

# **Spring Meadow Primary School & School House Nursery**



## **SEND Strategy**

**Reviewed: Spring 2026**

Next Review: Spring 2027

## **Reasons why we need a SEND Strategy**

We currently have 79 pupils on One Plans. This figure is very high and it is felt that these are now not the high-quality documents that we want them to be due to the high number of them. Also, the time it takes to write and monitor never mind meeting and feedback to all parents and carers. At the level that we are currently at this is turning into a role on its own. Therefore, it is strongly felt that we need to be clear about what is available at class level referred to in this document as 'Ordinarily Available' as well as having a clear structure that can be visible to all stakeholders demonstrating the points at which support or further action will take place.

### **Aims**

- To ensure the different levels of SEND need are clearly identified.
- To demonstrate the different levels of SEND and the clear monitoring pathways in place for each level.
- A clear and easy to follow pathway of how pupils transfer up or down the SEND level of need.
- To clarify the roles and responsibility linked to SEND pupils as detailed in key statutory documents.
- To present the main documents used at each SEND level of intervention.
- To present the intervention evidence collection tool.

This strategy links to the SEND Policy and SEND Information Report for Spring Meadow Primary School & 'School House' Nursery.

## Clarification of Roles within the School

Please note that these roles are as they are defined in **The Special Educational Needs and Disability Code of Practice: 0 to 25 years old published January 2015**. This is a statutory document and below are the direct quotes from it that underpin the processes laid out in this SEND Strategy document for Spring Meadow Primary School & 'School House' Nursery.

- *Page 92 - 6.1:* All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:
  - achieve their best
  - become confident individuals living fulfilling lives, and
  - make a successful transition into adulthood, whether into employment, further or higher education or training.
- *Page 95 - 6.19:* The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.
- *Page 96 - 6.23:* Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.
- *6.24:* Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. **Difficulties related solely to limitations in English as an additional language are not SEN.**

## Broad Areas of need Communication and interaction – Page 97 to 98

### Communication and Interaction

- *6.28:* Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- *6.29:* Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience

difficulties with language, communication and imagination, which can impact on how they relate to others. Cognition and learning 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

### **Cognition and Learning**

- 6.31: Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Social, emotional and mental health difficulties.

### **Social, Emotional and Mental Health Difficulties**

- 6.32: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- 6.33: Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link. Sensory and/or physical needs.

### **Sensory and/or Physical Needs**

- 6.34: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

### **Special Educational Provision in Schools**

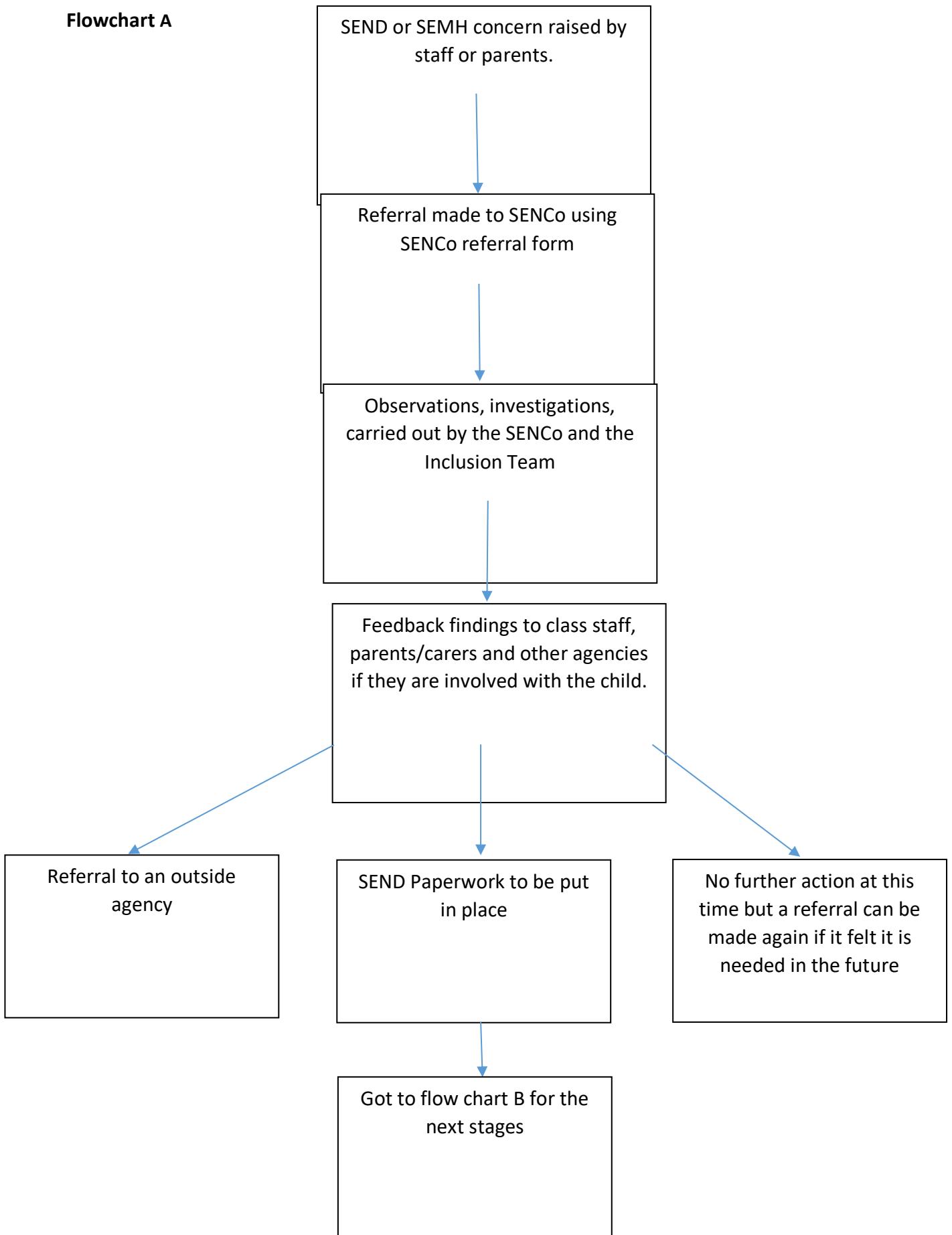
- Page 99 - 6.36: Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- 6.37: High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

