

SEND Provision in National Curriculum Subjects – Blackwater School 2021 - 2023

SECTION IN RED NEEDS TO BE ADAPTED AND SCHOOL SPECIFIC We want all children with SEND to be fully engaged in and enjoying learning, be included with peers, be at least NARE or making accelerated progress. Below is a list of the adaptations we make for children with SEND in each National Curriculum subject and for each broad and specific area of need. When planning we consider ways of minimising or reducing barriers to learning so that all learners can fully take part and learn. In some activities, children with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, we provide a 'parallel' activity for learners with SEND so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, and always to meet specific needs, children with SEND work on different activities or towards different objectives, to their peers. **Note content of OFSTED Subject review (Geography)** There is no single teaching strategy that meets the needs of all pupils with SEND. However, ensuring that there are adequate structures and sufficient scaffolding in place to support those who need it is crucial. Fundamentally, planning to ensure that pupils with SEND make strong progress is likely to have a positive impact on all pupils. Teachers' expectations should be suitably high for all pupils. Too often, however, the focus is on teaching to the middle and so many pupils with SEND and those who struggle are likely to fall further behind.

CONTEXT STATEMENT – School. Use National Data: <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england> Blackwater has, at January 2022, 16 of 109 pupils on the record of need and 3 with EHC. A more detailed breakdown and comparisons with national data is in the tables below:

General Overview (2021 Data for National, January 2022 data for Blackwater)

	2020		2021	
	EHC	SEND General	EHC	SEND General
Blackwater School	0%	14.5%	2.7%	12%
National	3.3%	12.1%	3.7%	12.2%

Specific Areas of need (2021 Data for National, January 2022 data for Blackwater)

	SpLD	MLD	SLD	PMLD	C & L	SEMH	SLCN	ASD	C & I	VI	HI	MSI	PD	S & P	Other	NSA	
Blackwater	12.5	22%	6%	0	31.2%	12.5%	18.7%	44%	50%	0	0	0	0	0	0	0	0
National	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

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); Profound and multiple learning difficulties (PMLD) 2.2 Dyslexia 2.3 Dyspraxia (Developmental co-ordination disorder DCD) 2.4 Dyscalculia
3. Social, emotional and mental health difficulties	3.1 Trauma 3.2 ADHD 3.3 Anxiety 3.4 Tourette's Syndrome
4. Sensory and / or physical needs	4.1 Hearing impairment (HI) 4.2 Visual impairment (VI) 4.3 Multi-sensory impairment (MSI) 4.4 Physical Disability 4.5 Toileting

	Provision / Adaptation	Subject Specific
<p>1.1 SLCN</p> <p>DO NOT CONSIDER THESE PROVISIONS OR ADAPTATIONS AS APPROPRIATE FOR ALL CHILDREN WITH SLCN.</p> <p>ALWAYS BE AWARE OF THE SPECIFIC NEEDS OF THE CHILD. TAKE ADVICE FROM CORNWALL SALT TEAMS and / or SLCN TEAM AS APPROPRIATE:</p> <p>https://www.cornwallft.nhs.uk/childrens-speech-and-language-therapy/</p> <p>https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/communication-support-salt/</p> <p>The SENDCO must ensure all adaptations and / or provisions are: in line with the child's IEP (or equivalent) and / or EHC are in line with advice from educational and / or medical professionals have been discussed and agreed with parents and are known by all relevant staff, but ensuring appropriate levels of confidentiality</p>	<p>1.1a All staff to be aware of the level of language the child is using and use a similar level to ensure they understand</p> <p>1.1b Do not rush or interrupt as they might have to begin processing from the start</p> <p>1.1c All staff to be aware of the specific communication difficulties - it may not be obvious as it may be a processing</p> <p>1.1d Slow down adult speech by pausing and give child time to process – wait for answer</p> <p>1.1e Allow child the time to finish speaking, don't finish speech for the child</p> <p>1.1f Create a relaxed, friendly environment with opportunities to talk when not noisy</p> <p>1.1g Simplify language by breaking long sentences into short ideas and ensure language is clear, unambiguous and accessible for the child</p> <p>1.1h Use signs, symbols and visual timetables to aid communication</p> <p>1.1i Use visual displays (objects, artefacts and pictures)</p> <p>1.1j Provide a visual guide to the lesson, eg. check list, visual timetable or pictures</p> <p>1.1k Provide lots of repetition of activities and particularly vocabulary</p> <p>1.1l Use non-verbal clues to reinforce spoken word - eg: gesture, facial expression, body language</p> <p>1.1m 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>1.1n Provide opportunities to communicate in a small group the child finds comfortable</p> <p>1.1o Provide good communication role models, adults and other children for child to mirror</p> <p>1.1p Respond positively to any attempt made at communication – not just speech</p> <p>1.1q Listen very carefully as the child may be embarrassed to repeat especially in front of a group or class.</p> <p>1.1r Provide a low distraction / quiet environment so the child can focus kin communication when other children are in louder discussion</p> <p>1.1s Reduce the number of questions asked and give time to answer – typically 10 seconds</p> <p>1.1t If asking questions in front of the class consider using closed questions the child can answer</p> <p>1.1u Ask questions in a variety of ways enabling learners with S&L difficulties to answer open ended questions</p> <p>1.1v Regularly check understanding</p> <p>1.1w Key words to be written up with meanings/visual aids instructions are given clearly and reinforced</p>	<p>All subjects 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> <p>English Help the child to develop their understanding by exploring new subject matter and explaining what they think they have been asked to do</p> <p>Maths Represent problems using images or ask an adult or peer to read the problem to / with them and clarify understanding before attempting to solve</p> <p>Science 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>History 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>PE Use peers or video to demonstrate activity visually</p>

