1q Provide a visual guide to the lesson, eg. check list, pictures</p> <p>1.1r Staff to provide visual displays (objects, artefacts and pictures)</p> <p>1.1s Provide lots of repetition of activities and particularly vocabulary</p> <p>1.1t Use non-verbal clues to reinforce spoken word - eg: gesture, facial expression, body language</p> <p>1.1u Regularly check understanding</p> <p>1.1v Key words to be written up with meanings/visual aids. instructions are given clearly and reinforced</p> <p>1.1w For children who are unable to speak eg those with selective mutism, ensure other ways their knowledge and understanding can be shared, eg via written notes/ small whiteboard, picture symbols to hold up etc. In the case of younger children and others who are unable to write, give them time and resources so they can eg point to pictures/ symbols, choose “Which one is correct?” (eg in phonics and maths), sequence pictures etc to share their knowledge and understanding.</p> <p>1.1x Ensure all adults are aware of their role in supporting learners to contribute to lessons.</p>	<p><b>English</b> Help the child to develop their understanding by exploring new subject matter via pre-teach when possible, and by checking in to ask them to explain what they think they have been asked to do. Pictorial task boards when appropriate, and lots of other visual resources.</p> <p><b>Maths</b> Represent problems using images and tangible resources when appropriate; ask an adult or peer to read the problem to/with them; clarify understanding before attempting to solve.</p> <p><b>Science</b> Build on investigations, using careful discussions that help learners understand and use scientific vocabulary, and help them to analyse and understand what they have observed.</p> <p><b>History</b> Invite children to comment on a key issue, reformulating it to check understanding. For example, in a lesson on images of conflict or war, discuss how you would explain the issue in a step-by-step manner to another person using alternative forms of communication – e.g. by using drawings, paintings, role-play, possibly accompanied by carefully chosen audio effects and music.</p> <p><b>PE</b> Use peers or video to demonstrate activity visually</p>
<p><b>1.2 ASD</b></p>	<p>1.2a All staff to understand that it may take time for children with ASD to gain confidence, get used to routines and expectations, and form trusting relationships.</p>	<p><b>All subjects</b></p>

1.2b Make learning accessible, with differentiation as necessary. When appropriate, incorporate child's own interests.

1.2c Ask the child where they are most comfortable sitting, and avoid changing seating plans without consulting. Be aware that movement breaks might be necessary for some children. Some children might need to rest against something solid during carpet time, or remain seated in a chair.

1.2d Consider giving instructions using tick lists and pictorial instructions, break down tasks into chunks.

1.2e Avoid over use of open-ended questions as they may not focused enough to enable the child to give a response.

1.2f Give time to process information and avoid putting the child on the spot by asking questions publicly, unless you know they are comfortable.

1.2g Use unambiguous, simple language, and limit use of idiom.

1.2h Provide some pre-teach as necessary, including vocabulary, structure or starting ideas.

1.2i Provide tangible, hands-on resources.

1.2j With younger children when possible, incorporate key vocabulary and learning objectives into play activities, repeatedly, in a range of contexts.

1.2k Use visuals and structured tasks, incorporating child's interests where possible

1.2l Some children might need Choice Boards, Task Management Boards, Spot Timers, and other visual devices in order to manage to access learning tasks.

1.2m If helpful and age appropriate provide a clear sequence of lessons in advance

1.2n Prepare child for and staff for what is coming next and what is the focus of learning for the lesson

1.2o Allow use of speech to text technology, or allow child to present work in an alternative format when appropriate, so there is less writing (unless this contradicts their learning needs).

1.2p Understand that the child is likely to experience sensory processing difficulties where they may be either over-responsive or under-responsive to sensory stimuli. Staff to have knowledge of child's individual sensory profile and the provision in place to support their sensory needs.

1.2q Allow child to have planned and unplanned sensory breaks in a break out space and/ or fiddle toys in class.

1.2r Be aware that child's social and emotional needs might require them to have extra adult input during a lesson, if a social misunderstanding or difficult emotional situation needs addressing, eg via referencing a social story, discussing a feelings chart.

1.2s Be aware that the child may have rigid expectations of the structure of a lesson and changes may cause anxiety

1.2t Understand that the child may struggle to work in a group, and on their own, due to communication difficulties.

1.2u Be aware that the child uses a lot more energy coping with the day, so completing homework may be a challenge.

Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress

All staff must understand that challenging behaviour is often communicating a need or difficulty.

Find out which strategies work and use regularly, being aware that their success may be variable and change over time.

Create a word bank organised to show that the same word can have different meanings in different contexts and to highlight difficult or abstract words.

### **English**

Break up written tasks into smaller, chunked areas, Check in frequently and question to check understanding of instruction; ask them to explain what they think they have been asked to do. Visual resources, from picture instructions and task boards, to picture-linked sounds-boards and visual mnemonics. In reading, be aware that some early readers might still be relying on a "whole-word" approach, and for support with aural blending. In writing, be aware of the complexity involved in writing a simple sentence, and of the sensory distractions some children might be experiencing. Allow children quiet space when possible. Allow them to record their ideas, eg comprehension answers, or spot-buttons to record and playback a sentence at a time.

### **Maths**

Tangible, hands-on resources, and the use of pictures. Allow children to "draw out" problems. Be aware that learners with ASD may struggle with word problems and need adaptation because of the following difficulties: *Organizing* the order of operations in multiple-step word problems; *Holding* information from one step while manipulating information from another step; *Shifting* from one piece of information to a second piece of information; Attending to the *relevant* information within the word problem; Focussing on *unimportant* information within the word problem; *Controlling* the impulse to solve the first identified operation without understanding all steps involved.

1.2v Ensure the child understands how to do homework, support them to do the homework in school or give less homework.  
1.2w Make sure it is clear exactly what is expected how long they should spend on the task and provide a clear deadline.  
1.2x Pre-warn of any changes to the normal school day – visits, visitors, supply teachers, fire drills etc

Potentially, some children with ASD possess a powerful declarative memory system, and shine at some aspects of maths. Therefore, many pupils with ASD might benefit from a deliberate focus on memorisation of core facts and methods. Consider giving pupils more time to learn key number facts and core content (eg via Precision Teaching) so that they can close gaps in learning through deliberate memorisation.

**Science**

Use of structured formats, when possible. Chunk information and check for understanding along the way. Pre-teach when appropriate. Ensure that learners with sensory issues are considered in relation to sounds, smells textures etc involved with science experiments.

**DT**

Chunk information and make instructions accessible, checking regularly for understanding. Be aware of sensory issues in terms of eg loud tools, sticky glue texture, and take steps to make task more accessible and comfortable (eg adult to support with gluing; headphones).

