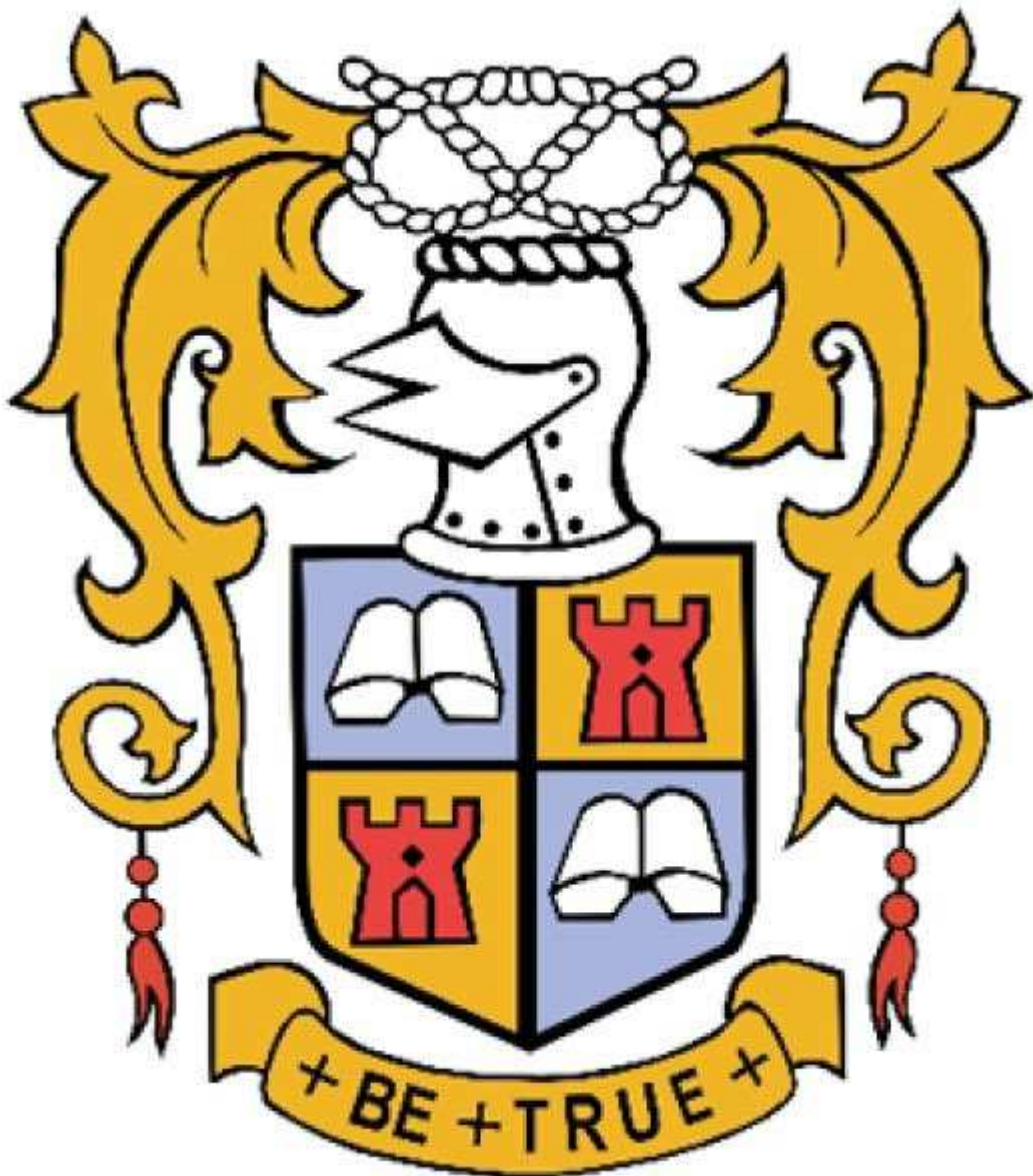


The Wilnecote School SEND offer:



A Universal approach to SEN and SEN support

Key terms and definitions

Universal and SEN Support

Universal approach: The strategies which may be employed in our school to support children within the areas of need as categorised in the SEND Code of Practice

SEN Support: Support provided in addition to the Universal Approach

The four broad areas of need

Cognition and Learning Difficulties: Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

Social, emotional and/or mental health needs: Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

Communication and Interaction needs: Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autistic Spectrum Disorder (ASC or a neuro-diverse condition) are likely to have particular difficulties with social interaction.

Sensory and/or physical needs: Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and/or the use of specialist equipment.