	<p>1.1x Ensure all adults are aware of their role in supporting learners to contribute to lessons.</p>	
<p>1.2 ASD DO NOT CONSIDER BELOW AS APPROPRIATE FOR ALL CHILDREN WITH ASD</p> <p>ALWAYS BE AWARE OF THE NEEDS OF THE CHILD AND TAKE ADVICE FROM CORNWALL ASD TEAM AS APPROPRIATE:</p> <p>https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/autism-spectrum-team/</p> <p>The SENDCO must ensure all adaptations and / or provisions are: in line with the child’s IEP (or equivalent) and / or EHC</p> <p>are in line with advice from educational and / or medical professionals</p> <p>have been discussed and agreed with parents</p> <p>and are known by all relevant staff, but ensuring appropriate levels of confidentiality</p>	<p>1.2a All staff to understand that it may take time to trust someone. 1.2b Make learning accessible - differentiate where necessary. 1.2c Ask the child where they are most comfortable sitting 1.2d Avoid changing seating plans without consulting 1.2e Consider giving instructions using tick lists, break down tasks into chunks. 1.2f Avoid over use of open-ended questions as they may not focused enough to enable the child to give a response 1.2g Provide some vocabulary, structure or starting ideas 1.2h Use visuals and structured tasks, incorporating child’s interests where possible 1.2i If helpful and age appropriate provide a clear sequence of lessons in advance 1.2j Give time to process information and avoid putting the child on the spot by asking questions publicly, unless you know they are comfortable 1.2l Prepare child for and staff for what is coming next and what is the focus of learning for the lesson 1.2m Allow use of speech to text technology so there is less writing or allow child to present work in an alternative format, unless this contradicts their learning needs 1.2n Understand that the child is likely to experience sensory processing difficulties where they may be either over-responsive or under-responsive to sensory stimuli 1.2o Allow child to have planned and unplanned sensory breaks in a break out space and / or fiddle toys in class. 1.2p Be aware that the child may have rigid expectations of the structure of a lesson and changes may cause anxiety 1.2q Consider use of Task Management boards 1.2r Understand that the child may struggle to work in a group and on their own due to communication difficulties. 1.2s Be aware that the child uses a lot more energy coping with the day, so completing homework may be a challenge. 1.2t Ensure the child understands how to do homework, support them to do the homework in school or give less homework, 1.2u Make sure it is clear exactly what is expected how long they should spend on the task and provide a clear deadline. 1.2v Pre-warn of any changes to the normal school day – visits, visitors, supply teachers, fire drills etc</p>	<p>All subjects 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</p> <p>English Maths Learners with ASD may struggle with word problems and need adaptation because of the following difficulties: <i>Organizing</i> the order of operations in multiple-step word problems; <i>Holding</i> information from one step while manipulating information from another step; <i>Shifting</i> from one piece of information to a second piece of information; <i>Attending</i> to the <i>relevant</i> information within the word problem; <i>Focussing</i> on <i>unimportant</i> information within the word problem. Controlling the impulse to solve the first identified operation without understanding all steps involved.</p> <p>Science Ensure that learners with sensory issues are considered in relation to sounds, smells textures etc involved with science experiments.</p> <p>DT History Stories can bring the past to life. Encourage story writing to promote empathy with people in the past and to encourage the discussion of interpretations or sources; Some children often feel comfortable with their knowledge of their own world but disorientated by ideas associated with the past. Starting with the known allows children to feel confident and new ideas to be shaped and modified. Build on the child’s understanding. Start with child’s own knowledge,</p>

1.2 ASD (cont)

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.

Use a range of different questions to elicit causation, understanding, empathy, judgement etc. Careful planning can help children with ASD to develop higher level reasoning, e.g. by designing questions carefully, based on their prior learning, and, if necessary, providing some pre-tutoring of lesson content.

Recognise that the language of history may be challenging and cause barriers for some children, e.g.: the specific use in history of an everyday word, e.g. ‘party’, ‘church’, ‘state’; the use of history-specific terms, e.g. ‘chronological’, ‘artefact’ the use of abstract terms, e.g. ‘power’, ‘belief’.

Geography ([OFSTED Subject Review](#))

Very little has been written about geography education for pupils with SEND. In inspections of outstanding mainstream primary schools, we found that schools had rarely found it necessary to make changes to the curriculum for pupils with SEND but had often modified their teaching approaches. There is a need for all pupils to share the same curriculum, with the same level of ambition and expectation of the geographical knowledge that pupils should know. For pupils with the most complex learning needs, there may be occasions when it is appropriate to modify the curriculum. However, this will be the exception.

Several authors note that, in modifying teaching approaches, appreciating each pupil’s specific needs dictates the changes that need to be made. These pupils may also benefit from relief models for mapwork or audio description of images.

Gaps in pupils’ knowledge are likely to be one of the main barriers to making good progress. In 2 studies, researchers showed that, where pupils with SEND were not fluent in component knowledge, they experienced difficulties. Although we know this to be true for all pupils, these reports highlighted its significance for pupils with SEND. Teachers must be alert to the specific gaps in knowledge that these

		pupils may have so that they can prioritise the concepts that are most fundamental to future learning.
<p>2.1 MLD; SLD; PMLD DO NOT CONSIDER BELOW AS APPROPRIATE FOR ALL CHILDREN WITH MLD, SLD or PMLD AND ALWAYS BE AWARE OF THE MEDICAL NEEDS OF THE CHILD. TAKE ADVICE FROM THE SCHOOL NURSING SERVICE / NHS / CORNWALL COGNITION AND LEARNING TEAM AS APPROPRIATE https://www.cornwall.gov.uk/health-and-social-care/childrens-services/health-visiting-and-school-nursing/school-nursing/ https://www.cornwall.gov.uk/cognitionandlearning</p> <p>The SENDCO must ensure all adaptations and / or provisions are: in line with the child’s IEP (or equivalent) and / or EHC are in line with advice from educational and / or medical professionals have been discussed and agreed with parents and are known by all relevant staff, but ensuring appropriate levels of confidentiality</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 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 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 PPT slides 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 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 EHC, consider giving the child with a work ‘buddy’. 2.1p Understand that the child may find personal organisation difficult - support by providing clear instructions for homework, including a submission date 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. Be vigilant for bullying as a result and encourage paired working or group work if in line with IEP or EHC 2.2t Be aware that the child may appear needy with an over-reliance on adult support. Promote independence by 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 EHC, utilise stories adapted to make remembering the learning easier, for example through storyboards</p>	<p>All subjects – Providing in line with IEP / EHC, provide differentiated work on the same objective as peers; Make learning multi-sensory. Use equipment, apparatus, visual aids, etc.;</p> <p>English Maths Science - Make science practical and where possible related to everyday experiences/the world; link facts and learning, so the learner has an internalised and memorised facts to return to; ask the learner to explain how they have come to an answer - whether right or wrong which 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 completed a task; build up a chart (using a wallchart or other space) 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 trip, for future reference; images can also be used to build a visual record.</p> <p>DT History Auditory strategies are commonly used strategies in history teaching. They are ideal for auditory learners but are also valuable for children with an SEND who find text-based work difficult Consider converting written sources to an auditory form. Emotive auditory sources can be used to engage and motivate all children Use pictures and symbols to illustrate abstract, new or historical concepts to enhance curriculum access for children with learning difficulties. Provide symbols for example for artefacts from historical times Scaffold speaking or writing, e.g. using sentence starters, writing or speaking frames that focus children’ attention on key pieces of information. Writing or speaking frames can be used to provide</p>

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.