**History**

Be aware that some children might feel comfortable with their knowledge of their own world but disorientated by ideas associated with the past. Build on the child's understanding. Start with child's own knowledge, views and understanding and identify their preconceptions and misconceptions (e.g. "What rights do you as year 6 have today?" as a starting point for the status and rights of people in history.) Encourage story element to promote empathy with people in the past and possibly to encourage the discussion of interpretations or sources, as appropriate. If necessary, plan pre-teach with careful questions based on their prior learning leading to key aspects of lesson content. Recognise that the language of history may be challenging and cause barriers for some children,

		<p>e.g.: the specific use in history of an everyday word like 'party' or 'Church', or the use of abstract terms, e.g. 'power', 'belief'.</p> <p><b>Geography</b> Pre-teach and use of visuals/ film to make subjects more accessible. Again, children might require chunking of info, and questioning to check understanding. Use what they know of their own local area as starting point for comparison and contrast.</p>
<p><b>1.3 Tourette's Syndrome</b></p>	<p>1.3a All staff to be aware of common vocal tics, including: coughing, grunting, sniffing, throat clearing, shrieking, whistling, spitting, animal sounds and echolalia (repeating others' words or phrases).</p> <p>1.3b All staff to be aware of common motor tics are, including: neck jerking, eye blinking (excessively or in an unusual pattern), echopraxia (imitating actions of others) self-injurious behaviours involving touching, biting, hitting, pulling out eyelashes/hair, smelling/sniffing things.</p> <p>1.3c All staff to be aware that tics can be triggered, or increased by stress, excitement or relaxation. Staff should therefore filter out personal emotional reaction and instead listen and respond with support and understanding</p> <p>1.3d If appropriate, staff are aware that ignoring tics avoids drawing any unnecessary attention</p> <p>1.3e Staff are aware that it is unhelpful to ask child to stop tics. They are involuntary. Being asked to suppress them is stressful and will cause the child to tic more. In general, avoid asking the child not to do something. It may become the very thing they have to do and turn into a new compulsion. Occasionally, and if acting on a professional support plan for an individual child, it might be appropriate if the child is getting distressed by his/ her ticks for a TA to comment on tic sensitively and suggest alternative movement or action (eg "You're rolling your neck again, look down at your knees and tap them two times instead." Or, "You're making that Brrrr noise. Take three deep breaths in and out").</p> <p>1.3f. All staff to be aware that the child may have a poor attention span, fail to complete tasks, be easily distracted, appear unable to listen, fidgety and impulsive.</p> <p>1.3g Provide a structure (schedule/tick list) to assist with planning, organisation, time management and initiation of tasks.</p> <p>1.3h All staff to be aware that because Tourette Syndrome can be suggestible, if classmates discover 'the trigger', they may use this to prompt the tic. Sensitive understanding to be encouraged, via building of whole-class inclusive ethos – specific sessions if need be.</p>	<p><b>All subjects</b> Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress Motor tics of my eyes, head or neck may interfere with reading and affect handwriting or the ability to write for prolonged periods of time. Motor and vocal tics may make the child reluctant to read aloud, ask / answer questions or ask for help. Thought tics inhibit auditory processing. Do not assume the child is intentionally not listening.</p> <p><b>English</b> Motor tics of my eyes, head or neck may interfere with reading and affect my handwriting or the ability to write for prolonged periods of time. Allow talk-to-text, scribing, or alternative ways of recording ideas, as appropriate. Do not ask child to read out loud, and allow longer to read to him/ herself, with breaks as required.</p> <p><b>Maths</b> Again, pencil control and numerals might be impacted by eyes, head or neck tics. Show understanding of recording that is less than neat. Desktop might need to be kept uncluttered, and tangible resources might need to be handed to him/her as required.</p> <p><b>Science</b> Staff to show awareness of any safety elements, and ensure child has support on hand, should they need it, to use any potential dangerous/ breakable equipment.</p>

	<p>1.3i Staff to be aware that sensory processing difficulties can make tics worsen, ie where a child may be either over-responsive or under responsive to sensory stimuli like noise, clothing, textures. Understand child's sensory profile and the provision in place to support their sensory needs.</p>	<p><b>DT</b> As above, staff to show awareness of any safety elements, and ensure child has support on hand should they need it to use any potential dangerous/ breakable equipment.</p> <p><b>History</b> Handwriting (and the ability to write for prolonged periods of time) might be affected by certain tics. Allow talk-to-text, scribing, or alternative ways of recording ideas, as appropriate. Thought tics can inhibit auditory processing. Do not assume the child is intentionally not listening.</p> <p><b>Geography</b> Handwriting (and the ability to write for prolonged periods of time) plus map-work etc might also be affected by certain tics. Allow talk-to-text, scribing, or alternative ways of recording ideas, as appropriate. Thought tics can inhibit auditory processing. Do not assume the child is intentionally not listening.</p> <p><b>PE</b> If physical tics exist, be aware of any safety implications and offer extra supervision as appropriate, eg while on apparatus.</p>
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<p><b>2.1 MLD; SLD; PMLD</b></p>	<p>2.1a Provide differentiated work, broken down into small tasks and/ or chunks 2.1b Give time to consider questions, process and formulate answer. Slow down and/or reduce the number of words that used. 2.1c Plan self-checks, or that an adult checks in, at each stage of task with use of a tick list. 2.1d Use visual timetables and prompt cards with pictures to remind the child what</p>	<p><b>All subjects</b> – Providing in line with IEP / EHCP, provide differentiated work on the same objective as peers; Make learning multi-sensory when appropriate. Use equipment, apparatus, visual aids, etc.; remind child of 5Bs, as appropriate, to foster independence.</p>
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they need to do to complete the task.

2.1e Provide word bank with key vocabulary and check understanding.

2.1f Provide key words with pictures/symbols to aid memory.

2.1g Provide a writing frame to help structure work.

2.1h Keep written information simple and highlight key information.

2.1i Understand that the child may struggle with visual and auditory memory for information, processes and instructions – check understanding of questions and tasks before they begin and re-focus and check understanding during task.

2.1j Understand that if off task, it is likely that they do not understand what is expected not because they haven't listened.

2.1k Use structured questioning and support by scaffolding a response.

2.1l Make a mind map or other visual representation of what they already know and use as a starting point to teach next steps.

2.1m Demonstrate and model tasks physically alongside verbal instructions, when possible.

2.1n Repeat information in different ways, varying vocabulary, check understanding and if they didn't understand what has been said, rephrase it.

2.1o If in line with IEP and or EHCP, consider giving the child with a work partner.

