



SEND at Gorse Hill School

SEND Intent

The intent of Special Educational Needs and Disability (SEND) provision at Gorse Hill Primary School is that;

All pupils are equally valued and we believe that 'Every child can'.

We are committed to ensuring that all SEN pupils have a broad and balanced curriculum that enables every child to access a wide variety of opportunities and experiences. The curriculum and provision at Gorse Hill will enable all SEN pupils to develop as individuals, able them to express and communicate their views and ideas and develop skills and knowledge so that they have lively and enquiring minds which enables them to achieve their best possible outcomes.

SEND Implementation

At Gorse Hill we believe that every teacher and teaching assistant is a teacher of SEND. In all curriculum areas, every children will receive high quality first teaching which is delivered to meet all children's specific learning needs within the lesson.

As a school we will;

- **Think positively** - the whole school community (pupils, parents and staff) believe that all pupils, including those with SEND are capable, can achieve and be successful.
- **Reduce barriers** - taking practical steps so our school environment, facilities, curriculum and practices reduce barriers and are accessible to all.
- **Work in partnership** - giving children the opportunity to voice their wishes and drawing upon knowledge and expertise of parents and carers in relation to their child. To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- **Assess accurately** - tracking progress of pupils with SEND regularly and adjusting provision in light of ongoing monitoring.

- **Be creative** - to think outside of the box in coming up with solutions to meet the needs of pupils with SEND.
- **Be responsive** – to the individual’s needs of all children.
- **Be effective** - in targeting additional support to the specific needs of learners
- **Be reflective** - Monitoring and evaluating the effectiveness of our provision for pupils with SEND to ensure we are providing equality of opportunity and value for money.

Quality First Teaching is high quality, inclusive teaching for all pupils in a class. QFT includes differentiated and personalised learning to support SEN pupils in class and ensures all children can progress in their education and wider development.

Strategies for Quality First Teaching in every classroom at Gorse Hill Primary School:

Small step planning: delivering new content in ‘chunks’ to support working memory.

Plan for error: anticipate the prior learning that will be required for pupils to be successful in the lesson and plan for this knowledge to be retrieved back into working memory.

Assessment for learning: This includes ensuring pupils know what they are meant to be learning, finding out what the pupils have learnt, providing feedback that improves pupils’ learning, having pupils help each other learn and developing pupils’ ability to monitor and assess their own learning.

Ensuring pupils know what they are meant to be learning

Finding out what the pupils have learnt

Providing feedback that improves pupils’ learning

Having pupils help each other learn

Developing pupils’ ability to monitor and assess their own learning.

Manipulative and Representations:

1. Ensure that there is a clear rationale
2. Enable pupils to understand the links between the manipulatives and the mathematical ideas they represent

3. Try to avoid pupils becoming reliant on manipulatives
4. Manipulatives should act as a 'scaffold', which can be removed
5. Manipulatives can be used to support pupils of all ages

Modelling: the teacher demonstrates a new concept or approach to learning and students learn by observing.

Language: Explicitly teach key vocabulary.

Content knowledge: all teachers have deep knowledge of the subjects they teach and regular training supports this.

Purposeful Practice: Often referred to as 'deliberate practice', this is where the component parts that make a new skill are broken down and each component is practiced over and over again, with appropriate feedback from the teacher to ensure it is practiced to a point that pupils can't go wrong. This requires time to be provided by the teacher for the pupil to practice and effort from the pupil to practice it correctly.

To make this more effective, you could interleave similar content into the practice period so pupils have to retrieve broadly related but also slightly different information from their long-term memory to help them answer questions.

This must also be repeated regularly as retrieval practice to ensure that pupils have truly committed the topic to their long term memory.

We recognise that for some children, reasonable adjustments in class and high quality differentiation may not be enough to help some children with SEN build the necessary skills. When needed, school offers a range of targeted interventions to support a range of different needs. (See below for an overview of the provision at Gorse Hill School)

We will follow the graduated approach and Swindon's core standards to ensure that the appropriate support and provision is in place and to continually assess, plan, do and review the support and progress that our SEN learners make.

Provision for SEN pupils at Gorse Hill Primary School

All pupils on the SEN register will have an individual pupil profile which will detail the specific provision that is in place for the pupils and review the progress that the pupil makes each term.

Cognition and Learning		
QFT	Targeted support	Highly personalised support
<p><u>Spelling</u></p> <ul style="list-style-type: none"> - Personal dictionaries with recently learnt vocabulary or common errors - Visual word banks of key vocabulary - Overlearning techniques: speedwriting, verbal, oral and written repetition - Use of technology including laptop and dictation software - Memory strategies such as mnemonics, word shapes, word colours, looking for words in words - Differentiated curriculum planning, activities, delivery and outcome ensure all children can access learning - <p><u>Reading</u></p> <ul style="list-style-type: none"> - Provide sufficient time to read the text - Opportunities for teacher to read aloud with learner and peer to peer reading - Break material into chunks – cover up parts of the text - Use technology including dictation software, reader pens and audio books - Picture dictionary of subject specific terminology 	<ul style="list-style-type: none"> - Precision teaching - Reading Eggs - Daily 1:1 readers - Pre teaching of vocabulary - Phonics intervention - Small group booster sessions - ‘Keep up’ interventions - Toe by Toe - Learning mentor support 	<ul style="list-style-type: none"> - Bespoke provision and planning - Use of Cherry Garden assessment - Teacch workstation and trays - Targets set by EP - Targets/provision identified by SpLD advisory team - Additional adult support - Exam concessions – extra time, use of scribe/reader -

