



SEND adaptations @ Chacewater School

At Chacewater CP School we want all children with SEND to be **Happy Included Progressing**: to be fully engaged in and enjoying learning, be included with peers, good progress and most importantly happy. We have incredibly high expectations of all pupils here and pupils with SEND are no exception. 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 participate in the learning. In some activities, children with SEND 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, notably when they have an EHCP (Education and Healthcare Plan). Ensuring that there is adequate support in place for pupils in all areas of the curriculum is paramount.

Chacewater has, as of April 2024, 30 of 189 pupils on the record of need and 5 with EHCP.

General Overview (2022 Data for National, September 2022 data for Chacewater School)

	2022		2023		2024	
	EHC	SEND General	EHC	SEND General	EHC	SEND General
Chacewater School	2.1%	11.05%	3 %	15%	3%	13%
National	4%	12.6%	2.5%	13.5%	TBC	TBC

'L E A P' into SEND at Chacewater

<u>L</u>ocal	Within our locality, we utilise the support packages from our local authority in order to support our learners with outside expertise. We also connect with other schools within our academy trust to share resourcing and ideas.
<u>E</u>ngaging	At Chacewater, all of our pupils receive a high quality bespoke curriculum; this is adapted and differentiated appropriately for children with SEND, allowing them to be fully immersed and included with their peers. Staff ensure that children with SEND are a priority on school trips and ensure that any trips/events planned take these pupils' wellbeing into account. Physical and visual resources are provided for stimulation and to enhance overall experience of the themes.
<u>A</u>spirng & <u>A</u>mbitious	We feel that all children need to be both supported and challenged at Chacewater. Despite having an additional need, we still ensure our pupils are challenged appropriately and as a result their learning tasks are differentiated as required.
<u>P</u>owerful & <u>p</u>urposeful	By breaking down every area of need into subject areas, this really allows us to ascertain the specific difficulties a pupil may face and eliminate them/be aware of them prior to the lessons beginning. As a result, learning can be more purposeful as it will be even more tailored to the needs to the individuals.

