

St. Luke's Roman Catholic Primary School Salford



SEND Policy

“At St. Luke’s School we follow the example of Christ by being God’s disciples here on Earth. We strive to be the best that we can be, to do the best that we can do and to make God proud.”

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| Policy Number | 7 |
| Target Audience | All staff and parents |
| Approving Committee | FGB |
| Last Review Date | January 2024 |
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| Policy Author | Mrs N. Bullough |

| Version Control | | | |
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| Version No | Date Approved | Reviewed By | Changes |
| V1 | Dec 2018 | Mrs Kerrane | New document control |
| V2 | Dec 2019 | Mrs Kerrane | Added new assistant SENDCo information. |
| V3 | July 2020 | Mrs Bullough | New SENDCo and Wellbeing Coordinator |
| V4 | Sept 2020 | Mrs Bullough | Added COVID19 school lockdown information. |
| V5 | Nov 2021 | Mrs Bullough | Appendices added – Referral pathway. Inclusive learning and dyslexia friendly classroom checklist. |
| V6 | Nov 2022 | Mrs Bullough | Chair of Governors |

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| V7 | January 2024 | Mrs Bullough | Chair of Governors Removal of Covid-19 |
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Overview

This SEND policy is a key document to support the best inclusive practice at St. Luke's R.C. Primary School. It complies with the statutory requirements and guidance set out in relevant legislation and documents.

We aim to ensure that the needs of those pupils with SEND are identified early and appropriate provision is made, based on an assessment of their needs and which is in line with the LA's philosophy and current SEND legislation. In carrying out this commitment we are also fulfilling our role as Catholic educators, strongly rooted in fundamental Christian values.

Hard copies of this policy are also available from the school office.

Aims and Objectives

*High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.
(SEND Code of Practice: 0-25 years)*

Aims:

- Secure early identification of SEND and set out the process used for identification and monitoring of pupils.
- Provide a curriculum which is differentiated and inclusive to suit the interests and level of the child and overcomes the barriers to their learning. This will be reviewed regularly with parents and where appropriate, the child.
- Ensure that all children with SEND make the same rate of progress from their starting point as children without SEND and achieve success in all curriculum areas.
- Value the contribution of all children and recognise that the effort they put into the learning process is valued as much as their achievement.

- Take into account differing stages of development and the necessity to provide for individual needs.
- To ensure all children have a voice and that they are confident and able to use that voice to state their feelings, thoughts and needs.
- Take positive action following the identification of any learning problem.

Objectives:

- To analyse the child's need and prepare individual or group, step-by-step programmes to build skills and concepts.
- To set attainable goals so that children make progress and thereby maintain confidence and motivation.
- To recognise parents as part of the team and involve them at all stages of assessment.
- To provide on-going assessment in order to give feedback for parents and in order to determine success of the programmes.
- To ensure that the pupil's strengths are used to build up confidence and maintain motivation.

Admission arrangements for pupils with SEND

St. Luke's Governing Body admits all children according to the admissions policy. Children with special educational needs and disabilities are afforded the rights as other children. This includes both those with statements of special educational needs or education, health and care plans (EHCP) and those with less significant problems. St. Luke's will strive to meet the needs of those children wherever possible with the resources it has available and will make any reasonable adjustment necessary to meet these needs.

Roles and Responsibilities

Our Special Educational Needs & Disability coordinator (SENDCo) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENDCo also contributes to the strategic development of SEND provision.

Our SENDCo is Mrs Bullough who is contactable through the school office on **0161 921 1990** or via email: stlukes.rcprimaryschool@salford.gov.uk

The SENDCo is a qualified teacher and is studying to gain the National Award in Special Educational Needs Coordination.

Mrs Kerrane (Headteacher) has already achieved this award.

Our named Governor is Mrs Christine Thompson.

Class Teacher

Responsibilities:

All the teachers in St. Luke's are teachers of children with special educational needs. All staff members are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Special educational provision is underpinned by high quality first teaching and is not compromised by anything less.