The four broad areas of need

Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- *E.G. Dyslexia, Dyscalculia,*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Cognition and Learning Difficulties

Universal Approach

- High expectations of children and appropriate challenge for all
- Behaviour for Learning at the heart of lessons/school ethos
- Learning walls to support key learning points
- Structured school and class routines
- Mentoring
- SEN team will provide additional support and guidance when requested

Things to consider;

- Clear learning objectives and differentiated outcomes, clear instructions
- Clear feedback and next steps in their learning – children involved in the process and given time to respond
- Time to talk things through with a Talk Partner before feeding back to class i.e. think, pair, share
- Variety of teaching styles and with tasks matched to the needs of individuals
- Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc
- Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, ‘Assessment for Learning’ principles in place
- Personalised and differentiated teaching, including questioning
- Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions
- Differentiated curriculum planning, activities, delivery and outcome
- Use of writing frames
- Read exam questions or exam style questions aloud
- Provide extra time to complete written work
- Providing a list of key terms and definitions
- Report concerns to SEN and Pastoral team

SEN support

- 1:1 and /or small groups SPLD support by teaching assistant

- Phonics (group and 1:1)
- Fresh start and other literacy programmes
- Numeracy intervention groups
- In class support from TA
- Additional individual and group reading
- Bespoke mentoring programme
- Reasonable adjustments applied to sanctions e.g. reduction of detention time and use of social stories during sanctions to promote positive behaviour
- Input and support from specialist support services

Social, Emotional and Mental Health Needs

Universal Approach

- Tutor system
- Dedicated head of house
- Support from the inclusion team
- School's reward system
- SEN team will provide additional support and guidance when requested

Things to consider;

- Consideration of the impact that certain topics of discussion may have upon the student e.g. nutrition, death
- Allow 'time out' when overwhelmed
- Focus on praise and positive reinforcement
- Consideration of need when creating seating plans e.g. seated at the front
- Use a 'softer' demeanour and tone of voice
- Smile, be approachable
- Check that they're okay at the start or end of each lesson
- Report concerns to SEN and Pastoral team

SEN support

- Social Skills group
- A 'safe space' to retreat to
- Access to the multi-sensory room

- Individual reward system
- Bespoke home school report
- SEAL group provision
- Individual counselling
- Year 6 transition support
- 'O' Form provision
- Reasonable adjustments applied to sanctions e.g. reduction of detention time and use of social stories during sanctions to promote positive behaviour
- Input and support from specialist support services

Communication and Interaction needs

Universal Approach

- Structured school and class routines
- SEN team will provide additional support and guidance when requested

Things to consider;

- Inform students, in advance, of changes to environment e.g. seating plans
- Differentiated curriculum planning, activities, delivery and outcome e.g. simplified unambiguous language
- Use simplified language, consider how many syllables, when giving instructions
- Increased visual aids / modelling etc
- Use of symbols e.g. to support instructions (communication in print available online)
- Support and modelling for group and peer discussions e.g. teacher leads their group discussion
- Consideration of need when creating seating plans
- Make instructions explicit
- Repeat instructions
- Remind the student one-to-one what they need do
- Double-check understanding
- Don't get into arguments, suggest time-out before it gets to this point
- Read exam questions or exam style questions aloud
- Provide extra time to complete written work
- Report concerns to SEN and Pastoral team

SEN support

- Support when moving around the school
- A place to go during break and lunchtimes
- Fiddle toys
- Speech and Language support; 1:1 TA delivering speech therapist devised support programme
- Input from Autism Outreach Team
- Social Stories
- Reasonable adjustments applied to sanctions e.g. reduction of detention time and use of social stories during sanctions to promote positive behaviour

Sensory and Physical needs

Universal Approach

- Staff aware of implications of physical impairment
- Reasonable adjustments to environment to support access

Things to consider;

- Consideration of need when creating seating plans e.g. wheelchair user
- Awareness of possible fatigue e.g. when giving homework
- Ensure instructions are given in a clear voice
- Don't move around whilst speaking
- Don't speak with your back to students
- Enlarged font on reading materials
- Report concerns to SEN and Pastoral team

SEN support

- Additional handwriting practice
- Individual support in class during PE and lunch time
- Support groups e.g. hearing-impaired group
- Reasonable adjustments applied to sanctions e.g. reduction of detention time and use of social stories during sanctions to promote positive behaviour
- Use of technology e.g. laptops
- Flexible teaching arrangements

- SEN team will provide additional support and guidance when requested
- Access to support provided by specialist support services