2.1p Understand that the child may find personal organisation difficult - support by providing clear instructions for homework (including clarity for when it's due in) and a list of equipment for each lesson, which may need to be visual.

2.1q Give a manageable number of instructions to the child - be aware of possible difficulties with sequencing which can often cause confusion if too many instructions are given at once.

2.1r Keep instructions simple and provide a (possibly visual) checklist.

2.1s Be aware that the child may appear immature and find it difficult to mix with their peer group. Support this by arranging paired working or group work if in line with IEP or EHCP.

2.2t Be aware that the child may appear needy with an over-reliance on adult support. Promote independence by focusing on making the curriculum accessible.

2.2u Give specific, targeted praise to the individual and focus around the task and elements of IEP or EHC.

2.2v Split task / learning activity into short chunks to allow for processing and opportunity for embedding the key components of the learning.

2.2w If in line with IEP or EHCP, utilise stories adapted to make remembering the learning easier, for example through storyboards.

2.2x Provide alternative ways to record their ideas such as audio and / or visual, mind maps, bullet point lists, storyboards.

2.2y Re-cap previous learning to enable working memory, possibly using a chart to build up each week's key learning visually.

2.2z Consider use of visual aids from previous relevant learning.

### **English**

Tasks might need to be differentiated, towards the same objective. Visual resources, from picture instructions and task boards, to picture-linked sounds-boards and visual mnemonics. In writing, be aware of the complexity involved in writing a simple sentence. Consider recording-buttons so they can recall a sentence at a time as they work. Pre-teach and discussion to check understanding. Support with comprehension of passages read. Ongoing, repetitive PT if appropriate, on key, specific learning eg grapheme recall, high-frequency words (younger children), grammar components and key aspects of texts (older children) etc.

### **Maths**

Tangible, hands-on resources. Visual recap resources. Pre-teach and support child in recall of most relevant, previous learning. Ongoing, repetitive PT if appropriate, on key, specific learning eg number bonds for numbers to 10, times tables, counting on and back in 1s, 2s, 10s etc.

### **Science**

Make science practical and where possible related to everyday experiences/the world. If possible, link key facts and learning, so the learner has an internalised and memorised bank of facts to return to. When appropriate, ask the learner to explain how they have come to an answer; whether right or wrong, this helps to understand thought processes, and to identify where any confusion is occurring. At times encourage children to explain to themselves and others how they have completed a task, for example by building up a chart to show the focus of each lesson (and how successive lesson topics link together) to develop understanding of an area of science work; this could include symbols, images or objects to make it more accessible. Use a digital camera to capture each stage of an investigation, or important findings on a field

2.2aa Present information in a visual form with only the key information for the learner to remember  
2.2bb Scaffolded work through use of writing frames.  
2.2cc New vocabulary selected for the key words and explicitly taught in pre-teach.  
2.2dd Give concrete, practical example of what you want the child to do / produce.

trip, for future reference; images can also be used to build a visual record.

**DT**

Discussion at different stages, from pre-plan to evaluation. Check understanding, and remind child of previous knowledge and projects, so that they can apply relevant learning. Support them with careful questioning to help them evaluate processes and adapt if required. Support to evaluate end product and what they have learnt for future sessions.

**History**

Consider converting written sources to an auditory form for children who find text-based work difficult. Emotive auditory recordings are available to engage and motivate all children. Use pictures and symbols to illustrate abstract, new or historical concepts to enhance curriculum access. Provide symbols, for example for artefacts. Scaffold speaking or writing, e.g. using sentence starters, writing or speaking frames that focus children's attention on key pieces of information. Writing or speaking frames can be used to provide prompts and support, e.g. when working with sources children could use, for example, "This tells me..."; "In this picture I can see..."; "This suggests..."; "I think it was made/drawn/ written in... because..."; "Both sources say..."; "The sources are different in these ways..." For younger children, relate any history to their own reference points, eg family members, and local area. Support them to compare and contrast different aspects of their own lives.

Use of ICT in history:

ICT can provide children and teachers with access to a wide range of historical source material which they can be supported to analyse in detail using readily available IT tools. ICT can help children develop historical enquiry skills, and help them to realise the importance of these skills in the study of history. ICT can promote collaboration between children, which in turn can help to develop historical thinking,

		<p>and enable teachers to present historical materials in ways most suited to individual and personal needs. Use devices to teach older children to structure written work, cut and paste material into cause and effect tables, use bold, underlining or highlighting to identify fact and opinion, or make revisions easily.</p> <p><b>Geography</b> Teachers can identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils. For example, for some pupils to understand glacial landforms, specific teaching about climate change over geological time and weathering and erosion processes may need to be more explicit and broken down into individual components.</p>
<p><b>2.2 Dyslexia</b></p>	<p>2.2a Check reading ability and barriers of individual pupils and ensure work is differentiated accordingly.</p> <p>2.2b Ensure written instructions are short and simple to read.</p> <p>2.2c Avoid too much text on the page and avoid clutter</p> <p>2.2d Use pastel shades of paper and matt paper which to reduce 'glare'.</p> <p>2.2e Avoid black text on white background / light text on dark background.</p> <p>2.2f Many dyslexic learners prefer text at font size 12 or above and fonts which are clear and rounded with a space between letters eg: Tahoma, Arial or Verdana.</p> <p>2.2g Use 1.5 or double line spacing and wide margins and lower case rather than capital letters.</p> <p>2.2h Use numbered or bullet points rather than continuous prose.</p> <p>2.2i Keep paragraphs short – dense text blocks can be harder to read.</p> <p>2.2j Understand that the use of background graphics with text over the top can be visually confusing.</p> <p>2.2k Consider using text boxes or borders for headings and to highlight key text.</p> <p>2.2l Know that for some learners, underlining and italics makes words 'run together'.</p> <p>2.2m Use bold text for titles &amp; sub-headings or to draw attention to important information or key vocabulary.</p> <p>2.2n Colour-code text – for example, information in one colour, questions in another.</p> <p>2.2o Include flow charts, illustrations and diagrams to break up large sections of</p>	<p><b>All subjects</b> - Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress. Closed questions where possible and appropriate, as the child may experience difficulty in explaining answers.</p> <p><b>English</b> Consider all the general aspects, left, plus be aware that presentation might well be an issue for children with dyslexia. Speed and output might also be issues. Allow alternative methods of recording, eg text to speech, ipad videos, verbal answers to comprehension activities. Ensure colour transparencies or child's preferred method for all reading required, including for copy of class text. Don't ask child to read aloud.</p> <p><b>Maths</b> Tap in to dyslexic children's visual and spatial strengths, via use of visuals and tangible resources. Be aware of numeral reversal, either of single figures or</p>

