



The Clinton C of E School.

Together we nurture, love and learn whilst aspiring for excellence.

Whilst in pursuit of this we value:

Respect Friendship Forgiveness Courage Aspiration.



School offer.

	Number of Children on the SEND register.	Number of Children with SEND and that are Pupil premium.	Number of CiC or PEP	Number with an EHCP.
	7	4	1	2

SEND non – negotiables to be found in all classes

- Room is well ventilated and best use made of natural light. Room is uncluttered.
- Class Visual Timetable
- Movement around the classroom is minimized to avoid visual disturbances
- Sources of equipment/resources are organised and clearly labelled with a visual - communicate and print to be used where ever possible
- Key words/vocabulary are placed strategically around the classroom to support learning
- Communicate and print visual timetables to be found near the IWB.
- Where ever possible IWB displays to have a yellow background to support those with visual tracking problems.
- Rainbow alphabet and 'Bed' poster up and near the English working wall
- Displays to not 'leak' over boarders to support those with sensory processing needs and visual tracking difficulties.
- Limit the use of things hanging from ceilings to support those with sensory processing needs and visual tracking difficulties.
- Learning behaviours to be displayed to support children's well- being and social, emotional and mental health.
- Access to resource box with eg magnetic letters, coloured overlays, games, pencil grips
- Access to Sensory box with eg soft/hard items, fiddle toys, blanket, musical triangle/bells,



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Strategies to use within first quality teaching to support all children.

Cognition and learning.

- Pupils have sufficient space to accommodate their work, particularly left handers
- Movement around the classroom is minimized to avoid visual disturbances
- Desk top aids, prompts are available, some individualised such as task planners and their use encouraged
- Individualised timetables
- A multi-sensory (see..hear..say..write) approach
- Minimum requirement for pupils to record/copy information from the board or from books
- Information on non white paper (e.g. cream) where relevant with an accessible font and layout. Use of overlays where appropriate.
- Collaborative learning and peer support
- ICT is used to support pupils learning. Computer screens and text size
- Pupils are encouraged to record information in a variety of ways, e.g. mind maps, diagrams, bullet points, pictures, recorders etc.
- Pace of the session should take into account the needs of learners with time built in for thinking time/brain breaks
- Instructions and information are broken down into small steps with no more than 1-3 clear pieces of information being given at one time.
- Homework set is appropriate for the individual pupil, where necessary it is differentiated

Communication and interaction.

- Use modelled corrections.
- Use pictures to support - communicate and print.
- Using buddies to model good language.
- 1 or 2 instructions at any one time.
- Usually avoid closed questions that allow the children only to answer yes or no.
- Verbalise thoughts and actions as they happen. Wonder out loud.
- Use gestures, facial expressions.
- Ensure you are always facing the child and at their level.
- Allow time for children to process and respond (gauge the child's take up time)
- Reduce distractions and background noise.
- Individualised visual timetables using 'now' and 'next' language.
- Visual support for routines like PE etc.
- Model effective talk.
- Plan in talk partner time and model how to do this effectively.
- Link back to class agreed talk expectations.
- Pictures, pictures and more pictures!

Physical and sensory

- Ensure fonts large/bold enough
- Limit things hanging from the walls and ceilings in the classroom.
- Regulate noise levels in class – use a visual cue/ reminder.
- Do not overload displays and walls.
- Provide with tactile distractions – blue tac, tangle etc.
- Provide sensory breaks.

Social, emotional and mental health.

- Helping them to feel they belong by always making a point of saying Hi and Bye each day to them personally.
- Individualised behaviour care plans.
- Individualised rewards charts.
- Giving them a job or an area of responsibility in the class.



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<ul style="list-style-type: none"> • Give time out when needed. • Hands pressed down on heads. • Breathing techniques – in for 7, out for 11. • Something to hug. • Weighted blankets etc. • Wobble cushions. • Something for children to rest their feet on (swimming woggle with a slit cut down the centre and attached to a large elastic band then around the front to legs of the class chair for children to roll feet across) • Giving someone jobs like carrying heavy things. • Brain gym type breaks 	<ul style="list-style-type: none"> • Having a safe space for them to go to within class (individualised work stations do have a place at times) • Establishing a signal to use together to show they are feeling overwhelmed. • Consistency in approach. • Providing visual cues. • Use of timers etc. • Ensuring the school rules, rewards and sanctions are visible. • Provide regular breaks if needed. • Find something positive to say. They (or you!) may have had an awful day but always leave on a positive and build on that. • Individualised timetable/visual timetable.
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<u>Interventions available</u>			
Cognition and learning.			
Priority readers	MYTY maths	See and learn programme.	Pre teach/ post teach.
Reading Recovery, Writing	Handwriting support.	Pre writing skills, Do Gym	MYTY maths
Phonics	Take 2	Focused TA maths boosters.	Pre writing skills, Do Gym
SPAG intervention	Precision teaching	Focused TA English boosters.	
Communication and interaction			
Focused Speech and language support.	Talk boost	Children's centre based speech and language based intervention.	



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Individualised SALT programmes	Language link	Social stories.	
Time to Talk	Speech link.	Nursery Plus Programmes	
Social, Emotional and Mental Health			
Attachment Based Mentoring			
Social Skills Groups			
Physical and Sensory			
Physiotherapy .	Brain Gym		
Sensory programmes	Sensory breaks.		
<u>Specialist, outside agency support.</u>			
Children's centre based	Physical disabilities support.	Educational Psychologist	
SALT	Learning disabilities nurse.	Early Help eg FIT	
School nurse	ADHD support	Social worker	
CAMHS	OT	Physiotherapy	
Communication and Interaction Team.			



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