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) (including Soto's syndrome) 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 class teacher with advice from the SENDCO must ensure all adaptations and / or provisions are:</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</p>	<p>All subjects</p> <p>All pupils with SEND to be included, learning towards the same objectives as peers and at age related expectations or making accelerated progress.</p> <p>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>Pre teaching of vocabulary and meanings - sending home to parents where appropriate/ applicable.</p> <p>Visual/makaton symbols where appropriate to support the child's way of communicating.</p> <p>English</p> <p>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>Ensure language is kept simple and purposeful and consistent throughout the lesson.</p> <p>Phonics</p> <p>Speech sounds are modelled by the classteacher where there are misconceptions they are not held back by their difficulties in pronunciation of speech sounds; they are still able to progress through the read, write, inc scheme.</p> <p>New vocabulary is discussed during 'Fred Talk' and unknown meanings are explained by the reading group leader. Questions are prepared carefully to ensure that pupils can succeed in both open and closed questions.</p> <p>Maths</p> <p>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>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>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 in communication when other children are in louder discussion</p> <p>1.1s Reduce the number of questions asked and give time to answer – typically 7-10 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>1.11w Key words to be written up with meanings/visual aids</p> <p>instructions are given clearly and reinforced</p> <p>1.1x Ensure all adults are aware of their role in supporting learners to contribute to lessons.</p>	<p>Non-verbal clues to back up what is being said and working walls used to support learners. Slow clear pace that matches the pupils level of understanding.</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, Geography, RHSE, RE, Art and Design 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. Encourage evaluations to be completed using pictures and child's voice using technology or scribed by adult where possible.</p> <p>PE Use peers or video to demonstrate activity visually</p> <p>Computing Ensure headphones and sounds are working correctly to allow pupils to listen to what they have to do on the computer. Provide print outs of the images of the symbols/icons/buttons that will be used in the lesson</p> <p>Modern Foreign Languages Language is clear, unambiguous and accessible. Key words, meanings and symbols are highlighted, explained and written up, or available in another format. Support children with pronunciation of words. Teacher will know the pupil well so they can interpret their speech appropriately and will not ask them to repeat. Instructions are given clearly and reinforced visually, where necessary. Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures.</p>
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<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 class teacher with advice from 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>1.2a All staff understand that it may take time to trust someone.</p> <p>1.2b Make learning accessible - differentiate where necessary.</p> <p>1.2c Ask the child where they are most comfortable sitting</p> <p>1.2d Avoid changing seating plans without consulting</p> <p>1.2e Consider giving instructions using tick lists, break down tasks into chunks.</p> <p>1.2f Avoid over use of open-ended questions as they may not focused enough to enable the child to give a response</p> <p>1.2g Provide some vocabulary, structure or starting ideas</p> <p>1.2h Use visuals and structured tasks, incorporating child's interests where possible</p> <p>1.2i If helpful and age appropriate provide a clear sequence of lessons in advance</p> <p>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</p> <p>1.2l Prepare child for and staff for what is coming next and what is the focus of learning for the lesson</p> <p>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</p> <p>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</p> <p>1.2o Allow child to have planned and unplanned sensory breaks in a break out space and / or fiddle toys in class.</p> <p>1.2p Be aware that the child may have rigid expectations of the structure of a lesson and changes may cause anxiety</p> <p>1.2q Consider use of Task Management boards</p>	<p>All subjects All pupils with SEND to be included, learning towards the same objectives as peers and at age related expectations or making accelerated progress..</p> <p>All staff must understand that challenging behaviour is often communicating a need or difficulty.</p> <p>Find out which strategies work and use regularly, being aware that their success may be variable and change over time.</p> <p>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>Sensory breaks if needed are included within all parts of the school day.</p> <p>English Children with ASD may find it difficult to both read and write and their verbal ability may not match to their academic (reading and writing ability). Use of talking tins and scribes can help with this. Chunk learning into small manageable parts that the pupils understand possibly with the use of a task management board if needed.</p> <p>Some pupils find it hard when they make a mistake and therefore corrections to punctuation mistakes and spellings should be used with caution to what the child understands.</p> <p>Ensure that all avenues of word reading are investigated both phonics and whole word reading. Ensure phonological awareness is secure before attempting reading programmes.</p> <p>Questions are planned well during comprehension to enable success in open ended questions which require empathy/below surface interpretation.</p> <p>Maths Learners with ASD may struggle with word problems and need adaptation because of the following difficulties: <i>Organising the</i></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>1.2 ASD (cont)</p>	<p>1.2r Understand that the child may struggle to work in a group and on their own due to communication difficulties.</p> <p>1.2s Be aware that the child uses a lot more energy coping with the day, so completing homework may be a challenge.</p> <p>1.2t Ensure the child understands how to do homework, support them to do the homework in school or give less homework,</p> <p>1.2u Make sure it is clear exactly what is expected how long they should spend on the task and provide a clear deadline.</p> <p>1.2v Pre-warn of any changes to the normal school day – visits, visitors, supply teachers, fire drills etc</p> <p>1.2w Provide a visual timetable for pupils but ensure that children with ASD understand what each visual means/represents and when this changes ensure they are told.</p> <p>1.2x Do not force a child with ASD to make eye contact with another adult or peer as they may find this distressing.</p> <p>1.2y Time constraints can distress pupils with ASD, always ensure you know the pupil and what their reaction would typically be before giving a time allocation.</p>	<p>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; Attending to the <i>relevant</i> information within the word problem; Focussing on <i>unimportant</i> information within the word problem.</p> <p>Controlling the impulse to solve the first identified operation without understanding all steps involved.</p> <p>Practical resources need to be readily available to support with concepts.</p> <p>Reasoning can be difficult for children with ASD as some can find it difficult to see a ‘reason’ for this, deeming it pointless. Finding ways for the children to represent their understanding in a way which best suits the child's communication is paramount.</p> <p>Science</p> <p>Ensure that learners with sensory issues are considered in relation to sounds, smells textures etc involved with science experiments. During group work, they may benefit from being given a ‘role’ eg - observer.</p> <p>Prepare pupils if there are loud noises during experiments or whether they will be using materials that may give sensory feedback.</p> <p>Allow child to evaluate or discuss their science in a way where they can communicate best.</p> <p>DT</p> <p>Ensure outcomes are clear and give lots of examples, particularly in the planning aspect as the ideas may be abstract to the pupil. Explore tools to ensure sensory needs are met if any when using food etc.</p> <p>History</p> <p>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</p>
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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, 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

Geography can be difficult due to the changing nature of lessons eg) theory, fieldwork etc. Demonstrate concepts with proof - atlas, maps etc.

Use visuals to represent abstract concepts.

Teachers must be alert to the specific gaps in knowledge that pupils may have so that they can prioritise the geographical concepts that are most fundamental to future learning.

Art

Use art tools which the child will tolerate to support sensory processing. Verbally discuss with pupil the outcomes and give examples if the art session is interpretative.

Computing

Discuss any new or unfamiliar technology with the pupil and if possible allow time to explore it before the lesson begins.

Music

		<p>Be aware that a child with ASD may likely experience sensory processing difficulties where they may be over or under responsive to stimuli including loud noises and instruments. Provide ear defenders if necessary to support the noise levels. Pre-teach the instruments and allow the child to play with instruments and experiment at their own pace before the lesson has begun.</p> <p>PE</p> <p>Discussion about what behaviour is expected in the PE environment and prior discussion about what equipment will be used Safe demonstration of equipment. Clear on the rules of the games - prepare and plan accordingly if pupils struggle with winning and losing. Being aware of the environment of the PE session and how this may affect sensory processing issues.</p> <p>Modern Foreign Languages</p> <p>Language is clear, unambiguous and accessible. Key words, meanings and symbols are highlighted, explained and written up, or available in another format. Some children with ASD may not understand the importance of MFL. Always show the visuals of the English equivalent.</p>
<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</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 are 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.</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 Ensure adequate processing time to answer questions and to formulate a response. When reading, allow time to process the words. Keep instructions simple and consider mistakes as learning opportunities. Chunk the learning and give visual examples of what is expected. Differentiate tasks according to the ability of the child and be cautious with correction of spellings (link to self esteem).</p> <p>Maths</p>