- It is each teacher's responsibility to provide for pupils with SEND or other vulnerable groups in his/her class and to be aware that these needs may be present in different learning situations.
- All staff are responsible for helping to meet the pupil's additional needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.
- The class teacher is responsible for appropriately differentiating their planning to meet all the needs of all the pupils in his/her care.
- All pupils identified with SEND are recorded on Edukey and that this is updated Termly or at the end of a block of intervention.
- It is the responsibility of the class teachers to liaise with teaching assistants to ensure the needs of the children are met.
- The class teacher should ensure that the SENDCo is aware of any changes to any child's needs or circumstances if they are on the SEND register.
- Class teachers remain responsible for giving general feedback to parents of pupils with SEND and other additional needs.

Teaching Assistants

Responsibilities:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND and other vulnerable groups relevant to their role.
- Provide feedback to teachers about pupils' responses to tasks and strategies in the agreed format.
- Work with the SENDCo and teaching staff to provide relevant interventions to support the children's needs.

- Deliver the interventions effectively with the support of the class teachers and the SENDCo to ensure our pupils make the best possible progress.
- Attend training where appropriate to provide the highest quality of intervention to ensure good progress for the children in their care.

SENDCo

Responsibilities:

- Overseeing the day-to-day operation of this policy.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising staff on assessment and strategies to support children with SEND.
- Maintaining school's SEND register, provision maps and records.
- Helping staff to identify children with SEND.
- Assessing and observing pupils with specific learning problems.
- Co-ordinating the provision for pupils with SEND and vulnerable groups and the co-ordination of relevant intervention groups.
- Supporting class teachers in devising strategies to meet children's needs.
- Supporting teachers in setting SMART targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with SEND and on the effective use resources and personnel in the classroom.
- Monitoring provision through intervention observations and scrutiny of sessions/Edukey.
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents. Relevant agencies include Educational Psychologists, Speech and Language Therapists, CAMHS, Learning Support Service, Community Paediatricians and Occupational Therapists.
- To work where appropriate as Lead Professional in multi agency meetings for children who have an Education Health and Care Plan.
- To organise and run annual review meetings for children who have an EHCP.
- Contribute to in-service training of all staff.
- Liaising with the SENDCo's in receiving feeder schools and/or other educational establishments to help provide a smooth transition with other schools.

Headteacher

Responsibilities:

- Ensuring that there is suitable provision for vulnerable pupils and pupils with SEND.

- Keeping the governing board informed about Inclusion and any statutory requirements for governors.
- Working in partnership with the SENDCo in the school.
- Raising staff awareness of the need to identify and provide for pupils with SEND and ensuring that policy is carried out in practice.
- Ensuring that the implementation of this policy in the school, as a whole is monitored and reported to governors.

Governing Board

Responsibilities:

Ensuring that

- SEND provision is considered as part of the school development plan.
- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They are informed about SEND issues, so that they can fulfil their responsibilities in regard to SEND provision.
- They set up appropriate staffing and funding arrangements.
- They regularly monitor the policy and the quality of SEND provision.
- Ensure that they appoint a designated SEND governor.

Early Intervention and Identification of Need

On entry to the Early Years Foundation Stage, baseline assessments are made by staff and any initial concerns are reported to the SENDCo. Staff will look in particular for any early indications that children may suffer or have significant issues with their learning in later life. These include issues surrounding speech and language, social and emotional difficulties, behavioural issues and the acquisition of basic skills.

Any concerns are shared with parents and school based interventions will be put in place and monitored. Where necessary, advice and involvement from outside agencies is sought. External agencies will only become involved once the consent of parents is obtained. St. Luke's will work closely with these agencies and parents to implement any intervention in school that the child needs. The child is involved as fully as possible in their learning.

In some cases, children are already known to outside agencies such as Speech and Language or Occupational Therapy and the staff in Early Years will build on this as they plan for and teach these children.

Where a child is admitted to St. Luke's mid-year into a class other than the early years, staff will liaise with the previous setting to establish the child's level of need and the intervention required in order to provide continuity for the child and the family.

