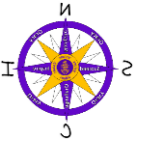


Level of Support	Communication and Interaction	Cognition and Learning	SEMH	Physical and Sensory
Universal Offer	<ul style="list-style-type: none"> • Ensure classroom practice is inclusive and provides a rich language environment • Build vocabulary and oracy development into the curriculum - <i>linked to text based planning, reading spine, knowledge mats, curriculum vocabulary</i> • Use pictures and visual resources to support language and understanding – <i>working walls, individual placemats,</i> • Label areas with photographs, pictures or symbols • Instructions broken down into manageable chunks and given in the order that they are to be done • Checklists, task lists - simple with visual clues – <i>task boards,</i> • Model and teach students how to use their language for thinking and learning • Clear modelling of tasks – <i>writing frameworks, WOGOLL, shared writes</i> • Minimise use of abstract language • Sentence starters /prompts • Targeted questioning • Thinking time before expecting a response – <i>known phrases and expectations as part classroom practice</i> • Model and promote good social skills through PSHE and general teaching 	<ul style="list-style-type: none"> • Ensure classroom practice is inclusive and provides scaffolding of learning • Give clear, simple instructions reminders, both oral & written • Break down tasks into manageable chunks • Provide multi-sensory activities • Explicitly teach & model key word vocabulary to support vocabulary development • Support short term memory with mini whiteboards • Provide support for organisation and executive functions • Use alternative ways to demonstrate understanding - diagrams, voice recorder etc. • Provide writing frames, sentence starters, prompts and headings to help with sequencing & recording of information. • Links to prior learning explicitly made • Work from the known - Make use of pupils’ own experiences and use familiar vocabulary • Develop understanding through modelling & questioning • <i>Continuous opportunities to recall information and language in a fun and subject specific way.</i> 	<ul style="list-style-type: none"> • Ensure whole school rewards/sanction system & clear, agreed strategies for behaviour management in class and throughout the school - <i>house points, DoJo points</i> • Whole school strategic approach to mental health • All staff are consistent and relentless in their drive to build positive relationships with their pupils - <i>collect and collect, soft landings for morning transitions, SPACE</i> • Build a relationship with the child’s parents, giving both positive feedback as well as dealing with issues • Lessons are interactive and differentiated to accommodate different learning needs • 11 Values of the Month – <i>embedded in whole school and class assemblies</i> • Jigsaw PSHE Programme • Lunchtime supervisors are TAs giving a consistent approach – <i>TAs supporting play and social skills</i> • Calm Boxes for key children • Worry Monsters • Lunch time provision /club – <i>Forest School for key year groups, TAs skill</i> • Zones of Regulation – <i>known calming strategies in place in each classroom</i> • CTM and ELSA employed as part of pastoral team • Mindfulness time 	<ul style="list-style-type: none"> • Ensure classrooms and school areas are calm and organised. • Ensure equipment is easily accessible • Use equipment recommended by specialists • Use of adapted implements & supportive tools e.g. pencils, scissors, cutlery, writing slopes -pencil grips, scissors, putty therapy, sit and move cushions • Ensure furniture is arranged to accommodate free movement • Provide support for organisation and executive functions. • Flexible teaching arrangements and differentiated curriculum where necessary • Allow extra time to complete tasks • Multi-sensory teaching methods <p>Hearing Impairment</p> <ul style="list-style-type: none"> • Check oral information/instructions have been understood • Keep background noise to a minimum • Visual cues and lip-reading • Ensure the pupil is wearing their hearing aids. • Ensure the pupil is seated where they can see and hear the teacher clearly • Make sure that you have the pupil’s attention before starting to talk. Eye contact is important

There is no expectation that all strategies would be used for all children – it is menu from which staff choose and adapt what will work best for each individual in relation to the activity they are completing.

Key – italics are examples of what we do at St Nicolas



<ul style="list-style-type: none"> • Build in an opportunity for pupils to have structured conversations with you or other adults • Introduce activities where pupils have structured opportunities to talk with their peers e.g. Partner talking • 'Rules' of good listening displayed, taught, modelled and regularly reinforced • Develop interactive displays to support communication • Carefully structured group work- clear roles. • Visual timetables and visual support for classroom routines/rules • Talk through visual timetable to help children understand routines of the day • Access to quiet, comfortable, distraction free area - possible time out, talk space • Consider how sensory stimuli can be reduced if this is a trigger - <i>use of weighted blankets, ear defenders, sensory fiddle toys</i> • Careful seating plan to avoid sensory overload - under lights? Near buzzing sounds? See the board? • Prepare the pupil well in advance for any known changes in school routine • Use pupil's name to ensure that they knows the instructions apply to them. 	<p>Literacy Difficulties /Dyslexia</p> <ul style="list-style-type: none"> • Provide and model the use of resources for supporting phonics and spelling • Know the difficulty (Reading age) of any text you use • Reduce and simplify the amount of reading required by summarising or using text to speech software, diagrams, bullet points, short paragraph, • Use a range of sequencing activities • Limit copying tasks <p>Dyspraxia and developmental coordination disorder</p> <ul style="list-style-type: none"> • Incorporate recommended motor coordination exercises by OT into a PE programme, playtime and/or continuous provision (EYFS) • Provide guidelines to keep writing straight • Organise games and activities requiring cooperation and turn-taking <p>Dyscalculia</p> <ul style="list-style-type: none"> • Give concrete reference materials wherever possible e.g. a number square or calculator • Teach pupils to follow a given method with steps for problem solving • Allow extra time to complete a task • Use headed columns for place value • Use arrows to explain direction of computation 	<p>Strategies for the classroom teacher:</p> <ul style="list-style-type: none"> • Plan individual time/activities with the child to enhance the teacher/child relationship • Once an incident has been dealt with, give the child a 'fresh start' • Plan for TAs to build positive relationships and then use them flexibly to pre-empt difficulties • Give positive feedback/ non-verbal signs • Plan activities at success level for the child, to increase confidence and opportunities for success and positive reinforcement • Provide to do lists and structured lesson steps • Make directions clear and concise & give 'take up time' • Use visual timer to measure time on task • Have a range of simple calming exercises/activities that pupil can use if in heightened state of anxiety • Use post-it's/ talking tin for questions and ideas rather than interruptions • Plan strategies for transitions both within and in and out of the class 	<ul style="list-style-type: none"> • Face the child and maintain a distance between you of about 1 – 2 metres to allow for lip reading • Try not to cover your face or walk around while you are speaking • Use facial expressions to convey clues to what you are saying <p>Visual Impairment</p> <ul style="list-style-type: none"> • Check that glasses are worn, and that they are clean! • Tell the pupil if there is a change to the layout • Allow more time for hands-on experiences, verbal explanations and completing tasks • Provide the pupil with their own books rather than expecting them to share • Provide the pupil with their own copy of the text/power point slides with enlarged print (good contrast and layout are often important as the size of print). Usually font size 14 • Read out writing on the board and draw attention to the spelling of new and unfamiliar words.
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