<p>/ 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 class teacher with advice from 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>2.1h Keep PPT slides simple and highlight key information</p> <p>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 refocus and check understanding during task</p> <p>2.1j Understand that if off task, it is likely that they do not understand what is expected not because they haven't listened</p> <p>2.1k Use structured questioning and support by scaffolding a response</p> <p>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.</p> <p>2.1m Demonstrate and model tasks physically alongside verbal instructions</p> <p>2.1n Repeat information in different ways, varying vocabulary, check understanding and if they didn't understand what has been said, rephrase it</p> <p>2.1o If in line with IEP and or EHC, consider giving the child a work 'buddy'.</p> <p>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</p> <p>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</p> <p>2.1r Keep instructions simple and provide a (possibly visual) checklist or task management board.</p> <p>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</p>	<p>Differentiated tasks which meet the needs of the child based on ongoing assessments</p> <p>Practical resources to be available at all times and visual representations available wherever possible. Key vocabulary taught discretely and where appropriate links made to prior learning. Questions are chosen carefully in word problems for example so that the language and wording use reflects child's ability to allow some independence.</p> <p>Science</p> <p>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</p> <p>Ensure during the design process that there are visual examples of the product and practical if possible for the pupil to investigate prior to own design.</p> <p>Model how to safely use the design and technology tools.</p> <p>Give simple step by step instructions to follow (visual where possible)</p> <p>History</p> <p>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 .</p>
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	<p>2.2t Be aware that the child may appear needy with an over-reliance on adult support. Promote independence by making the curriculum accessible</p> <p>2.2u Give specific, targeted praise to the individual and focus around the task and elements of IEP or EHC</p> <p>2.2v Split task / learning activity into short chunks to allow for processing and opportunity for embedding the key components of the learning</p> <p>2.2w If in line with IEP or EHC, utilise stories adapted to make remembering the learning easier, for example through storyboards</p> <p>2.2x Provide alternative ways to record their ideas such as audio and / or visual, mind maps, bullet point lists, storyboards</p> <p>2.2y Re-cap previous learning to enable working memory, possibly using a chart to build up each week's key learning visually</p> <p>2.2z Consider use of visual aids from previous relevant learning.</p> <p>2.2aa Present information in a visual form with only the key information for the learner to remember</p> <p>2.2bb Scaffolded work through use of writing frames.</p> <p>2.2cc New vocabulary selected for the key words and explicitly taught in pre-teach.</p> <p>2.2dd Give concrete, practical example of what you want the child to do / produce</p>	<p>Consider converting written sources to an auditory form. Emotive auditory sources can be used to engage and motivate all children</p> <p>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</p> <p>Scaffold speaking or writing, e.g. using sentence starters, writing or speaking frames that focus children's attention on key pieces of information. Writing or speaking frames can be used to provide prompts and support, e.g. when working with sources children could use, for example:</p> <ul style="list-style-type: none"> – This tells me... – In this picture I can see... – This suggests... – I think it was made/drawn/ written in... because... – Both sources say... <p>– The sources are different in these ways....</p> <p>Use of technology in history:</p> <p>Technology 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.</p> <p>It 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</p> <p>It can help children develop historical enquiry skills, and help them to realise the importance of these skills in the study of history</p> <p>Technology 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.</p>
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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.

Art

Pre teach language taught, model how to use the art tools and if needed source adapted materials.
Physically demonstrate how to set out the work on the page or what is expected. Support with steps to success or success criteria to achieve - potential use of task management board for this and/or visuals

Computing

Provide small steps to complete independent learning tasks which could be unfamiliar. Ensure that videos and demonstrations are shown within computing lessons and provide screenshots where possible as an instruction.

Discuss new and unfamiliar vocabulary prior to the lesson sequence beginning. Provide headphones so that the pupil can listen to the instruction or block out the external noise if needed.

Music

Be specific with instructions and chunk information. Ensure visual representations wherever possible.

PE

Provide visuals and videos where possible and always demonstrate the skills / movements required. Adaptations to the complexities of tasks.

