



The Trinity

CE Primary Academy *SEND- meeting the needs of all learners*

Implementation of areas-How we support

Teaching children with Communication and Interaction Needs (ADHD/ ASD needs included)

- Use of social stories, language jigs [Social Stories 4 Kids - Stories for Children's Social and Emotional Development](#)
- Use of Now and next, including timers
- SALT targets to be implemented in class
- Individual visual timetables
- Checklists for completion of activities
- Direct positive language e.g. I want you to put the toy away not stop messing with your toy
- Give a choice (if needed) e.g. maths then English or Maths then brain break then English
- Brain breaks – ideas on the server
- Maintain eye contact
- Consistent routines
- Focus on the positive- reward charts, praise, non-verbal rewards
- Social interaction groups
- Socially speaking intervention/ talk boost/ time to talk
- Fidget toys/ chew toys to support
- Incredible 5 point scale (on server) to support how they are feeling in certain situations
- Time out space/ safe space
- Build a relationship of trust
- Complete a sensory checklist (on server) to see where their overload is
- Individual work stations

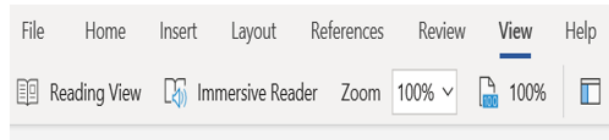
Teaching children with cognition and learning needs (including Dyslexia and dyscalculia)

- Flexible grouping and learning without limits to discourage pupil grouping and encourage all pupils having a go
- Resources to support working memory e.g. talking tins, story boards, mind maps, diagrams
- scaffolded learning, breaking it down or ' chunking it'
- Explicit instruction
- The use of technology
- Concrete manipulatives
- Precision teaching of basic skills e.g HF words, number bonds
- Pre learning
- Strategies from individual SENDs reports
- Use of colourful semantics, action words (resources in school)
- Explicitly teach how to set learning out
- Chunk learning and instructions (visually and verbally)
- Use of coloured paper, reading rulers (visual distress strategies)
- Multisensory spelling approach
- Spelling app on SEND iPad



Make the document dyslexia friendly

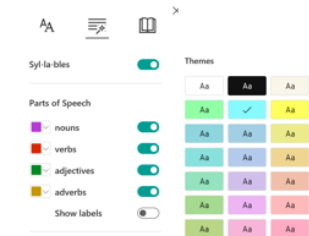
- Online word- the home page of office 365
- Make a new document
- Click on view



- Click on immersive reader
- On this page the document can be read to the child in any language



- This section will allow you to change the language, change the font (comic sans most dyslexia friendly) change the background colour.



- It will highlight the parts of speech

Teaching children with SEMH needs

- Take time, Flexible timetables, TEACH tray system, time limited tasks e.g. 30 minutes
- Safe places e.g. class tents, work stations, Thrive room
- Visual aids such as visual timetables, now and next boards, communication in print
- Social stories, comic strips
- Sensory resources e.g. fiddle cushions, chew toys, fidget cushions, wedges, body socks
- Additional adults for 1:1 support for identified pupils with e.g. EHCP/high needs funding
- Small group support e.g. Time to Talk to develop social skills
- Forest School to support all areas of the curriculum but also the personal, social and emotional skills linked to building self-esteem and self-confidence
- Mindfulness, Thai Chi, yoga and meditation
- Circle times aimed at e.g. starving the anxiety gremlin, the invisible string, the colour monster (in school)
- Keeping in mind e.g. I was thinking about you at the weekend, through the holidays, when I was.....
- Thrive, use of PACE, WIN- I wonder, I imagine, I notice
- Relationships, a warm smile and a friendly greeting, caring and accepting interactions from all staff
- Listening to the voice of the child, acknowledging fear, loss, bereavement and dealing with it
- Thrive individual targets, ELSA, mental health support
- Put yourself in their shoes



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Teaching children with physical and sensory impairments

- Adapting the environment to meet the needs of children with hearing impairments e.g. additional blinds to help with sound/noise levels to ensure clarity when pupils are trying to listen more closely
- Altering the environment to meet the needs of children with visual impairments (advice from VI if involved)
- Altering the environment to meet the need of children with physical disabilities e.g. installation of ramps, widening of doors
- Following the plans written by occupational health workers to support the development of fine and gross motor skills e.g. funky fingers activities,
- Following the plans written by occupational health workers to support the sensory needs of pupils by e.g. wedge cushions, fidget toys, chew toys, weighted cushions, body socks, physical breaks
- Following the plans provided by occupational health workers to further develop the self-help/independence skills of the children by e.g. providing toileting plans, eating plates, grazing trays, bedtime plan
- Use of SPARK resources- on server
- Development of fine motor skills programmes- Write from the start and letter join