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

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....

Use of ICT in history:

ICT can be used to help children of all ages develop the knowledge and skills that history demands. It provides them with opportunities to: select and reproduce sources in a range of media, contextualise and interpret sources, reconstruct and simulate historical events, construct narratives, identify patterns in large quantities of data, and develop, organise and communicate historical thinking.

ICT can provide children and teachers with access to a wide range of historical source material which can be analysed 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, and enable teachers to present historical materials in ways most suited to individual and personal needs.

Use devices 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.

Geography

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>2.2 Dyslexia DO NOT CONSIDER BELOW AS APPROPRIATE FOR ALL CHILDREN WITH DYSLEXIA AND ALWAYS BE AWARE OF THE NEEDS OF THE CHILD AND TAKE ADVICE FROM CORNWALL COGNITION AND LEARNING TEAM https://www.cornwall.gov.uk/cognitionandlearning</p> <p>The SENDCO must ensure all adaptations and / or provisions are: in line with the child’s IEP (or equivalent) and / or EHC</p> <p>are in line with advice from educational and / or medical professionals</p> <p>have been discussed and agreed with parents</p> <p>and are known by all relevant staff, but ensuring appropriate levels of confidentiality</p>	<p>2.2a Check reading ability and barriers and ensure work is differentiated 2.2b Use pastel shades of paper and matt paper which to reduce ‘glare’ 2.2c Avoid black text on white background / light text on dark background 2.2d 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 2.2e Use 1.5 or double line spacing and wide margins and lower case rather than capital letters 2.2f Use numbered or bullet points rather than continuous prose 2.2g Keep paragraphs short – dense text blocks can be harder to read 2.2h Understand that the use of background graphics with text over the top can be visually confusing 2.2i Consider using text boxes or borders for headings and to highlight key text 2.2j Know that for some learners, underlining and italics makes words ‘run together’ 2.2k Use bold text for titles & sub-headings or to draw attention to important information or key vocabulary. Colour-code text – for example, information in one colour, questions in another. 2.2l Include flow charts, illustrations and diagrams to break up large sections of text or to demonstrate a particular procedure 2.2m Ensure that the child can understand data, charts and diagrams and are adapted if necessary with irrelevant information removed 2.2n Ensure written instructions are short and simple to read 2.2o Avoid too much text on the page and avoid clutter 2.2p Leave an appropriate space for response – this may be much larger than peers 2.2q Provide additional support for the child to learn, understand and retain key vocabulary 2.2r Read through questions and check understanding with the child 2.2s Ensure all staff, including supply staff and peripatetic teachers are aware the child be uncomfortable reading aloud or in front of a group 2.2t All staff to be aware that it may help to use a ruler, finger or overlay to track words – in this case, ensure it is in IEP or equivalent 2.2u All staff to be aware the child may use a personalised coloured overlay or rule and staff will need to check this is available – in this case, ensure it is in IEP or equivalent 2.2v All staff to be aware the child may use text to speech technology – in this case, ensure it is in IEP or equivalent</p> <p>2.2 w Working Memory: Re-cap of previous learning to enable working memory; consider use of dual coding; 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</p>	<p>All subjects Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress. If in line with IEP or EHC closed questions where possible as the child may experience difficulty in explaining answers</p> <p>English Maths Playing to pupils’ strengths: the powerful declarative memory systems of pupils with autism</p> <p>Many pupils with autism have ‘normal to above average algorithmic thinking ability’ but can struggle with reasoning and problem-solving because of:</p> <ul style="list-style-type: none"> • language processing deficits • difficulties in classifying problems by type • lack of knowledge of strategies • the use of ‘inefficient and overly complex procedures’ for calculation^[footnote 118] <p>Teachers can fill these gaps in knowledge with systematic curriculums, teaching approaches and rehearsal. For example, teaching efficient algorithms to pupils with autism speeds up their calculations. They then have more time to learn strategies for solving classes of problem. However, research also shows that the unique organisation and powerful declarative memory systems of many people with autism help them study, and develop proficiency in, the subject.^[footnote 119] Potentially, a powerful declarative memory system can take on a compensatory role; thus many pupils with autism might benefit from a deliberate focus on memorisation of core facts and methods. Leaders should therefore consider ways to give autistic pupils more time to study core content so that they can close gaps in learning through deliberate memorisation. Leaders should also make sure pupils’ lesson time is used efficiently and effectively</p>
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relevant learning; present information in a visual form with only the key information for the learner to remember.

2.2x Processing time: Time to talk through ideas and concepts; time for recall; repeat instructions using the same language

2.2z New vocabulary: Word mats with pictorial aids; written prompts; stories presented in alternative styles, for example cartoons, storyboards; Exaggerate new vocabulary by separating syllables; mnemonics;

2.2aa New vocabulary: Talk partners; Dual coding; draw concepts; Coloured overlays (also think about the colours of any IWB presentations); larger font

2.2bb Sequencing: Repeat instructions and information; sequencing frames, written scaffolding

2.2bb Recording: Alternative methods of recording information including audio/visual to ensure key concepts are recorded; paired writing;

Science

Many 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; use 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 or convection currents in weather systems.

DT
History

Summarising ideas in pictures; modifying visual sources to show changes; comparing visual sources from different times; explaining patterns in graphs; using visual timelines; using or presenting information in tables or diagrams, rather than unbroken text; storyboarding text, and demonstrations – e.g. illustrating 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.

Auditory methods (based on listening and speaking) are the most common found in history teaching. They are ideal for auditory learners but are also valuable for children with an SEN who find text-based work difficult. In this case, written sources could be converted to an auditory form. Emotive auditory sources can be used to engage and motivate all children

Geography

OFSTED: Dyslexic pupils may benefit from well-spaced print.