<p><b>Working Memory</b> (NB Up to 10% of all children have working memory issues. Up to 50% of dyslexic children also have working memory issues.)</p>	<p>text or to demonstrate a particular procedure.  2.2p Ensure that the child can understand data, charts and diagrams and that these are adapted if necessary with irrelevant information removed.  2.2q Leave an appropriate space for response – this may be much larger than for peers.  2.2r Provide additional support for the child to learn, understand and retain key vocabulary.  2.2s Read through questions and check understanding with the child.  2.2t Ensure all staff, including supply staff, are aware the child be uncomfortable reading aloud or in front of a group  2.2u All staff to be aware that it may help to use a ruler, finger, coloured transparency ruler, typoscope or overlay to track words. Check child has own preferred resources available.  2.2v All staff to be aware the child may use text to speech technology.  2.2w Limit amount of text child needs to copy from board, and generally.</p> <p><b>Working Memory:</b></p> <p><b>2.2x</b> Re-cap of previous learning to enable working memory; when appropriate, use a chart to build up each week’s key learning visually; re-teach main aspects of previously taught lessons with key information; learning presented in small chunks; access visual aids from previous relevant learning; present information in a visual form with only the key information for the learner to remember.  <b>2.2y Processing time:</b> Time to talk through ideas and concepts; time for recall; repeat instructions using the same language.  <b>2.2z New vocabulary:</b> Word mats with pictorial aids; written prompts; stories presented in alternative styles, for example cartoons, storyboards; Exaggerate new vocabulary by separating syllables; mnemonics.  <b>2.2aa New vocabulary:</b> Talk partners; Dual coding; draw concepts; Coloured overlays (also think about the colours of any IWB presentations); larger font  <b>2.2bb Sequencing:</b> Repeat instructions and information; sequencing frames, written scaffolding  <b>2.2cc Recording:</b> Alternative methods of recording information including audio/visual to ensure key concepts are recorded; paired writing.</p>	<p>of digit order, and teach and encourage “self-checking” strategies. Counting backwards and other working memory feats might be problematic, so desk-top number-squares and other visual supports might be considered. Support children where possible with multi-step problems, perhaps with ticklist they can cross off as they work through steps. Connect maths concepts to real-life scenarios. Support children to learn key number facts by rote, while also being aware that variation, rather than too much rote and drill, is recommended. Consider playing multi-sensory games when possible, to reinforce key maths processes. For key aspects, be prepared to try different approaches until you find one that “clicks”.</p> <p><b>Science</b>  Consider that some learners with dyslexia have strong visual and spatial reasoning skills. They tend to better understand science concepts that are taught through manipulative or visual teaching strategies. Using lots of practical resources will be beneficial. Where possible, try linking science to real life contexts that are practical and meaningful for the learner. Consider using a digital camera to capture each stage of an investigation (or important findings on a field trip) for future reference. Images can also be used to build a visual record; use mnemonics to help learners remember things like the order of the colours in a rainbow, order of planets in the solar system etc</p> <p><b>History</b>  Consider presenting information in tables or diagrams, rather than unbroken text. Summarise ideas in pictures, and perhaps modify visual sources to show changes. Compare visual sources from different times. Visual timelines are very useful. Use graphs to show patterns. Use of visual and auditory resources, eg artefacts, real and via ICT, emotive auditory resources to engage and motivate all children. Lots of speaking and discussion is proven to help understanding and</p>
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		<p>retention. "Acting out" or illustrating in other kinaesthetic ways, eg a class where teacher had pupils illustrate the reason for the large number of casualties at the Somme by tapping out the five rounds per second of a machine gun compared to the much slower firing rate of a bolt-action rifle.</p> <p><b>Geography</b> Be aware of the small, hard-to-read print on maps generally. Perhaps consider enlarging sections and sticking over key names and words in Tahoma, Arial or Verdana font.</p> <p><b>Music</b> Be aware of the benefits to some children of playing musical instruments (eg in helping develop challenging areas like sequencing, organisation, motor-coordination, memory and concentration) while being aware that many dyslexic children find aspects like sight reading, recalling instructions etc more challenging. If child is reading notated music, consider overlays, coloured paper, enlargement and colour highlighting. Many children learn better by copying instructor's "fingering" while singing the pitch of the notes (see Suzuki method). Consider kinaesthetic approaches, eg beating out rhythms, and colour coded composing for primary children eg Rainbow Pond.</p>
<p><b>2.3 Dyspraxia</b></p>	<p>2.3a Consider alternatives to writing – word processors, Dictaphones, ipad videos, speech to text technology. 2.3b Understand the child will need a large space to work in, when possible. 2.3c Understand that the child may need to use special equipment eg: looped scissors, rulers with handles etc and has access to these when needed. 2.3d Provide lesson breakdown tick list to help child organise time. 2.3e Write instructions out for the child, using different colours for each line. 2.3f If the child finds dictation or copying overly challenging, pre-prepare diagrams where they can add more minimal text. 2.3g Provide pre or part-prepared handouts and lists of key concepts or vocabulary. 2.3h Give an equipment list and encourage child to only gather necessary equipment. 2.3i Clarify rules and expectations, using unambiguous language. 2.3j Inform child if plans are likely to change from the norm including change of staffing, timing, expectations, tests etc. 2.3k Allow extra time to complete work, with movement breaks when needed and</p>	<p><b>All Subjects</b> Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress Provide activities that require kinaesthetic learning, and for children who find it difficult to sit still for long period things like role-play, card sorting, modelling structures (e.g. running to jump on the correct digraph, arranging large cards into time-line etc) In some cases, use closed questions where possible, as the child may experience difficulty in explaining answers.</p> <p><b>English</b> Again, consider all the general aspects, left, plus be aware that presentation might well be an issue for</p>