### **The Role of the SENCO**

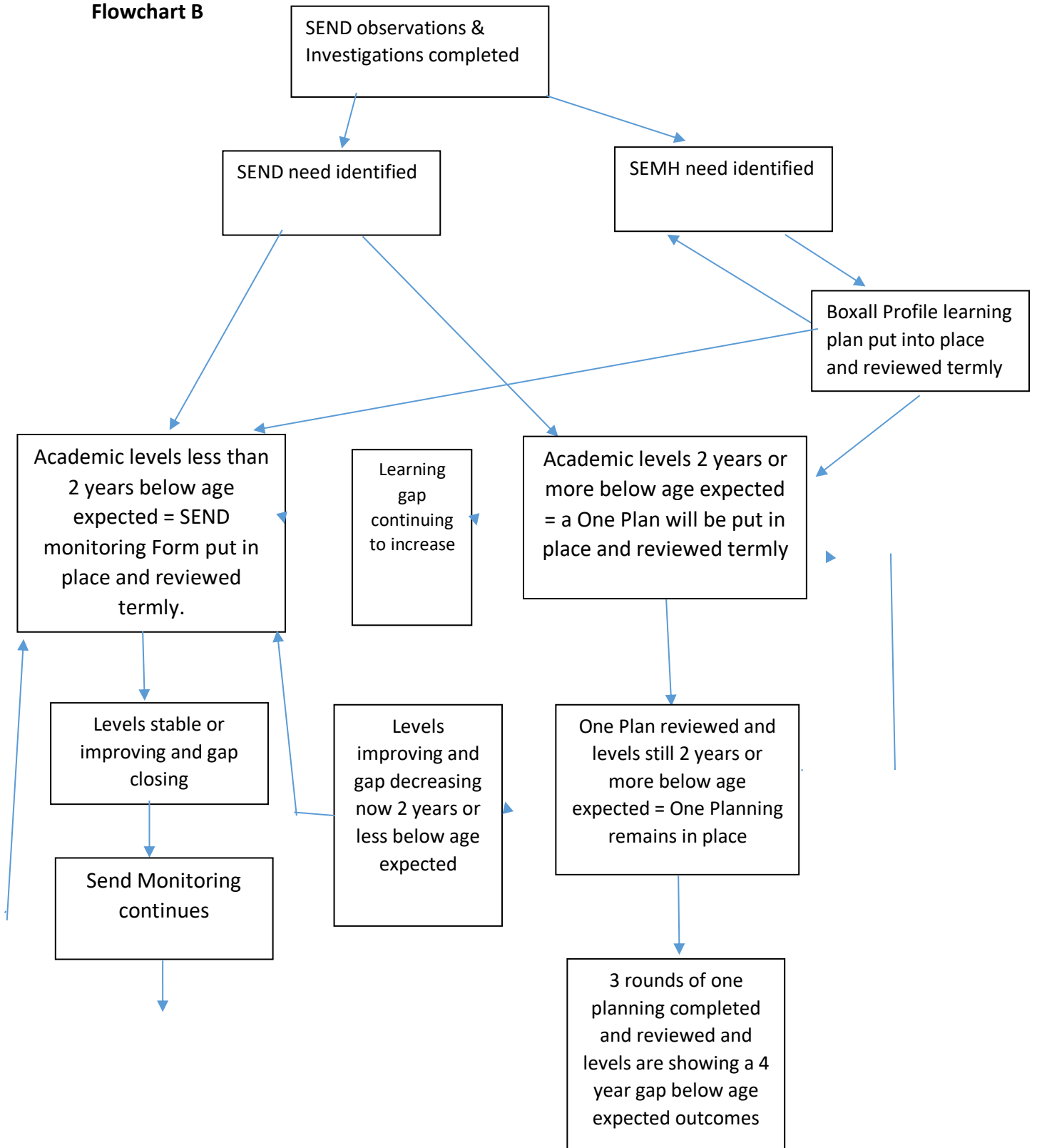
- Page 108 - 6.89: The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- 6.90: The key responsibilities of the SENCO may include:
  - overseeing the day-to-day operation of the school's SEN policy
  - co-ordinating provision for children with SEN
  - liaising with the relevant Designated Teacher where a looked after pupil has SEN
  - advising on the graduated approach to providing SEN support 109
  - advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
  - liaising with parents of pupils with SEN
  - liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
  - being a key point of contact with external agencies, especially the local authority and its support services
  - liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
  - working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
  - ensuring that the school keeps the records of all pupils with SEN up to date.