		<p>Modern Foreign Languages Language is clear, unambiguous and accessible. Key words, meanings and symbols are highlighted, explained and written up, or available in another format. Visuals are always available to match word to meaning.</p>
<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 class teacher with advice from 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>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 - at Chacewater we use Verdana and for all children will use at least font 12 or above. 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</p>	<p>All subjects All pupils with SEND to be included, learning towards the same objectives as peers and at age related expectations 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 Coloured overlays and coloured paper available for pupils who need it - colour will be determined by classteacher/DST assessment. Darker lines in books or thicker lines in books Larger prints made more available in dyslexia friendly fonts. Adapted for learner specifically if the font is not correct on resource. Using backgrounds other than black on white. Sloping boards We never ask a pupil with dyslexia to copy from a board - provide them with alternative ways to evidence their work and if copying is required, it should be as near to their work as possible on a personal whiteboard. Perform a DST assessment (SENDSCO) to allow to see which area the pupil needs support with as a priority.</p> <p>Maths Coloured paper and overlays, text font of size 12 and above even in calculations and in maths problems. Questions where possible will have visual representations so that reading is not the most important part. Large spaces made available for workings out or alternative recording formats available if needed. Powerpoints/SMART slides to have overlay - never black on white.</p> <p>Science</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>2.2m Ensure that the child can understand data, charts and diagrams and are adapted if necessary with irrelevant information removed</p> <p>2.2n Ensure written instructions are short and simple to read</p> <p>2.2o Avoid too much text on the page and avoid clutter</p> <p>2.2p Leave an appropriate space for response – this may be much larger than peers</p> <p>2.2q Provide additional support for the child to learn, understand and retain key vocabulary</p> <p>2.2r Read through questions and check understanding with the child</p> <p>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</p> <p>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</p> <p>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</p> <p>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: Recap 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 relevant learning; present information in a visual form with only the key information for the learner to remember.</p> <p>2.2x Processing time: Time to talk through ideas and concepts; time for recall; repeat instructions using the same language</p>	<p>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 or Ipad 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.</p> <p>History and Geography</p> <p>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.</p> <p>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</p> <p>Atlas’ available for pupils in larger print if needed or interactive on the iPads/chromebooks</p> <p>Art and Design</p> <p>Pre teach the vocabulary needed, larger paper or resources if needed. Explain to pupil what the end product is in detail and check whether the resourcing/colours are appropriate.</p> <p>Design Technology</p> <p>Ensure that the expectations are clear and that the processes are clearly modelled by the teacher. Visuals to be available to allow</p>
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	<p>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;</p> <p>2.2aa New vocabulary: Talk partners; Dual coding; draw concepts;</p> <p>Coloured overlays (also think about the colours of any IWB presentations); larger font</p> <p>2.2bb Sequencing: Repeat instructions and information; sequencing frames, written scaffolding</p> <p>2.2bb Recording: Alternative methods of recording information including audio/visual to ensure key concepts are recorded; paired writing;</p> <p>2.2cc Darker lines within books or specialist books for learners to write on</p> <p>2.2dd coloured overlays available for reading and colored paper for writing</p>	<p>the pupil to follow the instructions with as much independence as possible.</p> <p>Design technology tools modelled by adult to demonstrate correct use.</p> <p>Music</p> <p>When reading music ensure no black on white and pastel shades. Overlays available for children that need it.</p> <p>Colour code the text or musical phrases - eg) one colour for me, then one colour for my partner.</p> <p>PE</p> <p>Instructions are given verbally and always demonstrated by adults. Allow time for processing.</p> <p>Ensure child understands the language that is used eg) positional language - pre teach if needed.</p> <p>Computing</p> <p>Demonstrate to pupils how to enlarge the font/screen size or change the background colours where possible on the technology that they are using.</p> <p>Provide headphones so that they can listen to the instructions being read out if possible/available within the technology</p> <p>Teacher to demonstrate and provide visuals to allow pupils to be as independent as possible. Videos where possible and print outs/print screens to ensure they can follow instructions.</p> <p>MFL</p> <p>Ensure that there is matching corresponding english visuals to support. Verbally allow pupil to practise the language - this is the most important part rather than the writing aspect.</p> <p>RE</p> <p>Visual representations and practical resources wherever possible. Pre -teaching vocabulary if necessary.</p>
<p>2.3 Dyspraxia DO NOT CONSIDER BELOW AS APPROPRIATE FOR ALL</p>	<p>2.3a Consider alternatives to writing – word processors, Dictaphones, speech to text technology, talking tins</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</p>	<p>All Subjects</p> <p>All pupils with SEND to be included, learning towards the same objectives as peers and at age related expectations or making accelerated progress.</p>