Art and Design

Music

PE

Computing

		MFL RE PSHE
<p>2.3 Dyspraxia DO NOT CONSIDER BELOW AS APPROPRIATE FOR ALL CHILDREN WITH SPEECH, LANGUAGE AND COMMUNICATION NEEDS AND ALWAYS BE AWARE OF THE NEEDS OF THE CHILD AND TAKE ADVICE FROM CORNWALL COGNITION AND LEARNING TEAM https://www.cornwall.gov.uk/cognitionandlearning</p> <p>Consult: https://www.dyslexicadvantage.org/</p> <p>The SENDCO must ensure all adaptations and / or provisions are: in line with the child's IEP (or equivalent) and / or EHC</p> <p>are in line with advice from educational and / or medical professionals</p> <p>have been discussed and agreed with parents</p> <p>and are known by all relevant staff, but ensuring appropriate levels of confidentiality</p>	<p>2.3a Consider alternatives to writing – wordprocessors, Dictaphones, speech to text technology</p> <p>2.3b Understand the child will need a large space to work in</p> <p>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</p> <p>2.3d Provide lesson breakdown tick list to help child organise time</p> <p>2.3e Write instructions out for the child, using different colours for each line</p> <p>2.3f f the child finds dictation or copying overly challenging, pre-prepare diagrams</p> <p>2.3g Provide pre or part-prepared handouts and lists of key concepts or vocabulary</p> <p>2.3h Give an equipment list and encourage child to only gather necessary equipment</p> <p>2.3i Clarify rules and expectations, using unambiguous language.</p> <p>2.3j Inform child if plans are likely to change from the norm including change of staffing, timing, expectations, tests etc</p> <p>2.3k Allow extra time to complete work, with movement breaks when needed and don't keep child in school at break time.</p> <p>2.3l Providing in line with IEP or EHC, allow child to move around whilst working and ensure all staff and other pupils are aware</p> <p>2.3m Allow child time to settle in the classroom and ensure all staff are aware if the child finds transitions can challenging</p> <p>2.3n Allow child to stand up when handling equipment.</p> <p>2.3o Providing in line with IEP or EHC, allow child to pack up and leave lessons early and ensure all staff and other pupils are aware</p> <p>2.3p Provide child and parents with suitable time limits for homework</p> <p>2.3q Providing in line with IEP or EHC, allow child to start getting ready before the other students and provide a quiet area for them to change if needed</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 If in line with IEP or EHC, pair up with a peer who is competent at task and with whom the child is comfortable</p> <p>2.3u Ensure all staff are mindful of signs of stress due to noise and allow time out</p> <p>2.3v Demonstrate how to handle equipment until internalised and repeat as necessary</p> <p>2.3w Don't draw attention to any awkwardness of movements or challenges with the task</p> <p>2.3x Break down activities into components and teach separately, ensuring understanding and competence. Repeat in future lessons as necessary</p> <p>2.3y All staff to be aware that performance may deteriorate during the lesson due to tiredness</p> <p>2.3z Adapt equipment and expectations when motor skills are being used e.g. recording of information; Adjustable height desks or standing desks can be used;</p>	<p>All Subjects 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 periods: role-play, card sorting, modelling structures – e.g. children with role cards with different characters negotiate themselves into line using interactive white board If in line with IEP or EHC closed questions where possible as the child may experience difficulty in explaining answers</p> <p>English</p> <p>Maths All elements below are potential signs of possible dyscalculia Reliance of counting in 1s Challenges with counting backwards Lack of understanding of place value Poor retention of times tables, but better retention of 2, 5 and 10 Slow working speed Weak overall mental arithmetic Task avoidance and / or anxiety specific to maths Inability to retain procedures and formulae</p> <p>Science Some textures used within scientific experiments will need preparation and discussion with the learner in advance</p> <p>DT</p> <p>History</p> <p>Geography</p> <p>Art and Design</p> <p>Music</p> <p>PE</p> <p>Computing</p> <p>MFL</p>

	peer buddy within lessons; specialist equipment available; Alternative methods of recording using audio/visual resources; Reduction of requirement to use fine motor skills such as pre-cut resources	RE PSHE
<p>2.4 Dyscalculia DO NOT CONSIDER BELOW AS APPROPRIATE FOR ALL CHILDREN WITH DYSCALCULIA NEEDS AND ALWAYS BE AWARE OF THE NEEDS OF THE CHILD AND TAKE ADVICE FROM CORNWALL COGNITION AND LEARNING TEAM https://www.cornwall.gov.uk/cognitionandlearning For further information on types of trauma, see the following link: https://www.nctsn.org/what-is-child-trauma/trauma-types</p> <p>The SENDCO must ensure all adaptations and / or provisions are: in line with the child's IEP (or equivalent) and / or EHC</p> <p>are in line with advice from educational and / or medical professionals</p> <p>have been discussed and agreed with parents</p> <p>and are known by all relevant staff, but ensuring appropriate levels of confidentiality</p>	<p>2.4a. All staff to be aware and understand that the child may find it difficult to keep up with peers in many circumstances</p> <p>2.4b As long as in line with IEP and EHC, provide the child with verbal and written instructions and personalised worksheets</p> <p>2.4c As long as in line with IEP and EHC, consider showing the lesson on a laptop if the child finds it difficult to track from a whiteboard to paper</p> <p>2.4d Use concrete manipulatives such as denes, numicon, dice</p> <p>2.4e All staff to understand that the child may have to repeat the activity many times to internalise and remember – pertinent for number bonds, times tables etc</p> <p>2.4f All staff to understand that the child may shut down and use avoidance strategies if anxious - scaffold and support to break this cycle</p> <p>2.4g Use kinaesthetic and visual teaching strategies such as drawing, building, demonstrating and modelling</p> <p>2.4h Provide hand-on activities with clear instruction around language and vocabulary</p> <p>2.4i Providing in line with IEP or EHC, ask the child to demonstrate until they can complete it competently and unconsciously akin to an adult driver changing gear</p> <p>2.4j Avoid time pressure by using untimed tests</p> <p>2.4k Use visual reference aids – 100 square, times table facts, printed vocabulary</p> <p>2.4l 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>2.4m Use highlighters and coloured pens to colour code operations – ie addition = amber, subtraction = sky blue</p> <p>2.4n 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 as long as not contradictory to IEP or EHC</p> <p>2.4o Allow or encourage the child to communicate answer in alternative ways such as in a diagram or by using manipulatives</p> <p>2.4p Ensure that the child has enough time to practice and internalise key knowledge such as number bonds, times tables, place value</p> <p>2.4q Provide scaffolding and model scaffolding of key ideas if organising of ideas is challenging</p> <p>2.4r Adapt tables, data etc and support and check understanding, recapping frequently to check understanding is maintained</p>	<p>All Subjects 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>English</p> <p>Maths</p> <p>Science 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; encourage workings which show thought processes rather than just answers.</p> <p>DT</p> <p>History 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> <p>Geography Art and Design Music PE Computing MFL RE PSHE</p>