*The next 2 flowcharts clarify the processes and procedures that we follow through and this clarifies how we are complying with the Code of Practice here at Spring Meadow Primary School & 'School House' Nursery. The following provision map then details the internal and external support that the SENCO can and does actively engage with to ensure the appropriate support is coordinated for each individual pupil's needs.*

**Flowchart A**



**Flowchart B**



Levels improved to less than a year below age appropriate and the learning gap closed



SEND Monitoring stops



Education Health and Care Needs Assessment is requested

STUDENT SUPPORT

**Classroom Staff**  
 Visual Timetable /planner  
 Have a calm conversation.  
 Catch them being good.  
 Tactical ignoring.  
 Draw those around them.  
 Ring/ email parents.  
 Move them places.  
 Speak to the student.  
 One planning to be followed  
 Brain breaks and sensory breaks half  
 Individualised curriculum  
 Welcoming environment

**Learning Behaviour Lead**  
 Behaviour cohort (students with low effort/high lines).  
 Ring/writes to parents.  
 Social Profile  
 CEBS/BE SUCCESS.  
 Meet parents in school.  
 Individual Support Plan/Behaviour Plan.  
 Comments book.  
 Lesson drop line (in conjunction with class teacher/TA)  
 Work with Pastoral lead  
 VAK rate lessons.  
 Attendance Phone Calls/Letters  
 Attendance Monitoring/Group Work  
 Back to School meetings



**House Leader / SLT**  
 Probe window/board.  
 Lesson drop log  
 Hot Spot lessons.  
 Ring parents/carers.  
 Move student's classes/bands.  
 Regular meetings with the students and the staff.  
 Ensuring they are monitoring the CPMs alerts  
 Monitoring of achievement  
 House point system  
 Meet with students  
 Supporting Values Driven Expectations (student focused learning walk).

**Inclusion Team**  
 On call to support in classes  
 Attendance/behaviour/pastoral care discussions.  
 Call parents.  
 Liaise with class teachers/Achievement  
 Mentor/SSO.  
 Effort reviews and target setting.  
 Monitoring targets set in eTat 1 reviews.  
 Group work on social and emotional  
 One to one work on social and emotional  
 Gains resources as required  
 Social stories



INTERNAL STUDENT SUPPORT

**Assistant Teacher & MTEO**  
 Reduced timetable  
 Pupil ICF Partials  
 Coordinate external agency involvement.  
 Parental meetings.  
 Individual Support Plan/Behaviour Plan.  
 One to one mentoring.  
 BIP Assessments (Judith, attainment, episode screening)  
 One Planning  
 Social Communication and Interaction work.  
 Access arrangements  
 Reasonable adjustment (behaviour and attainment)  
 ICF support  
 Meeting/parental support  
 One to one meetings  
 Letters / phone calls  
 Referrals to outside agencies  
 Home visits

**Pupil Well-being Mentor & Pastoral lead**  
 One to one mentoring.  
 Self Help Assessments.  
 School counselor.  
 Letters/phone calls  
 Refer to external agencies.  
 Home visits  
 Meet parents  
 Attendance Monitoring/Group Work  
 Pastoral initiatives.  
 Mutual evidence  
 Tutoring Advice  
 Peerwing Advice  
 Sleep advice and health/welfare advice including sleeping patterns  
 Referrals to outside agencies  
 Home visits