<p>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</p> <p>https://www.cornwall.gov.uk/cognitionandlearning</p> <p>Consult: https://www.dyslexicadvantage.org/</p> <p>The class teacher with advice from 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>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 with increased independence</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</p>	<p>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</p> <p>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>Rules and systems are clarified, using unambiguous language. Opportunity is given to move around between bursts of learning. We ensure that when working in pairs, the partner reader is sensitive to the needs of the child and knows confidently what they are doing. Lesson is chunked to support the needs of the child and they are aware of this</p> <p>There is plenty of space between peers to enable the child to concentrate on their own reading and writing</p> <p>Build in opportunities to type written work or perform it. Provide writing slopes where needed.</p> <p>Provide scaffold sheets to aid the structure of a piece of writing. Pencil grips and a wider range of writing tools are explored to find the most suitable for that pupil.</p> <p>Maths</p> <p>A large learning space will be provided. Children can move around the classroom whenever necessary. When using mathematical equipment, an adult or supportive peer will provide demonstration of how to successfully use the equipment if required.</p> <p>Practical resources readily available that the pupil can use - mainly tactile and those that are not too fiddly eg) numicon.</p> <p>Science</p> <p>Some textures used within scientific experiments will need preparation and discussion with the learner in advance. Experiments will be adapted to allow access to all. TA/Teacher/Peer support will be given where required.</p>
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<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>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; 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</p>	<p>Give opportunities for working in groups to allow children to work to their strengths. For outdoor learning, an ad-hoc risk assessment is taken by the staff to check for potential hazards in the area for the pupils.</p> <p>Design Technology</p> <p>Make the most of large spaces before starting projects. Provide looped scissors if needed. Ensure the tools you are using are accessible to the child i.e rulers with handles. Provide a lesson breakdown with a clear end; a tick list might be beneficial or task management board. Provide an equipment list, words, or visuals, with the tools and materials needed during the lesson. Model how to use D&T tools before setting the work. Differentiate the size and scale of a project and its end result.</p> <p>History and Geography</p> <p>A range of demonstrating understanding and work – visual, written, drawing, graphs etc. Support with quantitative data e.g. graphs, charts – provide scaffolded graphs for data to be added to. Demonstrate any equipment to be used for Geography lessons or fieldwork and ad-hoc risk assessed by teacher.</p> <p>Art and Design</p> <p>Make the most of large spaces before starting projects. Ensure the tools you are using are accessible to the child. Provide a lesson breakdown, with a clear end, a tick list might be beneficial. Provide an equipment list, words, or visuals, with the tools and materials that are needed during the lesson. Model how to use Art tools before setting the work. Differentiate the size and scale of a project and its end result</p> <p>Music</p> <p>Ensure children have a large enough space to work in. Allow children extra time to practise, with movement breaks where needed. Don't choose these children to go first – they may need to pick up on cues from other children in order to process how to do something correctly.</p>
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		<p>Pair children with a sensitive partner who knows what they're doing. Clearly demonstrate how to handle equipment, and don't draw attention to the fact they may move differently.</p> <p>PE Consider the equipment being used in a PE lesson and provide alternatives where necessary. Allow the child additional time to get changed into PE kit and adult support where needed. Reinforce instructions on what to do during a PE session / activity. Be explicit about the rules of a game and give pupils plenty of space to complete activity.</p> <p>Computing Provide opportunities for the child to sit in a spot in the classroom where there is plenty of room, particularly when a computer is needed. Make sure that instructions are clearly explained and repeated if necessary. Allow extra time to complete tasks, especially when new concepts/programmes/software is being used. Give a wide variety of media - ipad/chromebook - support to log on ir type where needed.</p> <p>MFL/RE/PSHE</p>
<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</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 2.4b As long as in line with IEP and EHC, provide the child with verbal and written instructions and personalised worksheets 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 2.4d Use concrete manipulatives such as denes, numicon, dice 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>All Subjects Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at age related expectations or making accelerated progress</p> <p>English Coloured overlays and coloured paper available for pupils who need it - colour will be determined by classteacher/DST assessment. Darker lines in books or thicker lines in books Larger prints made more available in dyslexia friendly fonts. Adapted for learner specifically if the font is not correct on resource. Using backgrounds other than black on white.</p>

<p>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 class teacher with advice from 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>2.4f 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>Sloping boards We never ask a pupil with dyslexia to copy from a board - provide them with alternative ways to evidence their work and if copying is required, it should be as near to their work as possible on a personal whiteboard.</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 Concrete resources and manipulatives are always made available and accessible. Adults will ensure children understand how to use these manipulatives to support the specific learning goal. Key Skills sessions incorporate activities that specifically focus on recall and repeating areas of mathematics the children have already explored. Graph paper is provided for written calculations using their maths books. Rulers and highlighters can be used to visually support the drawing/organisation of written calculation methods. Peer and adult support will be built into the lesson throughout to support any corrections with recording dictated numbers/number formation.</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</p>
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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.

DT

Provide concrete resources to help with mathematical equations, drawing to scale and planning D&T projects. Use technology available during the design process if required. Ensure the child knows the support available on offer before the lesson begins. Provide electronic measuring tools for cooking to aid independence and support pupils to read the mathematical scales if needed.

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.

Geography

A range of demonstrating understanding – visual, written, drawing, graphs etc. Support with quantitative data e.g. graphs, charts – provide scaffolded graphs for data to be added to. Demonstrate any equipment to be used for Geography lessons or fieldwork.

Art and Design

Provide concrete resources to help with line drawing and drawing to scale. Ensure the child knows the support available on offer before the lesson begins.

Music

When reading music assess understanding and support pupils with amounts of notes needed/numbers

PE

When having to count/keep score, provide children with whiteboards/ resources to support. Think ahead when planning about how much counting pupils will have to do to support cognitive load.