	<p>don't keep child in school at break time.</p> <p>2.3l If appropriate, allow child to move around whilst working, and ensure other pupils understand.</p> <p>2.3m Allow child time to settle in the classroom.</p> <p>2.3n When appropriate, allow child to stand up when handling equipment.</p> <p>2.3o Demonstrate how to handle equipment until internalised and repeat as necessary.</p> <p>2.3p Break down activities into components and teach separately, ensuring understanding and competence. Repeat in future lessons as necessary</p> <p>2.3q In some cases where it might be beneficial, allow child to pack up and leave lessons early to avoid busy corridors.</p> <p>2.3r Provide child and parents with suitable time limits for homework.</p> <p>2.3s In most cases, do not ask the child to go first – many children are likely to pick up cues from peers about what is needed</p> <p>2.3t When appropriate, pair up with a peer who is competent at task and with whom the child is comfortable</p> <p>2.3u Don't draw attention to any awkwardness of movements or challenges with the task</p> <p>2.3v All staff to be aware that performance may deteriorate during the lesson due to tiredness.</p> <p>2.3w Some children might require specialist equipment, eg wobble cushion and sloping desks.</p> <p>2.4x Sitting on the carpet for Listening Times might also be an issue. Some children find it helpful to lean against a wall or table leg, or younger children might be more focused if leaning against a TA for these times (see individual IEPs).</p> <p>2.5y Preparation activities prior to written work, eg resistance pushes against wall, or hands together; wriggling fingers or "playing piano" on table; pulling rolls of tissue paper.</p>	<p>children with dyspraxia. Speed and output might also be issues. Allow alternative methods of recording, eg text to speech, ipad videos, verbal answers to comprehension activities.</p> <p><b>Maths</b> Again, pencil control and presentation might be an issue. Show understanding of recording that is less than neat. Tangible resources are important, but be aware that desktop needs to be kept uncluttered; tangible resources might need to be handed to child as required.</p> <p><b>Science</b> Support with more delicate equipment and investigations where fine motor control is required. Some textures used within scientific experiments will need preparation and discussion with the child in advance.</p> <p><b>Art and Design</b> Support with activities requiring fine motor control. Allow adaption to large-scale, messy art work when appropriate. Some materials will need preparation and discussion with the learner in advance.</p> <p><b>PE</b> Be aware of individual IEP or EHCP targets. Allow child to start getting ready before the other pupils. Support via backwards chaining, as appropriate, eg last step of getting a sock over calf, then heel and calf etc. Some children benefit from leaning against a wall to change. Some prefer being seated on the ground, others might need to be sitting in a chair.</p>
<p><b>2.4 Dyscalculia</b></p>	<p>2.4a Use concrete manipulatives such as Numicon, counters, Geo-boards, place value cards, bead strings, dice, Multi-link, Base 10, Unifix, dice etc.</p> <p>2.4b Use visual reference aids, such as number-lines, 100 squares, times table facts, printed vocabulary</p> <p>2.4c Use kinaesthetic and visual teaching strategies such as drawing, building, demonstrating and modelling.</p>	<p><b>All Subjects</b> Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress</p> <p><b>Maths</b></p>

	<p>2.4d Provide hand-on activities with clear instruction around language and vocabulary.</p> <p>2.4e Be aware that the child may have to repeat the activity many times to internalise and remember – pertinent for number bonds, times tables etc. Use of frequent, repetitive Precision Teaching, with awareness that key knowledge might appear “got”, then forgotten.</p> <p>2.4f Be aware that the child may shut down and use avoidance strategies if anxious - scaffold and support to break this cycle.</p> <p>2.4g Avoid time pressure when possible; consider untimed tests to assess understanding.</p> <p>2.4h Provide lined paper / graph paper / squared paper as appropriate to the child to help organise thoughts for complex procedures such as long division.</p> <p>2.4i Use highlighters and coloured pens to colour code operations, eg addition = amber, subtraction = sky blue.</p> <p>2.4j All staff to be aware that the child may not know when they have made an error when copying numbers or writing dictated numbers – staff to check for the child.</p> <p>2.4k If possible, allow or encourage the child to communicate answer in alternative ways such as in a diagram or by using manipulatives.</p> <p>2.4l Ensure that the child has enough time to practice and internalise key knowledge such as number bonds, place value.</p> <p>2.4m Provide scaffolding and model scaffolding of key ideas if organising of ideas is challenging</p> <p>2.4n Adapt tables, data etc and support and check understanding, recapping frequently to check understanding is maintained</p>	<p>See left.</p> <p>NB All elements below are potential signs of possible dyscalculia:</p> <p>Reliance of counting in 1s</p> <p>Challenges with counting backwards</p> <p>Lack of understanding of place value</p> <p>Poor retention of times tables, but better retention of 2, 5 and 10</p> <p>Slow working speed</p> <p>Weak overall mental arithmetic</p> <p>Task avoidance and/ or anxiety specific to maths</p> <p>Inability to retain procedures and formulae</p> <p><b>Science</b></p> <p>Make learning multi-sensory. Use equipment, apparatus, visual aids, etc. Make science practical, and where possible, related to everyday experiences/the world. Link facts and learning, so the learner has an anchor fact(s) to return to. Ask (and model to) the learner to explain how they have come to an answer, whether right or wrong - this helps to understand thought processes, and to identify if, and where, these are breaking down. Encourage children to explain to themselves and others how they have done a task, and encourage workings which show thought processes rather than just answers.</p> <p><b>History</b></p> <p>Some learners may find the organisation of ideas into a logical way difficult and therefore will need additional support. Adapt tables, data etc, with support to check understanding.</p>
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<p><b>3.1 Trauma</b></p>	<p>3.1a Ensure all staff (including supply staff) understand behaviour in the context of past experiences (without breaching confidentiality/ GDPR).</p> <p>3.1b Provide a non-confrontational, trauma informed approach with a discreet, understanding and reassuring approach which is understood and applied by all adults.</p>	<p><b>All subjects</b> - Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress. Understand all behaviour as a form of communication</p>
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	<p>3.1c If appropriate to the individual child, consider slowing speech to appear non-threatening: talk slower, use a lower pitch, don't use complex sentences, don't use lots of body movements.</p> <p>3.1d Teach and model positive self-talk to encourage self-belief. Link in frequently to EMERGE.</p> <p>3.1e Encourage the child to see that making a mistake is a part of learning (links to EMERGE again) and that mistakes will not incur anger or punishment from adults or peers.</p> <p>3.1f Utilise opportunities for humour and laughter as appropriate (with staff awareness that laughter generally reduces the traumatic response in the brain).</p> <p>3.1g Provide a predictable environment with clear expectations for behaviour and structure at all times during the school day – be aware that times outside of the classroom (break, lunch, toilet, library, PE etc) may be harder to manage.</p> <p>3.1h Ensure all staff are aware of specific IEP/ EHCP content, and know how to support and coach the child ways to calm themselves and manage emotions. Ensure all staff are aware of strategies for de-escalation when needed.</p> <p>3.1i Ensure all staff know how to help the child to settle when something triggers an emotional outburst. When the child is escalating, ensure staff attempt to connect with what they are feeling.</p> <p>3.1j Provide a breakout space for when the child is feeling overwhelmed or emotionally dysregulated.</p> <p>3.1k Ensure all adults are modelling active listening and demonstrating empathy at all times when interacting with the child.</p> <p>3.1l Use the 10:1 rule when interacting with the child - ratio of positive to negative statements for traumatised children</p> <p>3.1m Be aware that an individual IEPs / EHCPs might advise that staff can actively ignore certain negative behaviour if not a danger. Ensure all staff are aware and understand if this the aim.</p> <p>3.1n Have consistent expectations and behaviour plans that are based on reward systems rather than punishment, but ensure boundaries and sanctions are clear.</p> <p>3.1o Use collaborative problem solving to allow for some control.</p> <p>3.1p Allow access to exercise through regular movement breaks and rests from learning.</p>	<p>Ensure all staff are aware of needs of the child and are always interacting with empathy and kindness Ensure confidentiality is maintained as appropriate</p> <p><b>English</b> Ensure choice of texts does not contain content that will add to the child's trauma and/ or remind them of their trauma</p> <p><b>Science</b> Safety aspects related to science experiments and equipment will need to be risk assessed for some learners with SEMH needs.</p> <p><b>DT</b> Safety aspects related to DT materials and equipment will need to be risk assessed for some learners with SEMH needs.</p> <p><b>History</b> Pre-teach key concepts. Support the child's understanding that other people have different views; ensure clear expectations around behaviour when there are disagreements. Use silent debates where children put their views on Post-it notes to share their ideas to avoid conflict. Offer support to focus on social skills to enable discussions. Consider assigning children particular roles within discussions, so they have a clear purpose in the group and remain focussed. Adult to support small groups, if possible, to facilitate conversations. Consider using motivational initial stimuli to engage children in a history activity, e.g. mysteries, storytelling, visual puzzles.</p> <p><b>PSHE</b> Pre-teaching and preparation for some children may be needed in case of trauma related to any subject.</p>
<p><b>3.2 ADHD</b></p>	<p>3.2a All staff should employ a non-confrontational approach, valuing and listening to the child to help reduce heightened arousal, lead to better behaviour, and help the</p>	<p><b>All Subjects</b></p>