Records will be kept of additional support that is being accessed as part of the quality first teaching wave of intervention. Any pupils accessing this element of support will be placed and monitored on our school tracking system Edukey.

Access to the Curriculum

The National Curriculum will be made available to all children in St. Luke's. Where children have special educational needs a graduated response will be adopted. St. Luke's will, other than in exceptional cases, make full use of classroom and school resources before drawing on external support. Each child should have:

- Access to a broad and bespoke curriculum.
- Quality wave one teaching, where lessons are planned to remove barriers to learning.
- Scaffolded personalised learning.
- Provision that is additional to and different from that provided for all learners to meet specific needs, e.g. bespoke interventions.
- Equality of opportunity.
- Reasonable adjustments to the curriculum as appropriate.

All children in St. Luke's are entitled to an education that enables them to:

- Achieve their best.
- Become confident individuals, living fulfilling lives.
- Make a successful transition to adulthood, whether in employment, further or higher education or training.

St. Luke's will make provision for children with special educational needs to match the nature of their individual needs. Teachers will plan for this provision via SMART targets and strategies used set out in a learning plan either for a specific child or for a group of children with similar needs. These learning plans will be written and evaluated each term using Edukey. The SENDCo will monitor Edukey and support and advise the teacher where necessary.

There will be flexible grouping of children so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual children. Teaching styles and flexible groups will reflect this approach. Schemes of work for children will reflect whole school approaches to quality first teaching and learning and will take account of special educational needs. Curriculum tasks and activities may be broken down into a series of small achievable steps for children who have marked learning difficulties. Staff will be sensitive to the emotional needs of vulnerable children and those with conditions such as autism and dyslexia.

Providing a Graduated Response

St. Luke's school offers a bespoke curriculum which is inclusive of all children. When a child is not making expected progress and shows signs of difficulty in some of the following areas:

- Cognition and learning.
- Communication and interaction difficulties.
- Social, Emotional and Mental Health difficulties (SEMH).
- Sensory or physical needs.
- Presenting persistent behaviour.

The class teacher will apply a provision/create a learning plan on Edukey. This will be reviewed in consultation with the SENDCo and the school will then provide support that is additional to and different from the differentiated curriculum and goes beyond quality first, wave one teaching.

Expected progress can include progress which:

- Is similar to that of peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

Where a child continues to make less than expected progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCo, should assess whether the child has a significant learning difficulty. Where this is the case, there should be agreement about the SEND support that is required to support the child.

St. Luke's will adopt the Local Authority recommended guidance on placing children at school intervention Bands A, B and C. The resources allocated to children who do not have a statement or Education Health and Care Plan will be deployed through these intervention bands. Parents and children will be informed and involved in decisions taken at each of these stages. Where appropriate the school will engage the services of outside agencies which may include; Educational Psychology, Speech and Language, Salford Learning Support Services, Occupational Therapy and CAMHS (Child and Adolescent Mental Health Service).

Following the support provided at bands A, B and C, if a child does not make sufficient progress, the school may make a referral for statutory assessment to the Local Authority.

Identification of children with special educational needs will be undertaken by all the staff with the support of the SENDCo and the appropriate records will be maintained. Records will be developed through evaluated learning plans and a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher, together with end of key stage attainment tests. Assessments allow the child to show what they know, understand and what they can do, as well as to identify any learning difficulties. Intervention records will also be maintained and the child's targets will be reviewed regularly.

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend, along with pupils when this is appropriate.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies, a separate review meeting will be arranged so that all key parties can contribute.

Removal from the SEND Register

If a pupil makes good progress and achieves the outcomes set, they will no longer require additional SEND support and his/her name will be removed from the register. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Resources

Children without a statement or Education Health and Care Plan

St. Luke's is allocated an amount of money to support children and young people with special educational needs. This is known as a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within our school.

These funds are devoted to:

- Maintain the lowest possible pupil-teacher ratio.

