

Affinity Teaching School Alliance's Universal Offer in the classroom for all children including those with SEND.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

0 – 25 SEND Code of Practice 1.24

Teaching, Learning & Assessment	Resources, staffing & equipment	Learning Environment
<p><i>We will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child, but means doing everything we can to meet a child's SEN.</i></p>	<p><i>We are committed to making effective provision as this is known to improve long term outcomes.</i></p>	<p><i>We strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe</i></p>
<p>High expectations Clear and specific learning objectives (LO) LO / SC match level of ability and need Teachers work to build excellent relationships with all students and earn their trust Are highly organised in the presentation of the subject matter Teachers use a variety of approaches and assessment tools to find out children's 'gaps' in learning as early as possible Planning responds to findings of comprehensive formative and summative assessment Teachers know how to adapt teaching according to students different stages of physical, social and intellectual development Teachers check that children's key foundations to learning are secure before moving on Teachers know how to plan progression in learning in 'small steps' where needed. Pace and pitch meets needs of pupils Communication to and with children is crystal clear and where needed uses visual / signed / pictorial prompts to support language and ensure understanding Feedback is clear, positive and constructive Opportunities for children to be involved in the assessment of their own learning Teacher gives equal teaching time / attention to <i>all</i> pupils including those with SEN and pupils who struggle most have as much time with the teacher as others Incorporate recommendations from outside agencies into their approaches to teaching & planning Teachers ensure transition of information about students to the next teacher is comprehensive Cueing and reinforcing children's listening/attention Lessons planned are responsive to pupils interests Teachers plan for and support explicit connections between structured interventions and everyday classroom teaching Multi-sensory approaches are evident Opportunities for Pre-teaching / Over-learning Support for homework is provided to ensure that tasks are clearly recorded.</p>	<p>Visual timetables / routines Sign/ symbols are used to support language including Makaton or PECS Resources used include a range of media Support Staff allocated for a clearly targeted and specific purpose ICT hardware and software supports pupils development of independence Laptops Talking tins Resources to support students' sensory needs are available e.g. fiddle toys / wobble cushion / weighted blankets Work station screens / privacy boards Phonic charts / HFW / topic words on display Maths equipment to aide counting, calculation and concepts readily available High interest/low reading age books available IWB background set to a pale pastel colour Handouts for students are made accessible by: <ul style="list-style-type: none"> ➤ Numbered paragraphs ➤ Chunked/ boxed text ➤ Symbols to support language ➤ Spaced out ➤ No unnecessary illustration ➤ Buff paper ➤ Courier New ➤ 1.5 line spacing Communication devises utilised Pen readers available including for homework / revision purposes Sloped desks EAL dictionaries Access to headphones / music Access arrangements available within day to day lessons</p>	<p>Resources are well organised, clearly labelled and accessible Uncluttered Clear classroom routines supported by visual cues Plain wall behind where teacher may stand Some work spaces / seating away from distraction 'Safe spaces' available Provision of flexible learning environment Visual and written routines on display (and referred to) Teacher checks for sensory distractions e.g. buzzes / smells / flickering lights / temperature New language displayed in the same place in classroom Working Walls and Learning Journeys used to support processes Signs and Symbols used to support language All students' work displayed and valued Advice from HI team e.g. class acoustics Regular environment audit to identify need and promote 'best practice' including: <ul style="list-style-type: none"> - Dyslexia friendly - Communication Friendly - Autism friendly </p>