<p>Ensure clarity of aims within IEP or EHC are not in conflict with curriculum adaptations.</p>	<p>child remain in control.</p> <p>3.2b Reward the child immediately upon task completion, with tangible rewards (tokens, stickers, certificates) to reinforce positive behaviour. Ask which rewards they would like.</p> <p>3.2c Be aware that rules are important to the child as they provide structure and predictability, but that they need to be sensitively but consistently implemented and reinforced. School rules are likely to need differentiation and all staff to be informed.</p> <p>3.2d Be aware that the child may have a hands-on, kinaesthetic learning style and prefer teaching methods which meet their need for activity</p> <p>3.2e Consider using a timer to engage, focus attention, and help the child deal with unwanted transitions.</p> <p>3.2f Be aware that the child may have a 'time-out' card. Staff will need to help the child take responsibility and learn when to use it.</p> <p>3.2g Ensure instructions are delivered clearly and step by step. Ask the child to repeat or have them written on a prompt sheet.</p> <p>3.2h Encourage them to take notes or use other memory aids.</p> <p>3.2i Encourage the use of pictures or diagrams for thoughts and ideas.</p> <p>3.2j Use subtle, visual cues agreed in advance to remind the child when they are off task or behaviour is inappropriate</p> <p>3.2k Be aware that listening to music on headphones while engaging with tasks might help focus attention.</p> <p>3.3l Be aware that it may be helpful for the child to sit at the end of a row or the back of the classroom to minimise distractions, but that this should never be seen as a punishment or a way of isolating the child</p> <p>3.3m Offer fiddle toys, or a flexi-band on chair to allow appropriate fidgeting/ movement, and help with concentration.</p> <p>3.3n Allow a calming-down period on entry to the classroom</p> <p>3.3o Allow time limited movement breaks or breaks from learning to release excess energy – this could include giving an active 'job' to do.</p> <p>3.3p The child may be very impulsive, so raise awareness of potential danger when using equipment in practical lessons.</p> <p>3.3q Be aware that paired working, or support from a role-model, can help some children focus.</p> <p>3.3r Understand that the child may struggle in group work if they are unable to read signals and cues for successful communication.</p> <p>3.3s Consider standing desks, if appropriate and recommended in IEP/ EHCP.</p> <p>3.3t Offer small chunks of information, with key concepts in pictorial form.</p> <p>3.3u Re-cap on previous learning to help organise thoughts before the lesson.</p> <p>3.3v Offer small tasks to ensure success.</p> <p>3.3w When possible, offer practical activities so that the child can remain physically active where possible.</p>	<p>Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress</p> <p>Ensure a range of practical tasks to allow the learners to be active when in lesson. Allow some activities where learners with ADHD are allowed to work alone. People with ADHD often find group working is a challenge.</p> <p><b>English</b> Visual aids, eg task-boards to support the child through the different steps of a task. Keep checking in to ensure child's understanding and encourage focus. Teach them how to highlight/ colour code text if reading for comprehension.</p> <p><b>Maths</b> Hands on resources, perhaps limited, as appropriate, to avoid clutter. Task boards through different steps. When possible, offer active maths sessions, eg running to find the right numerals for answers; floor work, games.</p> <p><b>Science</b> Be aware of any hyper-activity/ fidgeting/ focus issues that might impact on safety aspects relating to science experiments, materials and equipment.</p> <p><b>DT</b> Be aware of any hyper-activity/ fidgeting/ focus issues that might impact on safety aspects relating to DT materials and equipment.</p>
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<p><b>3.3 Anxiety</b></p> <p>– Including Generalised Anxiety Disorder, School Phobia, Specific Phobias, Social Phobias and Obsessive Compulsive Disorder (OCD). Ensure clarity of aims within IEP or EHC are not in conflict with curriculum adaptations.</p>	<p>3.3a Be aware that anxiety will often also accompany many SEND.</p> <p>3.3b Get to know the individual child and build up a trusting relationship. Staff need to learn what it looks like how a particular child manifests symptoms when in a heightened state of anxiety – they may be particularly quiet, withdrawn, avoid eye contact, be tearful, shaky or they may show no outward signs at all.</p> <p>3.3c Ask the child where they are most comfortable sitting in class.</p> <p>3.3d Understand that child may like to avoid busy corridors, and not cope with crowds/ playgrounds because of noise, jostling and fear of being pushed over. Consider whether they could perhaps leave quietly and discreetly before or after others for break-times, lunch etc. Make alternative arrangements for breaktimes, as appropriate. This could be another area, if staffing allows, a quieter part of the playground, a “buddy” system, and whole-staff awareness.</p> <p>3.3e Be aware that it might be stated in a child’s IEP/EHCP that they may need a quiet and private place to eat and may not be able to eat in public.</p> <p>3.3f Monitor discreetly what the child has to eat or drink, as blood sugar levels drop, metabolic rate may increase and appetite might be suppressed causing weight loss.</p> <p>3.3g Understand that the child may not feel confident to change in front of others or feel able to perform.</p> <p>3.3h All staff know that if the child has a “Help Card”, they can use it to go somewhere safe and where they can calm down.</p> <p>3.3i There may be certain adults who children find challenging - this could be for many reasons and staff must not personalise. They may not be able to communicate this for fear of saying something wrong. When this is noticed, staff should adapt behaviour accordingly to make the child comfortable</p> <p>3.3j Be mindful of whether the child can cope with being asked questions in class, and know that this may vary day to day.</p> <p>3.3k Understand that the child may not be comfortable speaking in front of the class or a group</p> <p>3.3l Be aware that the child may not be able to use the school toilets or they may need to go only when the toilets are empty. Be aware that having access to toilets at all times is important and the child may be issued with a toilet pass or Help Card.</p> <p>3.3m Know that the child may struggle with new / supply teachers .</p>	<p><b>English</b></p> <p>Do not ask the child questions directly during whole-class or group teaching. Consider the use of whiteboards where children can show teacher their answers. In group sessions, allow child to speak quietly to a partner or adult, while everyone else is occupied – that person can then summarise for them to the group, with opportunities for the child to join in, if they are comfortable to do so.</p> <p><b>Maths</b></p> <p>Again, consider whiteboards for answers, and avoid direct questions during class and group teaching. In group sessions, allow child to speak quietly to a partner or adult, while everyone else is occupied – that person can then summarise for them to the group, with opportunities for the child to join in, if they are comfortable to do so.</p> <p><b>PE</b></p> <p>Avoid asking the child to perform/ demonstrate in front of the class. Be aware that they might feel extra anxiety to perform, and be extra affected by peer pressure and scrutiny during team work.</p>