EXTERNAL STUDENT SUPPORT

**EXTERNAL AGENCY INVOLVEMENT**  
 Social Care.  
 Young Carers.  
 School Nurse.  
 PCWER  
 Affinity  
 BARNADS  
 EWMHS  
 LAC / TAF / TAP  
 Family Support Workers.  
 Community paediatrics  
 Health visitors  
 Horse School  
 Family Solutions  
 Educational Welfare Service (EWS)(local/line).  
 Therapies for Anxiety, Depression and Stress (TADS).  
 Social Care.  
 Teen Talk  
 Art Therapy  
 Educational Psychology.  
 In House Counselling  
 Nurture team: support  
 Inclusion Partner  
 ERMHS requests  
 Attendance Compliance  
 The Ark for family therapy  
 Speech and Language  
 Paediatric therapies  
 NEST  
 Food Bank  
 MIND



**'Ordinarily Available' for all pupils in every classroom including where appropriate nursery at Spring Meadow Primary School & School House' Nursery**

It is important to clarify what is ordinarily available in every classroom through quality first teaching and what therefore does not require a one plan for the pupil. The information below clarifies this and therefore supports the decision making process detailed in flowchart B above.

## **UNIVERSAL: The Foundations**

### **High Quality Inclusive Teaching: The Learning Environment**

	<b>Standard</b>
1	Adults and pupils create a calm and purposeful climate for learning where pupils feel they belong, and their contributions are valued.
2	The learning space is well-organised. Equipment is easily accessible to all pupils and furniture arranged to allow a range of learning experiences. Resources are clear and uncluttered, labelled using text and images.
3	Adults and pupils regularly evaluate the environment and understand what makes a low arousal environment. The environment checklist is used as a guide to improve the environment for all pupils. Acoustics of learning spaces are an important part of this evaluation.
4	Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role-models, mixed-ability groups, and structured opportunities for conversation and equal access to additional adults where they are available.
5	Independence and independent learning is promoted for all pupils. Staff are mindful that grouping/seating arrangements and additional support should allow pupils to develop independence and not create dependence.
6	There is visual information about what will happen and when. In the early years and primary education, this may be a visual timetable for the day and lesson, in secondary or Post-16 for the subject lesson. It should be amended to include information changes from the expected routine or any other information that is important to or for the pupils. Events are removed or ticked off when finished.

7	Pupils have easy access to sensory equipment that they require. For example, writing slopes, pencil grips, wobble cushions, fidget toys, and ear defenders.
8	A designated, quiet space or workstation away from distractions is available.
9	Safe spaces are available within the room or an identified area of the building to support co-regulation and self-regulation.
10	Adults demonstrate their recognition of all pupils and every pupil's contribution to the learning community.
11	Adults work with families to raise aspirations for pupils and develop an understanding of what is positive and possible in partnership with others.
12	Adults' use and model respectful language. Any language needs to provide hope, promote engagement and have high expectations (rather than language that can have the outcome of setting limits, for example, low ability, bottom set or SEND children).

## UNIVERSAL: The Foundations

### High Quality Inclusive Teaching: Relationships and Behaviour

	Standard
1	The language used by adults demonstrates unconditional positive regard for every child and young person.
2	Adults communicate positive expectations to every pupil.
3	Adults take the time to get to know all pupils as people and not just as learners.
4	Adults establish a collaborative climate for learning.
5	Adults help all children and young people to connect and belong within the class, form or group.
6	Adults adopt teaching practices such as academic support and curriculum differentiation that affirm pupil strengths.
7	Adults model resilient attitudes and skills.
8	Adults have clear and consistent limits and boundaries.
9	Adults are curious about behaviour and are not dismissive of the children and young people. They think about what the behaviour is communicating about the situation.

10	<p>Pupils are taught self-regulation through the adults who co-regulate with them. This includes:</p> <p>a) Consciously and proactively using techniques and strategies which maintain a state of calm during challenging tasks and interactions.</p> <p>b) Self-regulation strategies to help pupils to set goals, plan, monitor, and evaluate their behavioural responses to stressors.</p>
11	Adults and pupils have identified and agreed on a safe space.
12	There are plenty of opportunities for self-worth to be supported through celebration and sharing of interests and strengths.