<p>3.1 Trauma</p> <p>DO NOT CONSIDER BELOW 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 SCHOOL NURSING SERVICE AS APPROPRIATE</p> <p>https://www.cornwall.gov.uk/health-and-social-care/childrens-services/health-visiting-and-school-nursing/school-nursing/</p> <p>For further information on types of trauma, see the following link: https://www.nctsn.org/what-is-child-trauma/trauma-types</p> <p>The SENDCO must ensure all adaptations and / or provisions are: in line with the child’s IEP (or equivalent) and / or EHC are in line with advice from educational and / or medical professionals</p> <p>have been discussed and agreed with parents</p> <p>and are known by all relevant staff, but ensuring</p>	<p>3.1a Ensure all staff (including supply and infrequent 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>3.1c If the school is not using a formalised school wide approach, consider “PACE” Playfulness, Acceptance, Curiosity, Empathy to understand child’s behaviour</p> <p>3.1d 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>3.1e Teach and model positive self-talk to encourage self-belief</p> <p>3.1f Encourage the child to see that making a mistake is a part of learning and that mistakes will not incur anger or punishment from adults or peers</p> <p>3.1g Utilise opportunities for humour and laughter as appropriate but all staff to be aware that laughter generally reduces the traumatic response in the brain</p> <p>3.1h 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>3.1i In line with IEP / EHC all staff support and coach the child in ways to calm themselves and manage emotions as well as opportunities to practise de-escalating when needed</p> <p>3.1j All staff help the child to settle when something triggers an emotional outburst</p> <p>3.1k When the child is escalating, staff connect with what they are feeling</p> <p>3.1l Provide an agreed and safe breakout space for when the child is feeling overwhelmed or emotionally dysregulated.</p> <p>3.1m Ensure all adults are modelling active listening and demonstrating empathy at all times when interacting with the child</p> <p>3.1n Use the 10:1 rule when interacting with the child - ratio of positive to negative statements for traumatised children</p> <p>3.1o Providing in line with IEP / EHC, staff can actively ignore my negative behaviour if not a danger. Ensure all staff are aware and understand aim</p> <p>3.1p Have consistent expectations and behaviour plans that are based on reward systems rather than punishment but ensure boundaries and sanctions are clear</p> <p>3.1q Use collaborative problem solving to allow for some control</p> <p>3.1r Allow access to exercise through regular learning breaks.</p> <p>3.1s Consider use of visuals to consolidate managing emotional regulation-e.g. 5 point scale</p> <p>3.1t Ensure that the child has access to activities that allow for self-regulation/self-soothing</p> <p>3.1u Enable the child to sit in the room where they feel safe-could be at the side with</p>	<p>All subjects - 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 all staff understand that all behaviour is communication-what is the child trying to say to us?</p> <p>Ensure all staff are aware of needs of the child and are always interacting with empathy and kindness</p> <p>Ensure confidentiality is maintained as appropriate</p> <p>English 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>Maths</p> <p>Science Safety aspects related to science experiments and equipment will need to be risk assessed for some learners with SEMH needs.</p> <p>DT</p> <p>History</p> <p>Pre-teach key concepts; support to understand other people have different views; clear expectations around behaviour when there are disagreements; silent debates where children put their views on post it notes to share their ideas to avoid conflict; support to focus on social skills to enable discussions; assign children particular roles within discussions so they have a clear purpose in the group and keeping them focussed; small groups supported by an adult to facilitate conversations. Use motivational initial stimuli to engage children in a history activity, e.g. mysteries, storytelling, visual puzzles.</p> <p>Geography</p> <p>Art and Design</p> <p>Music</p> <p>PE</p> <p>Computing</p> <p>MFL</p> <p>RE</p> <p>PSHE</p>
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<p>appropriate levels of confidentiality</p>	<p>their desk near a wall, or at the back. Monitor for hypervigilance and the impact of this on their attention and focus</p>	<p>Pre-teaching and preparation for some children maybe needed in case of trauma related to any subject but taught through PSHE / RSE</p>
<p>3.2 ADHD Ensure clarity of aims within IEP or EHC are not in conflict with curriculum adaptations.</p> <p>The SENDCO must ensure all adaptations and / or provisions are: in line with the child's IEP (or equivalent) and / or EHC</p> <p>are in line with advice from educational and / or medical professionals</p> <p>have been discussed and agreed with parents</p> <p>and are known by all relevant staff, but ensuring appropriate levels of confidentiality</p>	<p>3.2a All staff employ a non-confrontational approach, valuing and listening to the child to help reduce heightened arousal leading to better behaviour and helping the child to remain in control.</p> <p>3.2b Reward immediately upon task completion, with tangible rewards (stickers, certificates) to reinforce positive behaviour – child involved in choice of rewards</p> <p>3.2c Apply school rules need sensitively but consistently. Rules may need differentiation – ensure all staff are informed and adaptations have been agreed with parents and child</p> <p>3.2d Be aware of possible hands-on (kinaesthetic) learning style and understand that the child may benefit from teaching methods which meet their need for activity</p> <p>3.2e Use a timer to engage and provide focus for attention; (gel based liquid timers can provide a calming response)</p> <p>3.2f If using a 'time-out' card, all staff will need to help the child take responsibility</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 or task management board</p> <p>3.2h Encourage the child to take notes or aide memoires</p> <p>3.2i Encourage the child to use 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 If in line with IEP / EHC, encouraging or providing music on headphones while engaging with tasks, tests or extended writing may help focus attention</p> <p>3.2l All staff to be aware that the child may benefit from using a word processor or speech to text APP or device</p> <p>3.2m Be aware that it may be helpful for the child to sit at the end of a row or the back the classroom to minimise distractions BUT ensure this is never seen as a punishment or a way of isolating the child</p> <p>3.2n Provide a 'stress ball' or other fiddle object to aid concentration</p> <p>3.2o Allow a calming-down period on entry to the classroom</p> <p>3.2p Allow time limited learning breaks to release excess energy – this could include giving an active 'job' to do if in line with IEP / EHC</p> <p>3.2q Be aware that the child may be very impulsive, so raise awareness of potential danger when using equipment in practical lessons</p> <p>3.2r Paired working or support from a role model may help focus</p> <p>3.2s All staff to understand that the child may struggle in group work if they are unable to read signals and cues for successful communication</p> <p>3.2t Consider and trial equipment and strategies including: standing desks; small chunks of information with key concepts in pictorial form; practical activity to remain physically active where possible; re-cap of previous learning to organise thoughts before the lesson; Small, achievable tasks to ensure success with scaffolding</p>	<p>All Subjects 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>English Maths Science DT History Geography Art and Design Music PE Computing MFL RE</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 feel group working is a challenge. Standing desks; small chunks of information with key concepts in pictorial form; practical activity to remain physically active where possible; practical activity to remain physically active where possible; re-cap of previous learning to organise thoughts before the lesson; Small tasks to ensure success.</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 feel group working is a challenge.</p>