Computing

		<p>Provide printouts of the instructions that will be used in the lesson. Where necessary, provide screenshots of the computer programme that will be used in the lesson and any numerical data. Demonstrate caution when teaching data inputting and provide support for pupils with scribes/typists and dictation software if appropriate.</p> <p>MFL/RE/PSHE</p>
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<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>Follow behaviour and relationships policy</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 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</p>	<p>All subjects All pupils with SEND to be included, learning towards the same objectives as peers and at age related expectations 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>Be careful when watching any clips on the IWB, check whether this would affect prior traumatic events.</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 Be aware of the child’s mental and emotional state throughout the learning process.</p> <p>Science/DT Safety aspects related to science experiments and equipment will need to be risk assessed for some learners with SEMH needs.</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.</p>
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<p>The class teacher with advice from 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>be harder to manage</p> <p>3.1i In line with IEP / EHCP 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 or particular staff that is known and that the child trusts;/</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</p>	<p>Use motivational initial stimuli to engage children in a history activity, e.g. mysteries, storytelling, visual puzzles.</p> <p>Geography</p> <p>Positive reinforcement and positive atmosphere within lessons. Fieldwork and experiential Geography may involve discussions or trigger memories of trauma – knowing your children in advance is very important and allowing time, space and the ability to discuss (or not to share) is very important. Similar to PSHE lessons, discussion is welcome and sharing within class with boundaries and rules for not sharing other people’s stories without permission to allow children to feel comfortable to chat knowing that their experiences will not be spread outside the classroom.</p> <p>Art and Design</p> <p>Provide opportunities to be curious and explore the tools and resources that children will use. Use simple, specific instructions that are clear to understand, and deliver these slowly. Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that Art is about taking risks in our work and expressing ourselves</p> <p>Music</p> <p>Understand behaviour in the context of the individual’s past experiences. Always use a non-confrontational, trauma informed approach that shows understanding and reassurance, using playfulness, acceptance, curiosity and empathy. Praise good behaviour and reward learning. Incorporate opportunities for humour and laughter in music lessons (laughter reduces the traumatic response in the brain). Adults to support and coach traumatised children in ways to calm themselves and manage their own emotions. Allow children the use of a pre-agreed breakout space when something in the classroom triggers an emotional dysregulation.</p> <p>PE and Computing</p> <p>The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour. Before the lesson, come up with strategies for if difficulties occur</p>
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	<p>safe-could be at the side with their desk near a wall, or at the back. Monitor for hypervigilance and the impact of this on their attention and focus</p>	<p>during the lesson, and ways these can be overcome, reminding children that learning is about trial and error. Use simple, specific instructions that are clear to understand, and deliver these slowly.</p> <p>PSHE 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 class teacher with advice from 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>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</p>	<p>All Subjects All pupils with SEND to be included, learning towards the same objectives as peers and at age related expectations or making accelerated progress.</p> <p>English Use actions when retelling stories. Incorporate drama into writing lessons to explore character and plot. Ask children to repeat the instructions to ensure they know what and how to perform a task. Ensure opportunities for Paired work / talk partner work. Writing frames used to break up writing tasks and planning.</p> <p>Maths A non-confrontational approach will be used in every aspect of the maths lesson. Adult support available during the key skills and recap sessions where children may be using whiteboards to record their answers. Verbal praise is given whenever necessary to help boost confidence and self-esteem. Use of pictorial representations to support the learning taking place. Use of concrete resources to support new mathematical concepts are part of everyday teaching and learning.</p> <p>Science An adult or peer will be available for support for practical elements of the lesson.</p> <p>DT Praise positive behaviour at each step to encourage low self-esteem. Ensure clear instructions are given throughout the lesson. Provide time limited learning breaks. Ensure step by step instructions are given, so each child knows what part of the lesson</p>

the child when they are off task or behaviour is inappropriate

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

3.2l All staff to be aware that the child may benefit from using a word processor or speech to text APP or device

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

3.2n Provide a 'stress ball' or other fiddle object to aid concentration

3.2o Allow a calming-down period on entry to the classroom

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

3.2q Be aware that the child may be very impulsive, so raise awareness of potential danger when using equipment in practical lessons

3.2r Paired working or support from a role model may help focus

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

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

3.2u Use of visual timetables with built in reward systems in place, as well as opportunities for breaks or

they are working on. (For example, the design, the creation or the evaluation) Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate. Provide D&T tools when necessary to avoid distractions during teacher input.

History

All adults supporting the child within the classroom will have a good understanding of how best to support the child using a non-confrontational approach. Any rules/expectations will be consistently implemented. Seating arrangements will be considered carefully to minimise distractions within the history session. 'Time out' or 'help cards' can be used to ensure the child is able to communicate that they need to use their break out space. Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the learning intention. Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the history session.

Geography

Due to its hands-on nature, Geography is an excellent subject for children with ADHD as it is an area they can excel within. Ensure all resources are available for the children to explore prior to the lesson and, if support is needed to allow access to materials e.g. atlases, ensure the teacher, a TA or a buddy is available. During fieldwork, give clear rules to follow for safety and focus for the lesson. Accept that being outside is exciting but remain firm that the Learning Intention is the focus. Allow time-out within the area of learning (if not learning in classroom e.g. fieldwork) where the child can calm down if needed – agree this space with the child as required. There are lots of opportunities within Geography for group work – depending on the child, ensure they have a 'role' within the group and plan additional resources in case a pupil needs to work independently (regardless of needs prior to the lesson, the provision of individual work within a planned group session should also be considered in case any child within the class is struggling).

choice activities as required
3.2v Consider use of visuals to consolidate managing emotional regulation-e.g. 5 point scale

Art and Design

Praise positive behaviour at each step to encourage low self-esteem. Ensure clear instructions are given throughout the lesson. Provide time limited learning breaks. Ensure step by step instructions are given, so each child knows what part of the lesson they are working on. (For example, the design, the creation or the evaluation) Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate Provide art tools when necessary to avoid distractions during teacher input.

Music

Meet the child's need for physical activity and plan music lessons with a range of moving and hands-on (kinaesthetic) learning activities. Help children to manage their arousal levels, but allow children 'time out' when they show they need a break from the lesson. Allow children time to let out their impulsiveness when handling new instruments – these may be introduced prior to the lesson so that they become familiar. A 'fiddle toy' or another fiddle object agreed by the SENCO may help children concentrate and stop them using musical instruments inappropriately during a lesson. Reward children for joining in and completing tasks – both individually and as part of a group

PE

Reinforce instructions on what to do during a PE session / activity. Be explicit about the rules of a game. Minimise distractions.

