Trewidland Primary School SEND Offer

Any outstanding education embraces the rich diversity of experiences, outlooks and skills of all members of the school community. Inclusive for us means finding solutions that enable all learners to participate in all activities by systematically removing barriers and enabling equity.

Hence we work incredibly hard to ensure that our **Universal Offer** enables all learners all of the time to be successful. We regularly review our universal offer to improve it.

Sometimes, having just one 'flavour' of universal offer is not enough and so where we can, we offer alternatives that can be selected by the learner themselves. This encourages the learner to develop a better understanding of their own needs and greater independence in choosing the right adaptations for them. We call these options '**Learner led options'** for obvious reasons. Sometimes learners make choices that the teacher, using their expert knowledge, can see are holding back their development. So although these are learner led options we take our responsibility as expert educators seriously and so always retain the ability to hold back access to any option. Sometimes we use a 'passport' model so that learners who are using an option well can find it easier to use but even these are under the ultimate instruction of the teacher.

We are a **mainstream** school and so receive funding that assumes all our learners can be educated in groups of at least 15 pupils for all of their time in school. We can sometimes extract children for short periods in smaller groups but generally these interventions are from a timetable in which they are in classes of 15 or more. When teaching groups of 15 or more research reveals that even the most outstanding teachers struggle to focus on more than three lesson routes at the same time. It takes amazing mental agility to teach a class of 15 and balance more than this in your head at once. So if we ask a teacher to break this **rule of 3**, generally all of the pupils will experience a less effective lesson so we say that 3 variations to their lesson is the limit of what is reasonable adjustment and this position is accepted by most mainstream schools in Cornwall and internationally.

Even with an excellent universal offer and a really good selection of learner led options there are still things that an expert teacher can do for every child in their class to help them learn even better, this is why we invest so much training in our excellent teachers and use face to face learning so much. Here is the paradox for all teachers however: how do they choose which modifications to do and for which learners each lesson? Some learners have an EHCP that contains advice from multiple professionals about modifications that really do help the learner in question so teachers need to look at each of these **Specialised Options** and start with these first when they select the maximum of 3 they will use. Teachers will often rotate these so that learners who can't have their specialist options in one lesson may have then in another one. It is possible that the class only has one child with an EHCP and in such cases the number of times a teacher chooses their specialist option will be high but it is not uncommon to have over 10 EHCPs in one class each containing a range of specialist options. To reasonably adjust their lesson the teacher much choose the three they feel will have the greatest impact.

Teachers are constantly innovating to find ways to improve the universal offer and the learner led options so that move and more of these specialist items can be met this way.

Understanding this document

In this document we describe our universal offer, our learner led options and our specialised options so you can see what you can expect in the lessons your child will be in. We also describe some of the short-term interventions we use where our funding allows, to give children a boost from time to time.

Avoiding labels wherever we can

Research over many years has shown that whenever a label of any kind is applied to a child it has real potential to damage their future development. For this reason, we try incredibly hard to remove labels whenever we can although we can't remove them entirely and so unfortunately have to use them sometimes. We are continuously improving how we remove labels but until recently the dangers associated with them were not fully understood and so the internet and other sources often use them and even some excellent but older resources may use them. Please help us in this process if you are aware of their use so we can remove them quicker. Some labels are used by the medical profession such as ADHD, autistic, dyslexic etc. we know that any label is an imperfect way of describing any learner and so we attempt to focus on their particular needs and not the label which is the current best practice.

The colour codes we use throughout the document

Teachers will have a clear set of purposes in mind for their lesson. For example, they may be exploring new materials and one of the activities involves looking at and touching the objects. In such cases it helps the teacher to know that they may need to focus on adaptations to do with Sensory and/or Physical barriers some learners may face. So we colour code this advice in red (the colour we use for Sensory and Physical). Here are the colours we use explained.

Colour	Category of need	Some labels doctors use	The kinds of adaptations that teachers use which help mild to strong cases
Green	Communication and Interaction	*ASD & SCLN*	Using advanced organisers to explain changes that are about to happen, using modelling and modelling good language use.
Yellow/ Amber	Cognition and Learning	*Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)*	Using scaffolding that is carefully removed later, breaking tasks into chunks, revisiting learning, verbalising learning, using a visualiser and use of overlays.
Red	Sensory and/or Physical	*Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,*	Fine motor practice, multi sensory forms of learning, use of ICT, student led seating arrangements, ear defenders, weighted blankets and jackets, left handed options, enlarged resources and adapted equipment.
Blue	Social, Mental and Emotional Health	*ADHD & attachment disorder*	Whole school highly predictable behaviour routines, positive framing, removal of labels, explicitly teaching listening skills, thresholding and structured transitions.