<p>Variety of approaches to enable students to record and present their work</p> <p>New language carefully and deliberately introduced and revised - linked to other familiar words</p> <p>Instructions are given clearly and pupils understanding is checked</p> <p>Peer support utilised</p> <p>Opportunities to work with various student groupings i.e. not always ability grouping, as well as independently</p> <p>Opportunities for rest / brain breaks</p> <p>CYP given time to respond to questions, complete activities and assimilate concepts</p> <p>Plenary / Assessment for learning of all students is checked</p> <p>Ensure children maintain ownership of their learning and focus overtime on building children independence e.g. '3 before me'</p> <p>Teachers monitor the progress of students' interventions.</p>	<p>Timers /</p> <p>Resources to support fine motor control</p> <p>TAs are not used as an informal teaching resource for low attaining pupils</p> <p>Teachers plan and prompt TAs to help pupils to develop independent learning skills and manage their own learning</p> <p>Teachers ensure TAs are fully prepared for their role in the classroom</p> <p>TAs feedback to teachers to support Assessment for Learning</p> <p>TAs and teachers have time to plan and feedback</p>	
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Parent Voice	Student Voice	Behaviour for Learning	Support for staff / CPD
<p><i>We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working.</i></p>	<p><i>We will support pupils to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.</i></p>	<p><i>We have the highest aspirations and expectations for all pupils, including those with special educational needs.</i></p>	<p><i>We will provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.</i></p>
<p>Teachers exude a caring, understanding and approachable nature to all parents</p> <p>Quality of the welcome encourages parents to engage</p> <p>Where parents appear unwilling to engage, teachers work to find out why</p> <p>Teachers are available for extended, carefully timed meetings where needed</p> <p>Teachers deal with issues raised by parents as promptly as possible</p> <p>Teachers are a 'visible' presence before and/or after school</p> <p>'Good News' notes / certificates sent home</p> <p>Staff are willing to make appointments at mutually convenient times to discuss concerns</p> <p>Opportunities to meet with teachers is made as easy as possible for parents</p> <p>Tray days</p> <p>teachers seek feedback / views of parents of</p>	<p>Teachers exude a caring, understanding and approachable nature to all children.</p> <p>Person centred approaches valued, understood and planned for</p> <p>Students' self-advocacy is encouraged and supported throughout school life</p> <p>Formative assessment incorporate student's views</p> <p>Worry box / question box / suggestion box / Worry toys / dolls / buddies</p> <p>Student council represents students with SEND</p> <p>Friendship stop / Buddy Bench</p> <p>Pastoral peer support is planned for and developed</p> <p>Peer advocacy is utilised – Circle of Friends</p> <p>Emotion cards / fans / puppets</p> <p>Time out cards</p>	<p>Teachers explicitly support children to understand what good learning behaviour looks like and how to achieve it.</p> <p>Regular use of encouragement and authentic praise to engage and motivate pupils</p> <p>Building important character and learning traits are part of daily lesson conversations e.g. resilience, growing independence etc</p> <p>Behaviour mentors (peer and adult)</p> <p>Wake up / Shake Up</p> <p>Energy Stations in classrooms</p> <p>Opportunity for meditation / Mindfulness</p> <p>Structured playtime / break time activities</p> <p>Peer pastoral support for friendship issues</p>	<p>Teachers take ownership of their own CPD and incorporate it into their practice</p> <p>Teachers live out a collaborate and non-judgmental the ethos in supporting each other in developing their teaching practice</p> <p>Rolling programme of CPD programme for <i>all</i> staff re: knowledge and understanding of areas of need including dyslexia, ASD, Attachment, SLCN, HI/VI etc</p> <p>AET Tier 1 undertaken by all staff</p> <p>Sensory/physical Impairment and the implications for access are understood</p> <p>Teachers understand the developmental stages of physical, social and intellectual development, especially in the early stages of reading, writing, maths</p> <p>Teachers/TAs follow advice from external agencies</p> <p>Teacher liaise with lunch time supervisors so they know about the needs of students with SEND where they may impact in the playground / at break times</p>

<p>students with SEND Home / School diaries used where needed Support for parents to help their child's learning e.g. reading , maths etc Teachers utilise a range of communication tools such as text / email e.g. Google classroom Parents are invited to come into school e.g. tray days Use of Pupil Passports incorporate parent views Additional planning and support for and with parents around key transition points where needed</p>	<p>Pupil diary De-brief circle Use of Pupil Passports incorporate pupils' views and are working documents Additional planning and support around key transition points where needed PECS / Colourful semantics / Makaton Talk tokens to engage quieter children to contribute Key worker used for students where needed</p>	<p>Teachers and support staff model good relationships Values 'tree'</p>	<p>and know what appropriate support looks like. New staff have comprehensive induction into the school's procedures for supporting students with SEND Teachers have training in managing parent conversations e.g. Structured Conversations Teachers have training in the targeted interventions children in their class are involved in Teachers are aware of the guidance and support available from organisations including voluntary organisations specialising in various areas of SEN</p>
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Collaboratively developed by the Affinity SENCO group with Kate Browning 2016