- Simplify texts to increase understanding focus on core knowledge
- Explicit teaching of topic vocabulary that is not decodable phonetically
- Teach strategies for skimming and scanning

Writing

- Teacher and practise how to proffer read for spelling and grammatical errors
- Writing templates and structure strips
- Use of technology including laptop, dictation software or scribe is necessary
- Modelled examples
- Bank of commonly used expressions/sentence starters

Concentration

- Positive reinforcement and praise
- Hands on, multisensory activities
- Use of timers to build self-regulation skills
- Fidget toys to support non-disruptive fidgeting
- Structures breaks between activities with an opportunity to move around the classroom
- Wobble cushion to support 'grounding' in chair
- Chunking tasks in to manageable time frames
- Doodle book

Memory

- Extra time
- Task management board

<ul style="list-style-type: none"> - Multi-sensory activities - Repetition and over learning - Teach and practise effective not taking - Visual prompts and lists 		
<u>ASD and Social, Communication and Interaction</u>		
QFT	Targeted support	Highly personalised support
<ul style="list-style-type: none"> - Adapt and reduce sensory stimulus - Agree a regular seating position - Word banks for emotional literacy - Clear and specific instructions - Model appropriate responses to situations - Pre-warn learners of any change to the class routine - Consistent routine using visual reminders if necessary - Support with peer work and group activities 	<ul style="list-style-type: none"> - Nurture group - Individual visual timetable - Group social stories - Sign along - Visual supports - Checklist 	<ul style="list-style-type: none"> - Weekly off-site provision at ARC - Outreach support from specialist provision – Brimble Hill and Crowdys - 1:1 ELSA support - Talk time - 1:1 social stories support - Individual transition plan - Daily attention autism - Intensive interaction
<u>Speech and Language and Communication</u>		
QFT	Targeted support	Highly personalised support
<ul style="list-style-type: none"> - Use facial expressions and gestures alongside language - Ensure learner is seated to be able to see the teacher - Clear simple instructions and language - Additional time to formulate verbal response - Provide opportunities for discussion/turn taking - Visual aids to support understanding 	<ul style="list-style-type: none"> - Teddy talk - Talk boost - Traded SALT group interventions 	<ul style="list-style-type: none"> - Traded 1:1 SALT programs - 1:1 SALT program/target - Use of sign along / BSL - Use of PECs

Visual		
QFT	Targeted support	Highly personalised support
<ul style="list-style-type: none"> - Correct seating position in class - Coloured overlay/coloured paper - Print out of PowerPoint so not relying on board - Wide line paper, graph paper, squared paper - Enlarging and re-sizing resources 	<ul style="list-style-type: none"> - Sloping boards and desk - Visual overlays/ Magnifying glass - Large keyboard of IT - Referral to VI team - Use of technology including dictation or reader if appropriate 	<ul style="list-style-type: none"> - Access to specialist equipment
Hearing		
QFT	Targeted support	Highly personalised support
<ul style="list-style-type: none"> - Correct seating in class - Recap and repeat information and instructions - Check understanding and repeat 1:1 outside of classroom if necessary - Look at learner when communicating - Visual aids to support understanding. 	<ul style="list-style-type: none"> - Referral to HI team - Loop system in partnership with Hearing impairment advisory teacher - 	<ul style="list-style-type: none"> - Individual plans from HI team - Sign along / British sign language - Daily 1:1 support for hearing aid management
Physical, Medical and Sensory		
QFT	Targeted support	Highly personalised support
<ul style="list-style-type: none"> - Scribe if necessary - Adapt classroom layout and seating plan to ensure accessibility - Access to fine motor activities - Outdoor learning access - Lessons/timetables organised to maximise active learning to support engagement in lessons 	<ul style="list-style-type: none"> - Coloured overlays - Pencil grips - Group Sparks/Spark'ey' intervention - Write from the start - Assistive technology - Work station - Referral to Occupational therapist - Fidget toys - Safe space identified - Care plan from school nurse 	<ul style="list-style-type: none"> - 1:1 Occupational therapist program of support - Support from assistive technology team - Referral to Physical support team - Targeted support from TaMHS

SEMH		
QFT	Targeted support	Highly personalised support
<ul style="list-style-type: none"> - Praise and high expectation - Daily/weekly communication with parents on behaviours - Feelings key ring - Emotions thermometer - Whole school behaviour policy and rewards (dojos) - Fiddle toys - Time out - Visual timetable - Timers 	<ul style="list-style-type: none"> - Talk time - Workstation - Identified safe space - Group social stories - Individual behaviour reward system - Lunchtime club - Family access to Family Jigsaw - Alterations to timetable to support need 	<ul style="list-style-type: none"> - 1:1 ELSA support - Individual social story support - Targeted support from SEMH, TaMHS, Early Help Hub, EP. - Lunchtime support with inclusion lead - Individual transition plan - Individual risk assessment / PHP - Drawing and talking time - Additional adult support - Learning mentor support