- To employ skilled support staff to work 1-1 or with small groups of children to deliver specific programmes (e.g. Speech and Language) and to support SEND children in the classroom.
- To buy in professional advice and time, e.g. The Educational Psychologist.
- To purchase specific resources as they are required (e.g. Dyslexia Screener), including those that improve accessibility for all children.
- To support the role of the SENDCo and staff through training and relevant CPD.

Before an application for a statement or Education Health and Care Plan will be considered, St. Luke's must provide evidence that it has spent £8,500 on support. This £8,500 is made up of the AWPUPF (age weighed pupil united funding) - £2,500 plus up to £6000 from the school's notional special educational needs budget at bands A, B and C.

Children with a statement or Education Health and Care Plan

St Luke's receive additional funding to support children with an Education Health and Care Plan (EHCP). We use the Edukey costed provision mapping tool to budget for the support and interventions for all children with special educational needs and disabilities.

Liaison

Parents will always be informed and their consent sought when an external agency becomes involved with their child.

Regular liaison is maintained with the following external agencies for children at school intervention bands B - C and children with Education Health and Care Plan:

- Educational Psychology Service.
- Learning Support Services.
- Speech and Language Therapy Service.
- Child Adolescent Mental Health Service.
- Social Care.
- Health Service.
- Education Welfare Service.

St. Luke's has an excellent relationship with St. Ambrose Barlow High School and regular liaison is maintained, especially regarding transition, which starts in year five.

Equality Duties

The new SEND Code of Practice (2014) highlights the duties that schools have in relation to disabled children and young people under the Equality Act 2010.

The specific duties that schools, early year's providers, post 16 institutions and local authorities have towards disabled children and adults are included in the Equality Act 2010. The key elements are as follows:

- They **must not** discriminate against, harass or victimise disabled children and young people.
- They **must** make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory: adjustments must be planned and put in place in advance, to prevent that disadvantage.

At St. Luke's RC Primary School we are pro-active in meeting our duties under this legislation and our commitment is outlined in our single equality duty and accessibility plan.

Meeting the needs of pupils with Medical Conditions

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, cerebral palsy and cancer. Children with such conditions do not necessarily have special educational needs and disabilities but there is a significant overlap between disabled children and those with SEND. Children may therefore be covered by special educational needs and disability legislation.

St. Luke's has paid due regard to the statutory guidance entitled, 'Supporting Pupils at School with Medical Conditions' and arrangements are in place to ensure that any pupil with a medical condition is able, as much as possible, to participate in all aspects of school life and achieve their academic potential.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Transition Arrangements

St. Luke's Primary School is committed to ensuring that there is a successful transition between phases of education.

For pupils joining the school in our Reception/Nursery classes, the SENDCo and EYFS teachers will make every possible opportunity to seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. Current setting visits and home visits are carried out for all pupils who begin their journey in our Nursery or Reception classes.

For pupils moving to secondary school or to a different school, the SENDCo will liaise with the new school to share relevant information including agencies that may be involved.

Anti-Bullying

All pupils at St. Luke's Primary School, whether they have SEND or not, are encouraged to report any incidents of bullying to any member of school staff whom they feel comfortable talking to. The children of St. Luke's are expected to care for and nurture one another as a family. They are encouraged to be God's disciples here on earth and follow in the footsteps of Christ.

Emotional Well-Being

At St Luke's, we aim to promote positive mental health for all our children and staff and increase understanding and awareness of common mental health issues. We provide support to children suffering mental ill health and their families.

While all staff have a responsibility to promote the mental health of children, we have a qualified mental health first-aider who is available to work with children and families.

We have had a designated 'nurture' space within school that is available throughout the day for children to access. We have many children who take advantage of this calming, safe space and a trusting adult on hand every day to make life a little bit easier.

Arrangements for the Treatment of Complaints

The Head Teacher, school staff and Governors of St. Luke's are committed to maintaining positive partnerships with parents. Sometimes things may happen which may make children or parents unhappy. It is important that parents and carers feel able to raise their concerns as easily and freely as possible.

In the first instance:

- Parental concerns can often be resolved by talking to the class teacher.