## UNIVERSAL: The Foundations

### High Quality Inclusive Teaching: **Planning Teaching**

	<b>Standard</b>
1	Plans take into account pupils' concentration and attention span and provide appropriate task lengths, rest breaks, visuals, staged praise and rewards.
2	<p>Principles of effective teaching and learning drawn from Cognitive Psychology (sometimes called Learning Science) are used:</p> <ul style="list-style-type: none"> <li>• New skills are taught directly and explicitly – and linked to what pupils already know.</li> <li>• Direct Instruction (DI) is used effectively to teach new concepts. This is also known as model-lead-test, or 'my turn', 'together', 'your turn'.</li> <li>• Only one new skill is taught at a time; skills that are readily confused are separated; the most useful and highly generalisable skills are taught first.</li> <li>• New learning is presented in small steps, with pupil practice after each step.</li> <li>• Skills are taught using the principle of distributed or spaced practice (little but often), rather than in longer, single blocks of time.</li> <li>• A high level of active practice for all pupils is provided; pupils are guided as they begin to practice.</li> <li>• A high success rate and high fluency are obtained to ensure retention of a skill. • Daily review is planned to strengthen previous learning, and aid fluent recall.</li> <li>• Skills are taught in a range of contexts after skill fluency has been achieved, or the basic material has been learned.</li> </ul>

3	Examples of new concepts come from pupils' own real life experience rather than the abstract.
4	Pupils' strengths, favourite activities and special interests are used to encourage, motivate and to deliver lessons.
5	Metacognition is explicitly planned and taught. Pupils understand what is being taught and why. They can think and talk about their own learning and progress, and they can direct their future learning, understanding what works for them.
6	Both class and homework activities are differentiated in line with all learning and language levels, using relevant teaching aids; the demands of the task are modified to match pupils' needs. Differentiation involves activities which are intentionally planned over time for all pupils at all 5 levels of learning: Acquisition, Fluency, Maintenance, Generalisation and Adaptation/Application (See Haring's Hierarchy) - to develop learning, memory retention and confidence.
7	A range of activities are planned, including practical and interactive, as well as written tasks. Adults consider learning from visuals, using practical equipment, handling objects, moving and doing rather than sitting.
8	Print size and font is appropriate and accessible to the needs of each learner and the task being undertaken.
9	Retrieval practice (retrieving the to-be-remembered information) is common practice. See <a href="http://www.retrievalpractice.org">www.retrievalpractice.org</a> for more information. It includes: <ul style="list-style-type: none"> <li>• Think-pair-share (recall prior learning, tell partner, and tell each other's recall to another pair).</li> <li>• 'Quick-fire' verbal questions (to the class, for volunteers/small teams to answer) and 'no stakes quizzes' (fun not marked).</li> <li>• Quizzes that are self or partner scored.</li> <li>• 'Brain Dump' - short period of time to jot down everything they know about a topic (notes/mind-map), exchange/build into whole-class and identify what they can add to their own.</li> </ul>
10	Feedback: greatly improves retrieval-based learning – studying the right answer immediately after a retrieval test improves memory far more than exactly the same amount of study time when it's not conducted after a retrieval test.
11	Use of additional adults is planned to maximise their impact on learning for all pupils. See Sharples, J., Webster, R. & Blatchford, P. (2018)
12	Teachers consider flexible grouping – that is allocating pupils to groups flexibly based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met. It may be that a small group of pupils share the need for more explicit instruction to independently carry out a skill, remember a fact, or understand a concept. Allocating

	pupils to temporary groups can also allow teachers to set up opportunities for collaborative learning and the opportunity to work alongside a different range of adults and pupils on a regular basis
13	All pupils have opportunities to socially interact and work alongside a range of adults and pupils, including those who are supportive, good role models and those with similar interests. Adults are aware that group working can present significant challenges and plan how to support children and young people to work cooperatively.
14	Alternatives to written recording are used routinely. Pupils are given the opportunity to demonstrate their knowledge in a variety of ways (e.g. mind maps, writing frames, diagrams, and posters, audio and visual recordings of task completion). This is considered in the planning process.
15	All pupils have opportunities to work independently. Pupils are guided as they begin to develop independence. Adults intentionally and gradually reduce the amount of scaffolding (verbal or physical modelling and support) provided to pupils to develop independence.

## **UNIVERSAL: The Foundations**

### **High Quality Inclusive Teaching: Language and Understanding**

	<b>Standard</b>
1	Adults make sure that all pupils have equal opportunity to talk and contribute in lessons and during social times This includes talking aloud, talking with a partner, talking in groups and talking to both friends and adults.
2	Teaching takes into account the quantity and pace of talking and uses strategies to support this. For example, the use of pauses, modelling, visual cues
3	All teachers and subjects use a pre-teaching approach to topic specific vocabulary. Teachers should model correct vocabulary use across different topic areas to support full understanding and correct use. Repetition is essential.
4	Modelling is used to aid understanding. This includes practical demonstrations, models of completed tasks, worked out problems, visual cues and audio commentary. Video modelling is a useful approach to encourage independent working
5	Adults avoid direct correction of speech and language. Simply model or repeat back the correct version of what the pupil is trying to say, adding anything extra to extend their language.

