

Ordinary Provision in Classrooms

Basic provision:

Partnership with child & parents - talk to them!
SEN should not be the first person to discuss issues with students or parents.

Referrals for any issues - if there are obvious barriers. Look at data and refer students to SEN department if not making progress

Know the students - read the PEEP, Passports (SIS), SEN register, Directory of need, Access arrangements.

Create your own Teacher folder with information about your classes.

Make adaptations as recommended by passport

Book exam access arrangements

Use access arrangements in class where possible -
Use the Read & Write software please

Regular pitstops to check on students work. Move around the classroom.

Communication & interaction barrier removal:

Adapt pitch & pace
to suit ability

Model language

Allow processing
time - think pair
share

Use names to
engage CYP

Use visual prompts

Extra time

Pre-teach key
vocab

Now & next - We
are doing xyz now
and abc next

Simple, explicit
instructions (avoid
idioms. Metaphors
etc)

Use pictures,
symbols, dual
coding

Sensory awareness -
light, sound,
temperature

RAG cards on desks

Calm learning
environment

Sensory breaks

Warning of
transitions or
changes to routine

Consistency

Recognise
behaviour is a form
of communication -
don't just punish it
- explore the
reasons behind it.

Chunk tasks

Cognition & Learning & Sensory/ Physical removing barriers:

Clear & simple instructions - task lists, check sheets

Regular & positive feedback

Adapted resources - less copying from the board, do not reduce to A5, closed writing tasks, writing frames etc

Metacognition - ONE of the BEST!

Support self-esteem

Active learning - less teacher talk (this is a weakness for some)

Praise effort

Adjust or modification of the curriculum.

Visual supports (pictures, diagrams)
Print ppt or on satchel
One

Allow thinking time

Seating plan

A range of communication - verbal, ppt, handouts, gestures

Visual reinforcements

Friendly classroom - clear area around the board to avoid distraction, seating that can see, hear and access all areas

Know your students - hearing, sight, physical issues -pupil passports.

Social, Emotional & Mental Health removing barriers:

Short, sharp tasks where possible

Small group work

Play based activities

Buddy or peer mentoring!

Support self-esteem

Active learning – less teacher talk (this is a weakness for some)

PACE

Acceptance in class

Reasonable adjustments to attention span

Choices for students to feel they have some control

Structure & routine - consistency

Differentiated voice. Tone & body language

Reduce anxiety where possible

Positive reinforcement

Effective Feedback