Computing

Reinforce instructions on how to use the computing equipment. Be explicit about the rules of when to use the equipment and when to be listening and focusing on verbal instructions

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

		<p>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.</p> <p>Allow some activities where learners with ADHD are allowed to work alone. People with ADHD often feel group working is a challenge.</p>
<p>3.3 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 class teacher with advice from the SENDCO must ensure all adaptations and / or provisions are:</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>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.</p> <p>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>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>3.3i 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 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:</p>	<p>3.4a All staff to be aware of common vocal tics, including: coughing, grunting, sniffing, throat clearing, shrieking, whistling, spitting, animal</p>	<p>All subjects</p>

<p>https://www.tourettes-action.org.uk/76-support-in-school.html</p> <p>https://www.tourettes-action.org.uk/</p> <p>The class teacher with advice from 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>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 not 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,</p>	<p>All pupils with SEND to be included, learning towards the same objectives as peers and at age related expectations 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>Provide a list of elements to include in a piece of writing to aid attention.</p> <p>Adults will listen and respond to the child with support and understanding.</p> <p>A structure will be provided (tick list) to support the learning taking place,</p> <p>Science</p> <p>Depending on frequency and severity of tics, some experiments may need to be adapted to accommodate spillage and experiments will be carefully supervised. Adults will listen and respond to the child with support and understanding. A structure will be provided (tick list) to support the learning taking place, this will be differentiated to the maths activity and include the main elements needed to aid the child’s attention. There will be understanding that the activity may not be completed.</p> <p>DT</p> <p>Provide short, simple and clear instructions. Try and keep the children calm in a lesson, although D&T can be exciting, as this can</p>
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textures.

lead to a tic. Provide additional support with cutting, using looped scissors and handled rulers.

History

Adults will understand how to individually support the child with tics to ensure they feel safe and respected. Adults will support the child to ensure they feel supported in participating within the lesson however they feel comfortable. Children will be provided with a tick list/structure to completing an activity that supports their attention span and helps with the planning and organisation of the activity. Adults will plan sessions carefully, being mindful of the sensory processing that this lesson exposes the child to.

Geography

Be aware of tics when using globes – position them in middle of desk before use.

Art and Design

Provide short, simple clear instructions. Try and keep the children calm in a lesson although Art can be exciting, as this can lead to a tic. Place resources at a safe distance especially if tics are happening at the time of the lesson.

Music

Be aware that tics can be triggered by increased stress, excitement or relaxation – all of which may be brought on by music. Ignore tics and filter out any emotional reaction to them. Instead, listen and respond with support and understanding. Manage other children in the room to avoid negative attention being drawn to a pupil's tic. Avoid asking a child not to do something, otherwise it may quickly become their compulsion. Instead, repeat the demonstration of how to do something correctly. Be sensitive to how noises & music affects a pupil's sensory processing capabilities. Find out what does and does not lead to a positive response and work with these in mind. Provide ear defenders for those children who may be sensitive to the noise of singing or instruments.

PE

Provide opportunities to handle the equipment prior to lessons so that the child has experienced the feel & texture of the equipment.