6	Model appropriate body language and facial expressions. Comment on the facial expressions of other people and label feelings.
7	Teach, display and reinforce conversational 'rules' for example, turn taking.
8	Explicit instruction is used. Explicit instruction does not mean 'lecturing', 'teaching by telling', or 'transmission teaching'; it usually begins with detailed teacher explanations, followed by extensive practice of routine exercises, and later moves on to independent work. Common aspects of explicit instruction include: <ul style="list-style-type: none"> <li>• teaching skills and concepts in small steps.</li> <li>• using examples and non-examples.</li> <li>• using clear and unambiguous language.</li> <li>• anticipating and planning for common misconceptions; and</li> <li>• highlighting essential content and removing distracting information.</li> </ul>
9	Tasks, information and instructions are broken down into small manageable chunks or steps.
10	Alongside clear instructions and explanations, key points and steps are provided - either written or visually.
11	Pupils are given time to process information before being asked to respond (10 second rule). 'Thinking time' or opportunities to work with talk partners before answering a question is built in. Adults use phrases such as "I'm going to come back to you in a minute for your idea".
12	Adults think aloud to model their thinking process to pupils. Pupils will not automatically think the way adults do and need explicit teaching to learn to do this.
13	The amount of time pupils are encouraged to speak during the whole day is increased. Oracy is built into the school day at every opportunity.
14	Pupils are asked to explain what they have learned; the responses of all pupils are checked; systematic feedback and corrections are provided.

## UNIVERSAL: The Foundations

### High Quality Inclusive Teaching: **Task Support and Scaffolds**

	Standard
1	There is concrete apparatus available and accessible for those pupils who require it.

2	Alternative methods for reading and recording are accessible.
3	Scaffolding is common practice but must be in addition to, and not replace, effective differentiation of tasks to the pupil's attainment level so they can learn skills to fluency. Initially, an adult would provide enough support so that pupils can successfully complete tasks that they could not do independently. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently.
4	Motivators need to be kept fresh to maintain pupil's interest. Some children and young people may need a tangible reward. Useful tools. Include, 'I am working for...' charts, 'Token reward cards' and 'Motivator puzzles.'
5	Now/next or first/then: A structured and motivating way of letting a pupil know what they will be doing first (a work activity) and what it will be followed by (a reward activity).
6	Structured work activities and task boards: A visual approach to support understanding of task requirements, expectations and independence. This includes, breaking tasks up into numbered components, writing frames and prompts with a clear start and finish point.
7	Organisation checklists: A list to support pupils to organise and plan the steps of an activity, series of tasks or homework in a given time.
8	Timers: A visual display of the passage of time to support pupils with starting/ stopping activities and transitioning from area to area, or activity to activity. For example, electronic timers (lights/numbers), sand timers or traffic light visuals.
9	Communication cards: A way of supporting pupils to communicate key messages to the adults through a visual means and vice versa.
10	Visual strategies: Used to supplement verbal information to support understanding and independence. For example, signs, symbols, objects of reference, photographs, and writing.
11	Role play and the use of props, for example puppets and pictures, story props, actions to support imagination
12	Backward chaining: The adult does all but the last step and lets the pupil complete the work. Then the adult fades back, doing less and less while the pupil does more and more, always ending with the pupil performing the final step.

# UNIVERSAL: The Foundations

## High Quality Inclusive Teaching: Attention and Listening

	Standard
1	Adults and pupils work together to understand and to create an optimum learning environment (as far as possible), for example, quiet, no distractions, learning materials organised/to hand, physically comfortable so that attention is not divided.
2	Adults keep in mind that attention can be affected by a range of factors, including understanding of teaching, working memory difficulties, emotional needs, sleep and diet. Adults support pupils to understand these factors and how pupils can help themselves.
3	Support staff model positive listening behaviours and refrain from talking to individual pupils during teacher input.
4	The pace and order of activities is varied to maintain interest and attention of all pupils.
5	Regular movement breaks in between learning are part of the day.
6	Pupils are seated in a position with a good view of the speaker to enable use of non-verbal communication such as gesture and facial expression.
7	When appropriate, the pupil's name is spoken and eye contact is established before giving instructions.
8	Clear and simple instructions are given, longer instructions are broken down ('chunked') and given one at a time.
9	Clear and explicit praise is given for displaying good listening and attention behaviours. Staff understand that this can look different for each child.
10	Adults take time to listen to what children and young people are saying.

