

SEND provision Trent Young's CE School



How do we enable all children to access classroom learning?

- Adapted tasks to suit the needs of the learners
- Strategic child groupings
- Scaffolding with resources
- Adult support (class teacher or TA)
- Adult modelling

How do we support a child with SEN in all aspects of the curriculum (e.g. Art, Geography, PE)?

'It depends on the needs of the individual'

We support the individual needs of all children in every class.

If a child struggles with:

- Focus and attention – we would use strategies to engage, movement breaks and fidget toys
- Socially – we would consider pairing in group work and offer adult support and modelling
- Fine or gross motor skills – we would adapt resources and expected outcomes to ensure access, provide challenge and opportunity for success
- Spelling – we would share, discuss and display new vocabulary, provide resources, scribe or share write
- Managing emotions or anxiety – we would build in time to check-in, discuss and listen, provide support and strategies for managing overwhelming emotions, offer time-outs, and seek advice from other professionals and parents

SEND friendly classrooms:

- Visual timetables
- Task cards and checklists
- Whiteboard backgrounds, e.g. light colours
- Display boards e.g. neutral colours
- Font size and text
- Visuals to support written resources
- Scribing children's ideas
- Mind-mapping support when planning
- Adaptation of tasks
- Targeted adult support
- Strategic pairings and groupings
- Scaffolding / use of resources

Agencies for support and advice:

- ELSA
- Dorset Specialist Teachers (SENSS)
- Educational Psychology
- Speech and Language Therapy (SALT)
- CAMHs
- Specialist teacher for visual/hearing impairment
- School nurse team
- Family workers (Dorset and Somerset)
- Dorset Family Partnership Zone

Pre-teaching vocabulary and key concepts

Why? Allowing children to engage with whole class learning more effectively and with greater confidence.

Impact? Increased child confidence, greater engagement with classroom learning and improved classroom profile.

Individual Education Plans (IEPs)

Why? Communicate current provision, share individualised child targets and resources to support these targets being met.

Impact? Improved parent awareness of provision and areas of current focus, child awareness and

One Page Profiles (front page of IEPs)

Why? Shared understanding of the needs of the children and how best to support them.

Impact? Cohesive approach within phases in all areas. Support, midday and supply staff make informed choices with children.

SEND review meetings

Why? An opportunity to discuss appropriateness of current provision, make adaptations if needed, access external agency support.

Impact? Staff are supported with strategies and resources for children. Referrals for additional support for chi children are timely and followed a graduated response approach.

Interventions

Why? Gaps in skills and knowledge are quickly identified and tailored support is put in place to address them in a timely manner.

Impact? Barriers to learning are reduced so that all children are enabled to flourish.