	<p>3.2u Use of visual timetables with built in reward systems in place, as well as opportunities for breaks or choice activities as required</p> <p>3.2v Consider use of visuals to consolidate managing emotional regulation-e.g. 5 point scale</p>	
<p>3.3 Anxiety – including - Generalised Anxiety Disorder, School Phobia, Specific Phobias, Social Phobias and Obsessive Compulsive Disorder (OCD). DO NOT CONSIDER BELOW 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 SCHOOL NURSING SERVICE AS APPROPRIATE</p> <p>https://www.cornwall.gov.uk/health-and-social-care/childrens-services/health-visiting-and-school-nursing/school-nursing/</p> <p>The SENDCO must ensure all adaptations and / or provisions are: in line with the child’s IEP (or equivalent) and / or EHC</p> <p>are in line with advice from educational and / or medical professionals</p> <p>have been discussed and agreed with parents</p> <p>and are known by all relevant staff, but ensuring appropriate levels of confidentiality</p>	<p>3.3a. All staff working with the child must be aware that anxiety will often also accompany many SEND and be aware if the individual child has any accompanying SEND</p> <p>3.3b All staff must get to know the individual child and build up a trusting relationship</p> <p>3.3c All staff must know what it looks like when the child is 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>3.3d If in line with IEP / EHC, ask the child where they are most comfortable sitting in class</p> <p>3.3e All staff to understand that child may like to enter the room first, quietly after others and may find some rooms easier than others</p> <p>3.3f All staff must understand that the child may need a quiet and private place to eat and may not be able to eat in public</p> <p>3.3g With permission of parents and if appropriate to the needs of the child, staff 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>3.3h All staff to understand that the child may not feel confident to change in front of others or feel able to perform.</p> <p>3.3i All staff must know that if the child has a “Help Card” or equivalent, they can use it to go somewhere safe and where they can calm down in line with IEP or EHC</p> <p>3.3j All staff to understand that there may be certain groups of adults or individuals who they find challenging. All staff to be sensitive and aware that 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>3.3k All staff are mindful of whether the child can cope with being asked questions in class and that this may vary day to day</p> <p>3.3l Understand that the child may not be comfortable speaking in front of the class or a group</p> <p>3.3m If agreed with appropriate staff, parents and in line with IEP or EHC, allow the child to leave class early so they can go through the corridors when they are quiet</p> <p>3.3n All staff to be aware that the child may not cope with crowds because of noise, jostling and fear of being pushed over and if so put in alternative procedures</p> <p>3.3o All staff to 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. Staff to know that having access to toilets at all times may be important and the child may be issued with a</p>	<p>All subjects</p> <p>Note that the behaviours exhibited may also be very physical and the child may be in fight/flight mode which may be seen as an aggressive response. Staff must build a relationship with the child where they can support and redirect...I’ve noticed that you are doing xxxx, shall we go for a walk / do an activity to help soothe and calm/make you feel happy</p> <p>Use of emotional thermometers as a guide to share feelings and anxieties...to know where the child is at with their feelings/anxieties</p>

	<p>toilet pass, Help Card or equivalent</p> <p>3.3p Know that the child may struggle with new / supply teachers</p>	
<p>3.4 Tourette's Syndrome</p> <p>Seek advice from: https://www.tourettes-action.org.uk/76-support-in-school.html</p> <p>https://www.tourettes-action.org.uk/</p> <p>The SENDCO must ensure all adaptations and / or provisions are: in line with the child's IEP (or equivalent) and / or EHC</p> <p>are in line with advice from educational and / or medical professionals</p> <p>have been discussed and agreed with parents</p> <p>and are known by all relevant staff, but ensuring appropriate levels of confidentiality</p>	<p>3.4a 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>3.4b All staff to be aware of common motor tics are, including: 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>3.4c 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>3.4d If appropriate, staff are aware that ignoring tics avoids drawing any unnecessary attention</p> <p>3.4e 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.</p> <p>3.4f In general, avoid asking the child <i>not</i> to do something. It may become the very thing they have to do and turn into a compulsion.</p> <p>3.4g 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>3.4h Provide a structure (schedule/tick list) to assist with planning, organisation, time management and initiation of tasks.</p> <p>3.4i 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.</p> <p>3.4j The child is likely to experience sensory processing difficulties where I may be either over- responsive or under responsive to sensory stimuli, eg: noise, clothing, textures.</p>	<p>All subjects</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>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.</p> <p>Motor and vocal tics may make the child reluctant to read aloud, ask / answer questions or ask for help.</p> <p>Thought tics inhibit auditory processing. Do not assume the child is intentionally not listening.</p> <p>English</p> <p>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.</p> <p>Maths</p> <p>Science</p> <p>DT</p> <p>History</p> <p>Geography</p> <p>Art and Design</p> <p>Music</p> <p>PE</p> <p>Computing</p> <p>MFL</p> <p>RE</p> <p>PSHE</p>

4.1 Hearing Impairment / or Multi-Sensory Impairment

DO NOT CONSIDER BELOW 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

<https://www.cornwall.gov.uk/health-and-social-care/childrens-services/health-visiting-and-school-nursing/school-nursing/>

<https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/hearing-support/>

The SENDCO must ensure all adaptations and / or provisions are: in line with the child's IEP (or equivalent) and / or EHC

are in line with advice from educational and / or medical professionals

have been discussed and agreed with parents

and are known by all relevant staff, but ensuring appropriate levels of confidentiality

- 4.1a Teacher to talk to the child privately about where they would like to sit and any other considerations needed
- 4.b Staff to be aware that for most children it is advisable to sit toward the front of the classroom with an unobstructed line of vision, but ensure seating is in line with IEP or EHC
- 4.1c If wearing a hearing aid, staff check discreetly that it is worn
- 4.1d All staff to be aware of possible hearing loss in one ear only and seat the child with good ear facing outwards into the classroom
- 4.1e Even if partial hearing loss, staff must be aware that the child may be reliant on lip reading and gesture to understand
- 4.1f Staff discreetly check in to check hearing and understanding
- 4.1g Ensure that any background noise is minimised.
- 4.1h Repeat clearly any questions asked by other students in class before giving a response as they may not have been heard
- 4.1i All staff including supply / peripatetic know that they do not speak when facing the board.
- 4.1j All staff to be aware that face masks, moustaches, beards, hands, books or microphones can add to difficulties when lip- reading.
- 4.1k Adjust the lighting to allow for lip reading in the teaching room
- 4.1l If in line with IEP / EHC, staff should assist with lip-reading by having the child sit directly opposite the staff member and ensuring they can see anyone else who is talking
- 4.1m Videos or films used should be captioned. When impossible, find alternative ways for the child to access the information.
- 4.1n Staff to be aware that it may be difficult to also take notes from a whiteboard or write whilst others talk; therefore, if in line with IEP / EHC, provide written material to supplement lessons
- 4.1o If appropriate for the needs of the child, announcements made regarding class wide information – homework, room changes, etc should be given in writing as well as verbally
- 4.1p Electronically "share" the lesson if child uses a laptop and allow use of headphones to use built-in assistive technology
- 4.1q Teacher / staff control discussions so that only person speaks at a time
- 4.1r Staff to read out the child's work for me if requested and in line with IEP or EHC
- 4.1s All staff to be aware that hearing loss early in life may result in additional literacy issues, therefore staff to be aware that they may need to provide support with reading and interpreting information

All subjects - Pre teach vocabulary for upcoming English lessons in context

Science

Alternative methods of recording their learning.
Artefacts used to reinforce learning.