## UNIVERSAL: The Foundations

### High Quality Inclusive Teaching: **Motivation, Recognition and Feedback**

	Standard
1	Adults provide regular and meaningful feedback, recognition and praise. Feedback is specific, accurate, manageable and clear (e.g. “It was good because...”, rather than just “correct”). Adults provide specific guidance on how to improve and support pupils to plan how they will action the feedback they received.
2	Growth mindset is explicitly taught (Carol Dweck) – adults and pupils recognise effort, perseverance and that mistakes are a natural part of learning. Pupils are encouraged to take risks and attempt learning in new ways. Support is given for building resilience in continuing to apply skills.
3	Key self-regulation of learning processes are explicitly taught: <ul style="list-style-type: none"> <li>• Goal setting (conscious attention, setting goals, sub-steps, planning).</li> <li>• Self-instruction (e.g. talk-aloud ‘self-statements’ which need to be modelled by the teacher and practised by pupils at different stages of the task/activity about what to do and why).</li> <li>• Self-monitoring (developing explicit internal self-instruction scripts to use at different points throughout the task/plan that are about checking how well things are progressing/going to plan, can involve visual steps to tick off).</li> <li>• Self-reinforcement (e.g. positive rewarding self-statements, attributing success to effort (intrinsic value), a break, other types of reward/recognition/positive outcome (extrinsic)).</li> </ul>
4	Visual evidence of success is key for intrinsic motivation. Adults teach pupils to use, and to create for themselves, visual records of their progress through tasks, and achievements, e.g. colour in a block on a word wall when you can spell the word, tick off something on your ‘to-do’ list.
5	Pupils have regular opportunities to evaluate their own performance. They are aware of their progress and the next steps in moving learning forward.
6	Adults intentionally discuss, and teach pupils to set short and longer-term goals, and how current decisions and behaviour can positively affect longer-term goals (longer-term ‘delayed gratification’).
7	Pupils understand their goals and know how they will reach their learning goals. Adults teach pupils to create plans and timetables, with appropriate self-rewards en-route.
8	Pupils are helped to understand their own barriers to learning and to value their achievements, progress and strengths.

# UNIVERSAL: The Foundations

## High Quality Inclusive Teaching: Literacy

The principles for effective teaching of literacy are taken from the Essex Literacy Difficulties Practice Guidance 2020 (including those in Appendix 2), and also reflect the Education Endowment Foundation Recommendations for improving literacy in KS1, KS2 and secondary schools (2020, 2017, 2018).

	<b>Standard</b>
1	Early Years education should be underpinned by exposure to language enriched environments where children have regular access to quality books, songs, rhymes, hearing wide ranging language and vocabulary, and regularly listening to stories.
2	The development of literacy skills should focus on the following foundations: an interest in books, a wide vocabulary; awareness of print, phonological awareness, a systematic phonics programme, and a balanced approach to teaching both decoding and comprehension skills.
3	Speaking and listening, vocabulary knowledge and oral language is prioritised in every aspect of school life. This includes the explicit teaching of vocabulary as well as teacher language usage in the classroom.
4	All pupils have access to good quality books and teaching staff aim to increase the enjoyment of reading through encouraging children and young people to discover and connect with books of their choice. There are frequent opportunities to read, hear stories and share books individually, with friends and in groups.
5	The principles of effective literacy are embedded in all teaching. These are explained in full in the Essex Literacy Difficulties Practice Guidance (page 6, point 7.5), and include teaching to fluency of word reading, reading comprehension, spelling, handwriting and writing skills (see Appendix 1 of the Essex Literacy Difficulties Practice Guidance), and applying these within different subjects
6	High quality teaching incorporates approaches and strategies that enable pupils at different levels of literacy attainment to access lessons confidently. In all classrooms, the following should be in place: explicit teaching of core topic vocabulary for all subjects; use of varied teaching activities, reducing the dependence on the written word and teaching pupils to record their learning in a range of different ways.
7	(8) Teaching is clearly differentiated to the needs of the pupils: by using relevant teaching aids; modifying the demands of the task to match need; direct instruction; and the use of questioning and feedback.

8	(10) The learning environment is organised so that alternative methods for reading and recording are accessible and pupils are grouped amongst peers with a range of skill levels.
9	(11) Reasonable adjustments are in place to enable all students to access (read) and produce (write) the written word using alternative methods of reading and recording, as required.
10	(12) Teaching assistants and peers are used to the greatest effect.
11	(13) Pupils are aware of their progress and the next steps in moving learning forward and support is given for building resilience in continuing to apply skills.
12	(9) Teach meta-cognitive skills so that pupils understand what is being taught and why, can think and talk about their own learning and progress, and can plan and monitor their reading and writing.
13	(7) Assessment using high quality information about pupils' current skill levels informs the selection of next steps for teaching, and this includes a collation of the most recent standardised assessments (e.g. standardised or centile scores, reading ages); curriculum-based assessments (school assessment); and skill based assessments (e.g. Essex Accuracy and Fluency Assessment of Literacy Skills).
14	Evidence-based interventions appropriate for all pupils are used, for example: <ul style="list-style-type: none"> <li>a. Paired Reading (reading accuracy, fluency, and also improves comprehension)</li> <li>b. Reciprocal Teaching (reading comprehension and meta-comprehension)</li> <li>c. Paired Writing (writing composition and metacognitive strategies)</li> <li>d. Self-Regulated Strategy Development (writing composition and metacognitive strategies)</li> </ul>

# UNIVERSAL: The Foundations

## High Quality Inclusive Teaching: Maths

The principles for effective teaching of maths are taken from the Education Endowment Foundation (2017, 2020).