Should the matter not be resolved, please contact:

- The SENDCo (Mrs Bullough) or another senior manager (Miss Barrett (AHT), Mr Long (AHT) and Miss Simpson (EYFS Manager).

If there is still no resolution, please contact:

- The Headteacher, Mrs Kerrane.

In the unlikely event that the matter is still not resolved, please contact in writing:

- Mrs Christine Thompson, the Chair of Governors.

It is important that parents read and follow the school complaints policy which can be found on the website or parents can ask for a paper copy at the office.

Timescales for Dealing with Complaints

Ideally, complaints will be dealt with quickly, but if the complaint is complicated or requires detailed investigation, it may take longer to sort out. The school will keep parents informed as to how the complaint is being addressed and when they can expect an outcome.

The role of SIASS – Salford Information, Advice and Support

The SIASS – Salford Information, Advice and Support service can provide information on the school's responsibilities and give advice to parents on how best to resolve their complaint. They will however expect that the issues will have been raised with the school in the first instance.

Staff Development

Special educational needs in-service training will include in-house provision via staff meetings, INSET Days and SENDCo attendance at local cluster meetings and LA courses. Teaching staff are able to attend courses relevant to school or individual needs, as identified by the school development plan and performance management/staff development. TA's are encouraged to participate in school based INSET and attend relevant courses offered by the LA. SEND will be part of the school development plan each year.

Working with Parents

Parents are greatly valued and their contribution in terms of identification and support for children with SEND is fully recognised. Parents will be involved in their child's SEND at all stages. They will contribute to decisions made and where possible to the content of learning plans. The role of any other professionals involved with a child will be explained to parents and where possible, opportunities to speak to them will be arranged. Copies of learning plans and any other reports or materials will be made readily available.

Communications between parents and school will be consistently maintained. This can be an informal chat, discussions at parents' evenings (twice per year), review meetings, specially arranged meetings, letters, phone calls, emails and informal discussion with the SENDCo. Meetings will be logged on our Edukey tracking system.

Parents are also made aware of the Parent Partnership Officer and contact number, should they wish to discuss any concerns away from the school. The contribution and involvement of parents is seen to be crucial. We believe that where it takes place, the ability to draw upon parents' personal and unique understanding of their child's needs is more likely to ensure that the provision made is successful.

The Voice of the Child

St. Luke's will work hard to ensure that a child is fully aware of their individual needs and targets. Steps will be taken to involve children in decisions about their education and their views about what they need to help them learn and progress.

Related Policies:

- Admissions Policy
- Accessibility Policy and Plan
- Anti-Bullying Policy
- Child Protection Policy
- Equality Scheme and Policy
- Managing Medicines Policy

These policies can be accessed on the school website.

Monitoring, evaluation and review

Evaluation

The school will review this policy annually and assess its implementation and effectiveness.

The policy will be promoted and implemented throughout the school.

The headteacher and the SENDCo will keep the governing body informed about SEN provision and practice. The headteacher will provide the named governor with the necessary information to report to the general governing body.

This policy is available on the school website. Any changes or amendments will be made as quickly as possible.

Appendices

Appendix 1

SEND Concern Pathway

SEND Concerns



Appendix 2

Initial Concerns Proforma

| | | | |
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| Child's Name | | | |
| D.O.B | | School Year Group | |
| Gender | | Attendance % | |
| New to school/UK within last term? | <input type="checkbox"/> Yes <input type="checkbox"/> No | Language Spoken | |

| | | | |
|-------------------------------|---|------------|--|
| Pupil Premium | <input type="checkbox"/> Yes <input type="checkbox"/> No | LAC | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Safeguarding Threshold | <input type="checkbox"/> None <input type="checkbox"/> TAC <input type="checkbox"/> CIN <input type="checkbox"/> CP <input type="checkbox"/> Previous involvement at _____ | | |

| | |
|--|---|
| Is the child recorded on the school Special Educational Needs register? | <input type="checkbox"/> No <input type="checkbox"/> Yes |
| Is the child a Young Carer? | <input type="checkbox"/> No <input type="checkbox"/> Yes |
| Does the child currently receive any class interventions/support? | <input type="checkbox"/> No <input type="checkbox"/> Yes Please give details: |

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| Current Levels of Attainment: |
| Reading: Writing: Maths: |

Particular areas of concerns

Give an outline of the needs that are cause for concern.