<p><b>4.1 Hearing Impairment and/or multi-sensory impairment</b></p> <p>DO NOT CONSIDER AS APPROPRIATE FOR ALL CHILDREN WITH A HEARING IMPAIRMENT AND ALWAYS BE AWARE OF THE MEDICAL NEEDS OF THE CHILD AND TAKE ADVICE FROM THE SCHOOL NURSING SERVICE AS APPROPRIATE</p>	<p>4.1a Consult with parents and talk to the child about where they would like to sit, and any other considerations needed.</p> <p>4.1b If the child wears a hearing aid, check discreetly that it is worn.</p> <p>4.1c Be aware of possible hearing loss in one ear only and seat the child with good ear facing outwards into the classroom.</p> <p>4.1d Be aware that even if hearing loss is partial, the child may be reliant on lip reading and gesture to understand.</p> <p>4.1e Be aware that for most children, it is advisable to sit toward the front of the classroom with an unobstructed line of vision. Assist with lip-reading by having the child sit directly opposite you.</p> <p>4.1f Discreetly check in regularly to check hearing and understanding.</p> <p>4.1g Ensure that any background noise is minimised.</p> <p>4.1h Repeat clearly any questions asked by other students in class before giving a response as they may not have been heard</p> <p>4.1i Do not speak when facing the board. Be aware that face-masks, beards, hands, books or microphones can add to difficulties when lip-reading.</p> <p>4.1j In group work, assist with lip-reading by having the child sit directly opposite the adult leading, and ensure that they can see anyone else who is talking. Control any discussions so that only person speaks at a time.</p> <p>4.1k Any videos or films used should be captioned. When impossible, find alternative ways for the child to access the information.</p> <p>4.1l Be aware that it is difficult to also take notes from a whiteboard or write whilst others talk, so provide written material to supplement all lessons.</p> <p>4.1m Announcements made regarding class times, assemblies, homework etc should be given in writing as well as verbally.</p> <p>4.1n Share the lesson if child uses a laptop and allow use of headphones to use built-in assistive technology.</p> <p>4.1o Read out the child's work if requested.</p> <p>4.1p Be aware that hearing loss early in life may result in additional literacy issues, so the child may need support with reading and interpreting information.</p>	<p><b>All Subjects</b></p> <p>Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress.</p> <p><b>English</b></p> <p>Visual resources, including task boards, check-lists, instructions for the task. Strong emphasis on phonics teaching, with lots of revisiting and strongly visual approach, eg Jolly Phonics. Teaching vocabulary explicitly is key, via explanations and visuals etc, as many hearing impaired children miss out on picking up vocabulary in the environment as other children do. Story book reading is important for early readers, especially where an adult adds manipulatives and use of heightened emotions. There is interactive software to teach vocabulary too. Acting, drama and themed play are good ways of demonstrating vocabulary and content.</p> <p><b>Maths</b></p> <p>Visual resources. Ensure key maths language is used more often and therefore embedded. Before or after lessons, ask a question with the target language and practise answering it with them. In word problems, teach the children to underline key words. Give more processing time. Ask a question, then come back for the answer a couple of minutes later. Consider supporting children to explain how they came up with their answer, eg via drawings, or letting them re-write out each stage. Give a scaffold or word-bank to support them in explaining their ideas, and perhaps use Colourful Semantics to write down what they did.</p> <p><b>Science</b></p> <p>Extra visuals and tangible resources. Teach vocabulary via pre-teach and visuals.</p> <p><b>History</b></p> <p>Acting, drama and themed play are good ways of demonstrating vocabulary and content. Ensure understanding of current key vocabulary via pre-</p>
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		<p>teach and visuals. Provide extra visual element and tangible resources during lessons, when possible.</p> <p><b>Geography</b> Ensure understanding of current key vocabulary via pre-teach and visuals. Provide extra visual element and tangible resources during lessons, when possible.</p>
<p><b>4.2 Visual Impairment and / or Multi-Sensory Impairment</b></p> <p>DO NOT CONSIDER AS APPROPRIATE FOR ALL CHILDREN WITH A VISUAL IMPAIRMENT AND ALWAYS BE AWARE OF THE MEDICAL NEEDS OF THE CHILD AND TAKE ADVICE FROM THE VISUAL IMPAIRMENT / SCHOOL NURSING SERVICE AS APPROPRIATE. IF CHILD USES BRAILLE/ NEMETH, PROFESSIONAL TRAINING WILL BE GIVEN</p>	<p>4.2a Ensure the classroom is uncluttered.</p> <p>4.2b If the child is sensitive to light and glare, control the light in the classroom using blinds and consider sitting the child with back to windows and in a place which reduces the glare on surfaces.</p> <p>4.2c Be aware that the child may need to wear a hat, visors or sunglasses even when indoors.</p> <p>4.2d Be aware that the child may need more light and be positioned near natural light when possible.</p> <p>4.2e Be aware that the child may need to use a lamp. This should be placed behind shoulder on the opposite side of writing hand and/or the same side as stronger eye or as directed by health professionals.</p> <p>4.2f Provide high contrast objects and pictures if of benefit.</p> <p>4.2g Warn the child of changes in lighting as this can cause extreme eye strain and headaches.</p> <p>4.2h Be aware that many children will be able to read their own writing better using a thicker nib.</p> <p>4.2i Be aware that many children will benefit from work being magnified. Provide enlarged pictures, images, maps and print. The VI team should have assessed vision and recommended font size and typeface. <a href="https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/vision-support/">https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/vision-support/</a></p> <p>4.2j Produce resources in the correct font size and type-face to allow access. Black &amp; white give the highest contrast – do not use dark colours together (like blue and green). Avoid using white &amp; grey with other light colours and avoid pastel colours next to each other.</p> <p>4.2k Avoid the use of red and green pens on the whiteboard.</p> <p>4.2l Be aware that the child may need a <a href="#">typoscope</a> when reading.</p> <p>4.2m Ensure the child wears any prescribed glasses to reduce visual fatigue.</p> <p>4.2n Staff must be sensitive to the possible need to work at close distances. Move the child closer to the object, such as sitting closer to the board or the object can be moved closer to the child, such as people getting closer when talking.</p> <p>4.2o Reduce visual clutter in the classroom and reduce the number of objects in the immediate working area.</p> <p>4.2p Allow breaks from work to enable the child to be visually focused for shorter periods of time and to prevent fatigue.</p>	<p><b>English</b> As left, with emphasis on enlarged materials, simplified and enhanced diagrams, increased use of ICT, as stated.</p> <p><b>Maths</b> As left. Tangible resources. Use clear, consistent, unambiguous language, reinforcing the key vocabulary frequently.</p> <p><b>Science</b> Be aware of any safety aspects relating to science experiments, materials and equipment.</p> <p><b>DT</b> Be aware of any safety aspects relating to DT materials and equipment.</p> <p><b>History</b> As left, plus artefacts, emotive auditory resources to engage and motivate all children. Lots of speaking and discussion is proven to help understanding and retention. “Acting out” or illustrating in other kinaesthetic ways, eg the teacher who had pupils illustrate the reason for the large number of casualties at the Somme by tapping out the frequency of machine gunfire compared with old rifles.</p> <p><b>Geography</b> As left. Pupils with colour-vision deficiency (colour blindness) face particular challenges when analysing multi-coloured resources, particularly maps. Teachers should ensure that the resources</p>