Our Universal Offer in the Classroom

Activities	What it is	Reasons that teachers use it
Thresholding	Teacher greeting learners by the door by name	Calming anxiety through routine, relationship building, transition.
Lesson start routines	Practiced routines for starting lessons quickly	Calming anxiety through routine, **managing cognitive load.**
Flashback Fours	An activity at the start of a lesson focussing on recalling learning with questions focussed on last lesson, last week, last term, last year.	Repetition aids memory, build self-esteem
Silent attention	Ensuring that all learners are ready to learn and engaged in the lesson following the schools positive behaviour policy	Calming anxiety through routine
Teacher exposition	The explanation by the teacher of how the lesson fits with other learning and what they would like each learner to do.	**managing cognitive load**
Teacher modelling	Showing exactly how they would approach the task they are asking the learners to do.	**managing cognitive load, supports working memory, build confidence** **Hearing or visual impairment**
Simplified language	Teachers adapt the language of tasks	**Speech and language delay, managing cognitive load, supports working memory, build confidence** **Hearing impairment**
Visual Aids	Visual timetables, visuals to support learning, visuals to support communication	**Speech and language delay** **managing cognitive load, supports working memory, build confidence** transition Sensory processing **Hearing impairment** **anxiety**
Leadership Roles	Teachers offer leadership roles to children within classrooms	**Support communication** **build confidence and self-esteem, develops feeling of belonging**
Thinking frames	Providing a worksheet or model that can help the learner structure their thinking giving them less to think about.	**managing cognitive load,** **alternative to writing** **Sensory processing**
Mini whiteboards	Like chalk boards of old. The teacher asks for a written answer from each learner to be held up so they can check understanding quickly without missing anyone out	**managing cognitive load,** **alternative to writing** **build confidence**
Question Answer	Skilfully asking questions to check understanding but also for others to hear these answers and get a more rounded understanding that goes a bit deeper than they may have done on their own.	Calming anxiety through routine, relationship building, transition **managing cognitive load** **Speech and language delay**

'Turn and talk'	An opportunity for learners to form an opinion and try it out on the person sitting next to them so they can develop their thinking in a smaller group as well as hear another perspective. Teachers will vary the children they talk to.	**Speech and language delay** **Support communication** Calming anxiety through routine, relationship building, **managing cognitive load** social interaction Sensory processing
Recap	Teachers know about the 'forgetting curve' and if key information isn't recalled regularly it is more likely to be forgotten. Recap is used to keep the information remembered.	**Supports processing speed and working memory** **build confidence**
Concept ladders	The whole curriculum spirals around these and so teachers keep returning to them. Each time they spiral around they try to get every learner further up the ladder and so understanding more.	**Supports processing speed and working memory** **Develop vocabulary** **build confidence**
Exit and transition routines	Practiced ways of leaving a lesson or changing activities in a lesson so they happen almost automatically.	Calming anxiety through routine, relationship building, transition
Scaffolding	Providing sentence stems, worksheets, word banks, knowledge organisers	**Supports processing speed and working memory** **Supports spelling skills** Regulate emotions so not overwhelmed
ICT	Use of ipads or computers	**Hearing impairment** **Visual impairment** **Sensory processing** **Physical challenges** **Language delay**
Chunked Learning	Breaking tasks into chunks so children are not overwhelmed	**Supports processing speed and working memory** Regulate emotions so not overwhelmed
Accessing to information	Larger font sizes, adapted coloured paper, appropriate reading material	**Hearing impairment** **Visual impairment** **Sensory processing** **Language delay**
Seating arrangements	Seating adapted based on the needs	**Hearing impairment** **Visual impairment** **Sensory processing** **Language delay** **anxiety**
Access resources	Pencil grips, rulers, triangular pencils, variety type of scissors, writing slope, adapted tools, left handed equipment	**Hearing impairment** **Visual impairment** **Sensory processing** **Language delay**

Our Learner Led Options in the Classroom

Activities	What it is	Reasons that teachers use it
Time out (with desk buddy)	A learner understands they need to access a pre-arranged safe space and so let the teacher know by showing their passport. The teacher decides when it is safe to allow this.	Calming anxiety through routine, relationship building, transition. **Anger management**
Use an overlay	Different coloured overlays are in a well labelled place in every classroom and any learner can see if using them helps the task they are working on. The teacher indicates when these can be collected.	Calming anxiety through routine, **managing cognitive load.** **Visual impairment** **Processing speed**
Sensory/regulation aid	There is limited evidence that this has any impact on learning even though some learners do like fiddling with something in their hand while learning. They show their passport and the teacher indicates when it can be used.	**Hearing impairment** **Visual impairment** **Sensory processing** **Language delay**
Seating position	A learner may know that sitting near the front or at the back for example helps. The teacher can instruct them to sit elsewhere or allow them to use this as it is not always appropriate to what the teacher has planned.	**Hearing impairment** **Visual impairment** **Sensory processing** **Language delay** **Supports focus and concentration**
Weighted blanket or clothing	A piece of clothing or a blanket which contains weights safely within its lining so that they can hold the learner firmer.	**Sensory** Regulate emotions
Nurture folder (named)	An independent folder kept by the learner in a safe place for them to retrieve which contains materials specific to them such as puzzles they use for calming.	**Sensory** Regulate emotions
Use of manipulatives	The option, particularly in Maths, to use tailor made objects that can help structure thinking	**Aid memory** **Aid processing speed** **Manage cognitive overload**
Thinking frames	Usually printed on paper or laminated mats. They are techniques for structuring how you do an activity.	**managing cognitive load,** **alternative to writing** **Sensory processing**