How often are these behaviours presenting?

☐ Daily ☐ 1-3 times a week ☐ Once a week ☐ Less frequently

Level of Class Teacher Concern: Choose an item.

What strategies have you as Class Teacher tried to meet the needs of the child?

Please include any strategies, if any, you have implemented and the impact these have had, and how

long these strategies have been in place.

e.g. Concentration station/individual timetable etc. – 4 weeks – behaviours are still presenting.

Parental View:

Have parents been informed about these concerns? Are these behaviours presenting at home?

Level of parent concern: **Choose an item.**

Appendix 3

Inclusive Learning and Dyslexia Friendly Environment Checklist

| Inclusive Practice | Evident (√) | Next Steps (if not evident) |
|--|------------------------|------------------------------------|
| <ul style="list-style-type: none"> Children's seating is planned carefully. Not all SEND children sitting together. | | |
| <ul style="list-style-type: none"> Children are clear about the day e.g. visual timetable displayed (any changes to usual routine are explained verbally). | | |
| <ul style="list-style-type: none"> Visual prompts are used to aid understanding of instructions (e.g. task board for those who may require it) | | |
| <ul style="list-style-type: none"> Questions are pitched to challenge children at all levels | | |
| <ul style="list-style-type: none"> Room is clearly labelled with pictorial labels as well as written – on buff backgrounds and using the font 'Sassoon CR Infant'. | | |
| <ul style="list-style-type: none"> All children are helped to access written text - (buddying, adult support, recording, pictorial supports) | | |
| <ul style="list-style-type: none"> Everyone is welcomed into the room with a verbal greeting. | | |
| <ul style="list-style-type: none"> Multi-sensory teaching approaches are used. (VAK) | | |
| <ul style="list-style-type: none"> Interactive strategies are used to encourage all children to participate (e.g. white boards for children to use, fans, talking partners) | | |
| <ul style="list-style-type: none"> Blue whiteboard pens are used on white individual and teacher's whiteboards. | | |
| <ul style="list-style-type: none"> Resources are photocopied on to buff paper. | | |
| <ul style="list-style-type: none"> Pre-teaching offered for those who need it to help with access to the lesson. | | |
| <ul style="list-style-type: none"> Offer direct teacher input for any child who has missed any input due to being out for interventions/punctuality. | | |
| <ul style="list-style-type: none"> Additional adults are actively involved throughout to support ALL children to access the learning. | | |
| <ul style="list-style-type: none"> Engagement of all children is done sensitively and supportively e.g. children | | |

| | | |
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| given thinking time, partner talk. | | |
| <ul style="list-style-type: none"> • Tasks are differentiated so that ALL children succeed at the task. | | |
| <ul style="list-style-type: none"> • The classroom is set out so that ALL children can successfully access the resources they may need to support their learning – English baskets (purple) and Math baskets (blue) include resources that enable all children to access their learning. | | |
| <ul style="list-style-type: none"> • Do I positively discriminate, e.g. if a child is always last to get dressed, do I allow them more time? | | |
| <ul style="list-style-type: none"> • Displays are clearly organised and labelled e.g. Science has a pink boarder for the display and is clearly labelled as the 'Science' display board. | | |
| <ul style="list-style-type: none"> • Brain breaks/sensory breaks are used. | | |
| <ul style="list-style-type: none"> • Reading rulers/coloured overlays are used for all children that have had a visual stress test. | | |
| <ul style="list-style-type: none"> • Individual workstations are used for children that need it. | | |
| <ul style="list-style-type: none"> • The classroom is well organised and tidy – windowsills are clear and all resources that are out in the classroom are there to support the children's learning. | | |
| <ul style="list-style-type: none"> • Specialist equipment is used for children that need it e.g. ear defenders, pencil grips, timers etc. | | |