		<p>Computing Provide a list of components to include in a task to aid attention. Be aware that a piece of work may not be fully completed.</p>
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<p>4.1 Hearing Impairment / or Multi-Sensory Impairment</p> <p>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</p> <p>https://www.cornwall.gov.uk/health-and-social-care/childrens-services/health-visiting-and-school-nursing/school-nursing/</p> <p>https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/council-support-services/hearing-support/</p>	<p>4.1a Teacher to talk to the child privately about where they would like to sit and any other considerations needed</p> <p>4.1b 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</p> <p>4.1c If wearing a hearing aid, staff check discreetly that it is worn</p> <p>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</p> <p>4.1e Even if partial hearing loss, staff must be aware that the child may be reliant on lip reading and gesture to understand</p> <p>4.1f Staff discreetly check in to check hearing and understanding</p> <p>4.1g Ensure that any background noise is minimised.</p> <p>4.1h Repeat clearly any questions asked by other students in class before giving a response as they may not have been heard</p> <p>4.1i All staff including supply / peripatetic know that they do not speak when facing the board.</p> <p>4.1j All staff to be aware that face masks, moustaches, beards, hands, books or microphones can add to difficulties when lip- reading.</p> <p>4.1k Adjust the lighting to allow for lip reading in the teaching room</p> <p>4.1l If in line with IEP / EHC, staff should assist with lip-reading by having the child sit directly opposite the staff</p>	<p>All subjects - Pre teach vocabulary for upcoming English lessons in context</p> <p>English Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher. Adult to support independent learning to ensure the child knows what to do. Ensure that any videos that are shown in writing lessons are subtitled. Provide print outs from the main input in a writing lesson which the child can refer to. New and unfamiliar vocabulary in a text is discussed at the start of a new sequence of learning.</p> <p>Science Alternative methods of recording their learning. Artefacts used to reinforce learning. Provide written and pictorial instructions. Allow discussion and sharing of ideas to build verbal skills. Have group members face the child when sharing.</p> <p>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</p> <p>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</p> <p>Music Establish the beat and give instructions before any music is played</p>
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<p>The class teacher with advice from 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>member and ensuring they can see anyone else who is talking</p> <p>4.1m Videos or films used should be captioned. When impossible, find alternative ways for the child to access the information.</p> <p>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</p> <p>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</p> <p>4.1p Electronically “share” the lesson if child uses a laptop and allow use of headphones to use built-in assistive technology</p> <p>4.1q Teacher / staff control discussions so that only person speaks at a time</p> <p>4.1r Staff to read out the child’s work for me if requested and in line with IEP or EHC</p> <p>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</p>	<p>Do not work in a room that has an echo</p> <p>Take the student’s lead on which instruments they are comfortable playing</p> <p>Try to teach music as part of a smaller group</p> <p>PE</p> <p>When instructions are given ensure that it is quiet. For example, in a dance lesson turn the music off</p> <p>Referees to use flags/visuals alongside their whistle during matches</p> <p>Consider safety of cochlea implants and hearing aids during physical activity</p> <p>PSHE</p> <p>Ensure that disabilities, including deafness, are included in your programme of study if your school teaches personal, social, health and economic education (PSHE) curriculum.</p> <p>Ensure access to extra-curricular activities</p>
<p>4.2 Visual Impairment and / or Multi-Sensory Impairment</p> <p>DO NOT CONSIDER BELOW AS</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>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>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 class teacher with advice from 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>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 font size 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</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 if 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 Familiarise the child with the equipment being used beforehand – let them feel the equipment and create an image in their mind. Discuss the experiment beforehand and prepare the child for any noises/textures. The child will complete the experiment with support given by TA/teacher as needed. We will provide a range of ways to show their learning including: photographs, diagrams, labels to stick onto pictures, worksheets, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities etc. We will explain the representation to the child and scribe responses to experiment, predictions beforehand etc.</p> <p>DT 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>
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<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>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.</p> <p>should have assessed vision and recommended font size 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>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</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> <p>Geography</p> <p>OFSTED Subject Review: teaching visually impaired pupils may necessitate enlarging texts, using clear fonts, using overlays or printing on paper of a specified colour.</p> <p>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.</p> <p>Include as many multi-sensory real-life experiences as possible to enable blind/partially sighted children to develop a shared understanding of the world</p> <p>Use audio description of films used in learning</p> <p>Individual risk assessments for fieldwork activities</p> <p>Use of assistive technologies for field work</p> <p>Use of magnification technologies</p> <p>Art and Design</p> <p>Use of magnification technologies</p> <p>Music</p> <p>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.</p> <p>When playing percussion instruments offer shorter beaters, or one beater instead of 2</p> <p>Use of modified stave notation or Braille music</p> <p>PE</p> <p>Physical education equipment with auditory signals e.g ‘beep balls’</p>
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		<p>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</p> <p>Mark boundaries with luminous tape</p> <p>Individual risk assessments</p> <p>Familiarise the child with the environment they are going to be working in before the lesson begins</p> <p>MFL</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>Use of real objects when introducing new vocabulary</p> <p>PSHE</p> <p>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.</p> <p>Ensure access to extra-curricular activities</p>
<p>4.3 Multi-Sensory Impairment – see hearing and vision above</p>		
<p>4.4 Physical Disability</p> <p>ALWAYS BE AWARE OF THE MEDICAL NEEDS OF THE CHILD AND TAKE ADVICE FROM THE PHYSICAL DISABILITY MEDICAL NEEDS SERVICE AS APPROPRIATE</p> <p>https://www.cornwall.gov.uk/schools-and-education/special-</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>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.</p> <p>For others, their disability may be hidden, such as arthritis, or very evident necessitating a range of</p>	<p>Adapt all aspects of school day to support pupils and apply principles to all subject areas and after school/before school provisions.</p>

[educational-needs/council-support-services/physical-disability-or-medical-needs/](#)

The class teacher with advice from 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

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

	<ul style="list-style-type: none"> • 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 <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 class teacher with advice from the SENDCO must ensure all adaptations and / or provisions are: in line with the child’s IEP (or equivalent) and / or EHC</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 known and adhered to by all involved including supply staff.</p> <p>4.5c Consider asking the child to be seated close to the</p>	<p>Adapt all aspects of school day to support pupils and apply principles to all subject areas and after school/before school provisions.</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>door so that they can leave the classroom discreetly</p> <p>4.5d Staff to be aware that I may need to take medication during school hours and/or need extra meal breaks.</p> <p>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</p> <p>Be alert to psychological needs and relationships with other children. Allow the child to judge whether they are able to join in sport/ PE or after-school activities on a day today basis and maintain dialogue with pupil and parents. If unsure, always call parents</p> <p>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.</p> <p>Bending and stretching may bring on pain or make pain worse. Team games can be particularly problematic.</p> <p>Be aware that the child may push themselves so as not to let anyone down.</p> <p>I may need an extended deadline for homework assignments</p> <p>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.</p> <p>If there is a diagnosed medical condition, there should be an Individual Healthcare Plan made in conjunction with parents, SENDCo, class teacher and ideally person responsible for medical issues (Mrs Kerry Rice) – all staff should be familiar with this document.</p>	
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	Intimate Care Policy. Please make sure that you are familiar with this document.	
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