History

Alternative methods of recording their learning.
Artefacts used to reinforce learning
Pre teach vocabulary for upcoming History lessons
Emphasise the role of deaf individuals in events in History
Use more than one mode of presentation for time concepts and historic events

Geography

Use more than one mode of presentation when introducing new geographical concepts.
Risk assessments for field work carried out to identify potential difficulties for children with hearing sensitivities

Music

Establish the beat and give instructions before any music is played
Do not work in a room that has an echo
Take the student's lead on which instruments they are comfortable playing
Try to teach music as part of a smaller group

PE

When instructions are given ensure that it is quiet.
For example, in a dance lesson turn the music off
Referees to use flags/visuals alongside their whistle during matches
Consider safety of cochlea implants and hearing aids during physical activity

PSHE

Ensure that disabilities, including deafness, are included in your programme of study if your school teaches personal, social, health and economic education (PSHE) curriculum.
Ensure access to extra-curricular activities

<p>4.2 Visual Impairment and / or Multi-Sensory Impairment</p> <p>DO NOT CONSIDER BELOW 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</p> <p>https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/vision-support/ https://www.cornwall.gov.uk/health-and-social-care/childrens-services/health-visiting-and-school-nursing/school-nursing/</p> <p>The SENDCO must ensure all adaptations and / or provisions are: in line with the child’s IEP (or equivalent) and / or EHC are in line with advice from educational and / or medical professionals have been discussed and agreed with parents and are known by all relevant staff, but ensuring appropriate levels of confidentiality</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 All staff aware that the child may need to wear a hat, visor or sunglasses even when indoors.</p> <p>4.2d All staff must be aware that the child may need more light and may need to be positioned near natural light</p> <p>4.2e All staff to be aware that the child may need to use a lamp. As long as in line with IEP / EHC, this should normally 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 If of benefit to the child, provide high contrast objects and pictures</p> <p>4.2g Warn of changes in lighting as this can cause 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 nibbed pen / pencil</p> <p>4.2i Find the best / correct font size and type-face to allow access and provide written work in this format. The VI team https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/vision-support/ should have assessed vision and recommended fontsize and typeface</p> <p>4.2j Staff to be aware that black & white give the highest contrast (but check child does not also have dyslexia). In general, do not use dark colours together; avoid using white & grey with other light colours; avoid pastel colours next to each other</p> <p>4.2k For many children, avoid the use of red and green pens on the whiteboard.</p> <p>4.2l Be aware that the child may need a typoscope when reading and ensure provision and use if in line with IEP or EHC</p> <p>4.2m Ensure, sensitively and discreetly that the child wears any prescribed glasses to reduce visual fatigue</p> <p>4.2n Be aware that many children will benefit from work being magnified. Provide enlarged pictures, images, maps and print. should have assessed vision and recommended fontsize and typeface</p> <p>4.2o Staff must be sensitive to possible need to work at close distances – consider moving the child closer to the object, such as sitting closer to the board or the object can be moved closer to the child – for example asking other people to move closer when talking to the child</p> <p>4.2p Reduce visual clutter in the classroom and reduce the number of objects in the immediate working area</p> <p>4.2q Allow breaks from work to enable the child to be visually focused for shorter periods of time and to prevent fatigue.</p> <p>4.2r Allow more time when visually exploring a material and when completing visually challenging tasks</p>	<p>English</p> <p>Carefully selected reading material – clear pictures and good visual contrast</p> <p>Access to books written in Braille</p> <p>Access to ‘screen reading’ technology</p> <p>Include as many multi-sensory real life experiences as possible to enable blind and partially sighted children to develop a shared understanding of the world</p> <p>Establish clear turn-taking rules and a hands-up or non-interruption rule for class and small group discussions</p> <p>Use of electronic texts</p> <p>Systematic approach to the learning of spellings</p> <p>Maths</p> <p>Support learning with a range of manipulatives and concrete apparatus</p> <p>Use of large print measuring devices – eg protractor</p> <p>Talking calculators</p> <p>Braille rulers</p> <p>Consider use of fonts on IWB – ensure that numbers look distinct from each other</p> <p>Access to abacus for early counting activities</p> <p>Science</p> <p>Use of a range of assistive technologies, e.g. talking thermometers, talking timers</p> <p>Individual risk assessments for practical science activities</p> <p>DT</p> <p>New tools to be introduced one at a time, 1:1 and with a ‘hands on’ approach</p> <p>Individual risk assessment for practical activities</p> <p>History</p> <p>Include as many multi-sensory real-life experiences as possible to enable blind and partially sighted children to develop a shared understanding of the world</p> <p>Opportunities to handle and explore artefacts</p> <p>Use drama / role play to explore historical events</p> <p>Use of audio description of films used in learning</p> <p>Use of magnification technologies</p>
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4.2s If the child has [central visual field loss](#), they may experience incomplete a central "blind spot" when looking and may not appear to make eye contact

Geography

OFSTED Subject Review: teaching visually impaired pupils may necessitate enlarging texts, using clear fonts, using overlays or printing on paper of a specified colour.

Pupils with colour-vision deficiency (colour blindness) face particular challenges when analysing multi-coloured resources, particularly maps.

Teachers should ensure that the resources (including digital resources) are accessible to pupils with colour-vision deficiency.

Include as many multi-sensory real-life experiences as possible to enable blind/partially sighted children to develop a shared understanding of the world

Use audio description of films used in learning

Individual risk assessments for fieldwork activities

Use of assistive technologies for field work

Use of magnification technologies

Art and Design

Use of magnification technologies

Music

In group work get the players to sit close to each other and start with a game of passing a rhythm around the group so that everybody knows each other by their instruments' sound, not just by sight.