Our Specialised Options in the Classroom

Activities	What it is	Reasons that teachers use it
Direction of a TA	If a TA has available time the teacher may direct them to support	To build self-esteem, support concentration and focus, to prompt model and reassure
Self-directed TA	Some TAs are trained to observe patterns of behaviour or need and respond without direction from the teacher.	**managing cognitive load,** **Sensory processing** **Manage emotions and anxiety** **Support language delays** **Supports social interactions**
Focused ICT programmes e.g. Nessy	Use of online specific programmes	**Aid memory** **Aid processing speed** **Manage cognitive overload** **Physical challenges**
Targeted reading programmes e.g. Fresh Start	Personalised reading programmes to target specific gaps in reading	**Aid memory** **Aid processing speed** **Manage cognitive overload** **Support literacy skills**
Individual risk assessments	Conducted by teachers in the planning stages of a lesson or activity. If there is no safe way to engage the child in the given activity then an alternative is sought.	**Hearing impairment** **Visual impairment** **Sensory processing** **Language delay** **Supports focus and concentration** **Anger management**
Additional time	If an external examination is being done and the agency involved does not know the child so cannot make adjustments to the mark then additional time may be used.	**Hearing impairment** **Visual impairment** **Sensory processing** **Language delay** **Processing speed** **Reading speed**
Intimate care plan	Measures put in place if the learner is likely to need assistance with use of a toilet or other bodily functions.	Physical needs
Fatigue or pain syndrome modification	Breaks or lower physical demand where a medical diagnosis indicates the exercise could cause regression.	Medical condition Cognitive overload Language delay
A specific work location	Isolation from the group for a limited time or at a specific location so that they avoid peer pressure or in order to phase them back in after a lengthy absence.	Regulate emotions Anger management Cognitive overload

Our Universal Pastoral Offer in social time and lessons

Activities	What it is	Reasons that teachers use it
Positive framing	Using positive language e.g. say 'walk' not 'don't run'.	Calming anxiety through routine, relationship building, transition.
Clear consequence for each stage in the behaviour policy	See positive behaviour policy. Use of rewards and praise.	Calming anxiety through routine, **managing cognitive load.**
Regular smartness reminders	Uniform policy.	Calming anxiety through routine, **managing cognitive load.**
Modelling good manners	Consistent school rules	Calming anxiety through routine, **managing cognitive load.**
Structure school and classroom routines	Practiced routines and high standards in our lessons and school	Calming anxiety through routine, **managing cognitive load.**
Involvement in enrichment clubs	All children offered club opportunities	Calming anxiety through routine, relationship building
Individual job and responsibility	Roles in the class	Calming anxiety through routine, relationship building, building self-esteem
Suspension	Used as per the positive behaviour policy	Calming anxiety through routine,

Our Learner Led Pastoral Offer in social time and lessons

Activities	What it is	Reasons that teachers use it
Lunch and break time quiet spaces (with passport)	Opportunity to use quiet spaces	Calming anxiety through routine, relationship building, transition.

Our Specialist Pastoral Options in social time and lessons

Activities	What it is	Reasons that teachers use it
Access to interventions involving removal from learning or break time	Use of small group and or individual activities or spaces	Calming anxiety through routine, relationship building, transition.

Targeted Intervention Boosts

Teacher Initiated Provision (TIP)

A TIP is conducted without any prior notice and may be done without planning. This is when a teacher or other adult recognises an issue in learning or behaviour choices that they believe can be addressed through a specific but short-term intervention or TIP.

Interventions

An Intervention is the name given to a half term (6-8 week) planned set of activities to help boost the learner if there is a view that such intervention will have impact.

If the learner is able to understand why they are having the intervention then it is explained to them and, where appropriate, so is the impact that is hoped will come from it.

Interventions are expensive concentrations of resource and so to ensure our resources give as much help to as many learners as possible it is essential that all interventions are evaluated at the end of the half term to see what impact they had.

If there is insufficient impact then it would be unusual for the school to do the same intervention a second time. They are more likely to either attempt a different type of intervention or invest the resource with a different learner whose needs may be matched better to this method.

Sometimes a learner may enjoy an intervention that is causing their learning to be impacted negatively so although the opinion of the learner is listened to, teachers will exercise professional judgement in allocating interventions and must have the ability to allocate based on need, impact and availability.

Given the resources invested, interventions are often shared with parents as all such measures tend to be most effective when all of the adults around the learner are working in close partnership.

Example interventions

These are tailor made for the issue they are trying to address and so could not be listed here, but examples may include restricted timetables, withdrawal from a lesson or time in the day, intensive literacy or numeracy support, counselling, offside direction in another form of alternative provision.

A learner for whom repeated interventions are needed may not in fact be suitable for mainstream education and in such cases the school has a role in helping to secure a more specialist route for the learner in a special school or other form of alternative provision.