	<p>4.2q Allow more time when visually exploring a material.</p> <p>4.2r Be aware that if the child has <a href="#">central visual field loss</a>, they may experience incomplete a central “blind spot” when looking and may not appear to make eye contact.</p> <p>4.2s Be aware child might have access to wide range of ICT support, so provide key lesson content in summarised, highlighted form, so they can for example have text-to-audio technology, or swipe large text across ipad screen etc.</p> <p>4.2t Be aware the child might require extra support during transitions, eg in lunch hall, in busy corridors, at breaktime. Read individual IEPs/EHCP for advice.</p>	<p>(including digital resources) are accessible to pupils with colour-vision deficiency.</p> <p><b>PE</b> Extra emphasis on verbalising instructions. If appropriate and instruction given, consider tactile modelling (hand under hand instruction) for certain movements. Tactile boards can be used to demonstrate physical layouts of playing areas. Staff can be trained to use sounds to orientate students and support them in successfully participating. Modify equipment to make it eg larger and brighter.</p>
<p><b>4.3 Toileting</b> If there is a diagnosed medical condition, there should be an <a href="#">Individual Healthcare Plan</a> – all staff should be familiar with this document. Intimate Care Plan. Please make sure that you are familiar with this document.</p>	<p>4.3a Be aware that toileting issues can be caused by a range of factors, including sensory differences and anxiety, as well as named medical conditions.</p> <p>4.3b Agree with staff, parents and the child the best system for allowing the child to leave and return to the classroom discreetly and without having to get permission whenever they need the toilet. This may be via a symbol card they show or hand signal they make, or a simple, unrelated object that they hand to an adult.</p> <p>4.4c Consider whether it might be necessary to sit the child close to the door so that they can leave the classroom discreetly.</p> <p>4.4d Appreciate that the child may arrive late for lessons.</p> <p>4.4e Be aware that they may need to take medication during school hours and/or need extra meal breaks.</p> <p>4.4f Be mindful of other students’ comments.</p> <p>4.4g Respect need for privacy – the pupil and parents should decide how much information is shared with staff and how much other pupils are told about the condition.</p> <p>4.4h. Be alert to psychological needs and relationships with other children. Allow the child to judge whether they are able to join in sport/ PE or after-school activities on a day today basis and maintain dialogue with pupil and parents.</p> <p>4.4i See notes specific to PE, right. Consider impact of exercise when child plays outside too. As stated, it is important to bear in mind that strenuous physical exercise can trigger an urgent need to go to the toilet or cause pains. Staff on duty to be extra aware and allow child in for extra toilet trips (and support if necessary).</p> <p>4.4j When a school trip is coming up, talk to the child and parents about needs and try and arrange to meet these, e.g. with an aisle seat at the theatre or cinema and using a coach with a toilet.</p> <p>4.4k If unwell consider giving child time to rest (rather than sending them home).</p>	<p><b>PE</b> Discretion during changing, eg a separate space in case pads, nappies, or medical equipment might be visible to other pupils. Consider shorts under clothes on PE days, and wearing tracksuit bottoms instead of shorts. Likewise, discretion during lessons, avoiding closer contact with other pupils if necessary. It is important to bear in mind that strenuous physical exercise can trigger an urgent need to go to the toilet or cause pain. Even mild activity may be too much at times. Bending and stretching may bring on pain or make pain worse. Team games can be particularly problematic, where the child might feel particular pressure to keep going.</p>

<b>4.4 Multi-Sensory Impairment</b>	See hearing and vision, above, plus any specific advice that would come from eg WRAPS team, occupational therapy specialists, medical needs service. See current Sensory Advice Programme for child with relatively mild, multi-sensory issues.	
<b>4.5 Physical Disability</b>	Always be aware of the medical needs of the individual child, and take advice from the physical disability professionals/ medical needs services as appropriate.	