When playing percussion instruments offer shorter beaters, or one beater instead of 2

Use of modified stave notation or Braille music

PE

Physical education equipment with auditory signals e.g 'beep balls'

A programme of PE which is to include a child or young person with sight problems needs to focus on the individual's starting point and adapt and plan activities and teaching techniques that enable the learner to develop their skills and fitness

Mark boundaries with luminous tape

Individual risk assessments

Familiarise the child with the environment they are going to be working in before the lesson begins

MFL

Include as many multi-sensory real life experiences as possible to enable blind and partially sighted

		<p>children to develop a shared understanding of the world Use of real objects when introducing new vocabulary PSHE Ensure that disabilities, including vision loss, are included in your programme of study if your school teaches personal, social, health and economic education (PSHE) curriculum. Ensure access to extra-curricular activities</p>
<p>4.3 Multi-Sensory Impairment – see hearing and vision above</p> <p>The SENDCO must ensure all adaptations and / or provisions are: in line with the child’s IEP (or equivalent) and / or EHC</p> <p>are in line with advice from educational and / or medical professionals</p> <p>have been discussed and agreed with parents</p> <p>and are known by all relevant staff, but ensuring appropriate levels of confidentiality</p>		
<p>4.4 Physical Disability ALWAYS BE AWARE OF THE MEDICAL NEEDS OF THE CHILD AND TAKE ADVICE FROM THE PHYSICAL DISABILITY MEDICAL NEEDS SERVICE AS APPROPRIATE</p>	<p>The range of physical disability makes it impossible to give useful advice. Below is an overview and specific information on the types and causes of PD</p> <p>Physical disability is defined as a “limitation on a person’s physical functioning, mobility, dexterity or stamina” that has a 'substantial' and 'long-term' negative effect on an individual’s ability to do normal daily activities. (Equality Act,2010). However, the effects of physical disability on a person’s experience of life and learning varies even for children with the same diagnosis or condition.</p>	<p>English Maths Science DT History Geography</p> <p>For pupils with physical disabilities, teachers have to make adjustments both in the classroom and to the</p>

<https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/physical-disability-or-medical-needs/>

The SENDCO must ensure all adaptations and / or provisions are: in line with the child's IEP (or equivalent) and / or EHC

are in line with advice from educational and / or medical professionals

have been discussed and agreed with parents

and are known by all relevant staff, but ensuring appropriate levels of confidentiality

For some the influence of their physical impairment may be mild, whilst for others, the effect may be profound ***impacting on every aspect of development***. For others, their disability may be hidden, such as arthritis, or very evident necessitating a range of individual equipment and assistance from others. Others may have degenerative conditions or their symptoms may fluctuate across the day. Some children and young people will have additional difficulties which could include visual or hearing impairment, autistic spectrum conditions, epilepsy or additional medical, communication or learning needs.

Every child or young person with physical disability is unique, but their physical needs are generally likely to come from:

- physical, metabolic or neurological causes, e.g. Cerebral palsy or achondroplasia
- degenerative conditions, e.g. Duchenne muscular dystrophy
- severe trauma, e.g. as a result of an accident, amputation or serious illness
- chromosomal disorder, e.g. Turner syndrome, TUBB4A or Ehlers-Danlos syndrome
- acquired brain injury (ABI)
- muscular skeletal conditions
- birth trauma and prematurity
- upper limb differences affecting hand function and fine motor movement
- lower limb differences affecting mobility
- complex medical needs which impact on physical function
- persistent symptoms affecting mobility and physical function, although there is no diagnosis

Whilst every individual is affected by their unique physical needs in a different way children and young people with a physical disability may often have difficulty in:

- accessing the physical environment
- using equipment and facilities safely
- taking part in learning tasks and assessments
- doing practical tasks and activities, e.g. food technology
- recording ideas and thoughts legibly or to time
- achieving independent work
- developing self-care skills
- communicating with others
- managing fatigue and pain
- interacting socially
- processing and regulating sensory information
- developing positive social emotional mental health (SEMH) & wellbeing

Although out of date, the following quote remains pertinent and useful.

ways in which fieldwork is carried out. Depending on the nature of disability, this may involve selecting locations (and sampling sites) carefully or adapting itineraries. Furthermore, it may be possible to use additional adults to support pupils' mobility or adapt resources so that pupils with SEND can engage fully.

Art and Design

Music

PE

Computing

MFL

RE

PSHE

	<p>"It will always be a challenge to meet the expectations of parents and the needs of all children and young people, especially in a context of constrained resources. The barriers faced by some children are very significant, and it requires skill and sensitivity from professionals working together to overcome them. However, there is a need for a continuing focus on and the highest expectations for disabled children and young people and those with special educational needs."Special Educational Needs and Disability Review: A Statement is Not Enough, Ofsted, 2010</p>	
<p>4.5 Toileting</p> <p>The SENDCO must ensure all adaptations and / or provisions are: in line with the child's IEP (or equivalent) and / or EHC</p> <p>are in line with advice from educational and / or medical professionals</p> <p>have been discussed and agreed with parents</p> <p>and are known by all relevant staff, but ensuring appropriate levels of confidentiality</p> <p>For most children of primary age and above medical professionals will be involved, but if not, gain consent from parents to involve your school nurse.</p>	<p>4.5a All staff to be aware that toileting issues can be caused by a range of factors including sensory differences, anxiety and other medical conditions including Inflammatory bowel disease (IBD), ulcerative colitis and Crohn's disease</p> <p>4.5b 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 "Pass" but the system must be know and adhered to by all involved including supply or peripatetic staff</p> <p>4.5c Consider asking the child to be seated close to the door so that they can leave the classroom discreetly</p> <p>4.5d All staff to appreciate that the child may arrive late at school for lessons and not to draw attention if this is the case</p> <p>4.5e Staff to be aware that I may need to take medication during school hours and/or need extra meal breaks.</p> <p>Be mindful of other students teasing about lack of stamina or need for rest Respect need for privacy – the pupil and parents should decide how much information is shared with staff and other pupils are told about the condition Be alert to psychological needs and relationships with other children. Allow the child to judge whether they are able to join in sport/ PEor after-school activities on a day today basis and maintain dialogue with pupil and parents It is important to bear in mind that strenuous physical exercise can trigger an urgent need to go to the toilet or cause joint pains. Even mild activity may be too much at times if the child is feeling exhausted, suffering severe stomach pain, or recovering from surgery. Bending and stretching may bring on pain or make pain worse. Team games can be particularly problematic. Be aware that the child may push themselves so as not to let anyone down. I may need an extended deadline for homework assignments 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. If unwell consider giving me time to rest rather than sending me home. If there is a diagnosed medical condition, there should be an Individual Healthcare Plan – all staff should be familiar with this document. Intimate Care Plan. Please make sure that you are familiar with this document.</p>	

END