	Standard
1	There is dedicated time for children to learn mathematics and integrate mathematics throughout the day. For pupils in EYFS and KS1 this includes exploring mathematics and reinforcing mathematical vocabulary through different contexts including storybooks, puzzles, songs, rhymes, puppet play and games.
2	Teaching builds on what pupils already know.
3	Pupils develop fluent recall of facts. According to Ofsted (2021), pupils need to systematically acquire core mathematical facts, concepts, methods and strategies to be able to experience success when problem-solving and in order to become proficient mathematicians.
4	Manipulatives (physical objects to teach maths) and representations (such as number lines and graphs) are used to develop understanding and help pupils engage with mathematical ideas. Teachers ensure that pupils understand the links between the manipulatives and the mathematical ideas they represent. There is a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept. Manipulatives should be temporary and should act as a 'scaffold' that can be removed once independence is achieved. Pupils in EYFS and KS1 are encouraged to use their fingers – an important manipulative for children.
5	Pupils are taught strategies for solving problems. Adults provide problem-solving tasks for which pupils do not have ready-made solutions. Adults teach pupils to use and compare different approaches. Adults show pupils how to interrogate and use their existing knowledge to solve problems. Adults use worked examples to enable pupils to analyse the use of different strategies. Pupils are encouraged to monitor, reflect on and communicate their problem-solving.
6	Pupils develop a rich network of mathematical knowledge.
7	Pupils develop independence and motivation. Pupils are encouraged to take responsibility for and play an active role in their own maths learning.
8	Adults model metacognition by describing their own thinking and provide opportunities for pupils to develop their ability to plan, monitor and evaluate by encouraging them to explain their thinking to themselves and others.
9	Ofsted (2021) state that teachers should plan frequent, low stakes assessments throughout the 'learning journey' to help pupils prepare for assessments

	that focus on what they have actually learnt. They consider that low stakes testing can be used to ensure that pupils are well-prepared for assessments, which will ‘not only increase knowledge retention, but also improve confidence in maths.’
10	A variety of methods are used to assess pupils’ mathematical understanding and adults should check what pupils know in a variety of contexts. Information collected should inform next steps for teaching.
11	Pupils are given effective feedback (specific, clear, encouraging and support further effort) following assessment.
12	Teachers address misconceptions and understand why pupils may persist with errors.
13	The connections between mathematical facts, procedures and concepts are emphasised. Please refer to Ofsted’s (2021) Research Review Series: Mathematics for further information related to mathematical curriculum knowledge and how teachers can provide opportunities that enable pupils to practice and apply facts, concepts, methods and strategies.
14	If technology (e.g. mobile devices, dynamic geometry software and educational games) is used, teachers must identify a clear role for it in pupils’ learning; receive ongoing professional development related to how the technology can be used to improve teaching and consider potential costs including impact on workload.
15	Evidence-based interventions appropriate for all pupils are used, for example: <ul style="list-style-type: none"> <li>a. Essex Educational Psychology Service Maths Intervention to teach accuracy and fluency of KS1 number skills - shown to double the rate of children’s progress and improve maths reasoning skills,</li> <li>b. Numbers Count – Edge Hill University</li> </ul>

**Appendix A – Monitoring Form**

**SEND Monitoring Report**

**Pupil Name & Year Group:**

**Attendance so far this year:**

<b>Academic Year Term:</b>		
<b>Has progress been seen this term in:</b>	<b>What interventions have been used this term for this pupil?</b>	
<b>Maths</b>		
<b>Reading</b>		
<b>Writing</b>		

		<b><u>What interventions have been used to support self-regulation?</u></b>
<b><u>How has behaviour in class been?</u></b>		
<b><u>How has behaviour on the playground been?</u></b>		
<b><u>Any concerns regarding fine or gross motor skills?</u></b>		
<b><u>Are personal organisational skills developing as you would expect?</u></b>		
<b><u>How are friendships developing along with social skills?</u></b>		

There is also an electronic google forms version of this monitoring sheet to make it more accessible for staff to use.

**Appendix B – One Page Profile**

Every child on the SEND register has a One Page Profile and there is a google forms version again to speed up the process of completing these for all staff.

**Name**  
**One Page Profile**

Photo

What's Important To Name

- My family-
- My friends-
- The adults in school-
- My Lessons-
- Activities-

Great Things About Name

When I Am Older I Would Like To

What You Need To Know To Support Me

Term and Year



