Gusford Primary School School Universal Offer

"Good teaching for pupils with SEND is good teaching for all"

At Gusford every Teacher and Teacher Assistant is a teacher of SEND.

Gusford's universal offer is underpinned by our three rights:

All children have:

- The right to be safe
- The right to learn
- The right to respect

Inclusive education is not 'specialist' or delivered by 'experts' but it is simply personal, flexible and bespoke. The process of learning itself, if stripped back, is the same, but the presentation, rate and mode of delivery is tailored and personalised.

(Judith Carter, SEND Assessment (2021)

All children are entitled to:
- develop their personality, talents and mental and physical abilities to their fullest potential.
- prepare for a responsible life in a free society
- develop respect for all people and our natural environment
- An education that is child centred and empowering
- to express his or her views and participate in school life
- essential learning tools such as literacy, numeracy and problem solving combined with knowledge, skills, values and attitudes required by human beings to survive, develop potential, to improve the quality of their lives, to make informed decisions and to continue learning.
- development of respect for human rights and fundamental freedoms

(Key Points - United Nations – The Right to Education)

In order to achieve this, we ensure we provide:
- excellent teaching.
- provision that supports achievement at, and enjoyment of, school.
- access a broad and balanced curriculum.
- high expectations.

We refer to the EEF 'Special Education in Mainstream Schools' guidance report.

EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)

1	2	3	4	5
Create a positive and supportive environment for all pupils, without exception	Build an ongoing, holistic understanding of your pupils and their needs	Ensure all pupils have access to high quality teaching	Complement high quality teaching with carefully selected small-group and one-to-one interventions	Work effectively with teaching assistants

At Gusford Primary School's Graduated Response

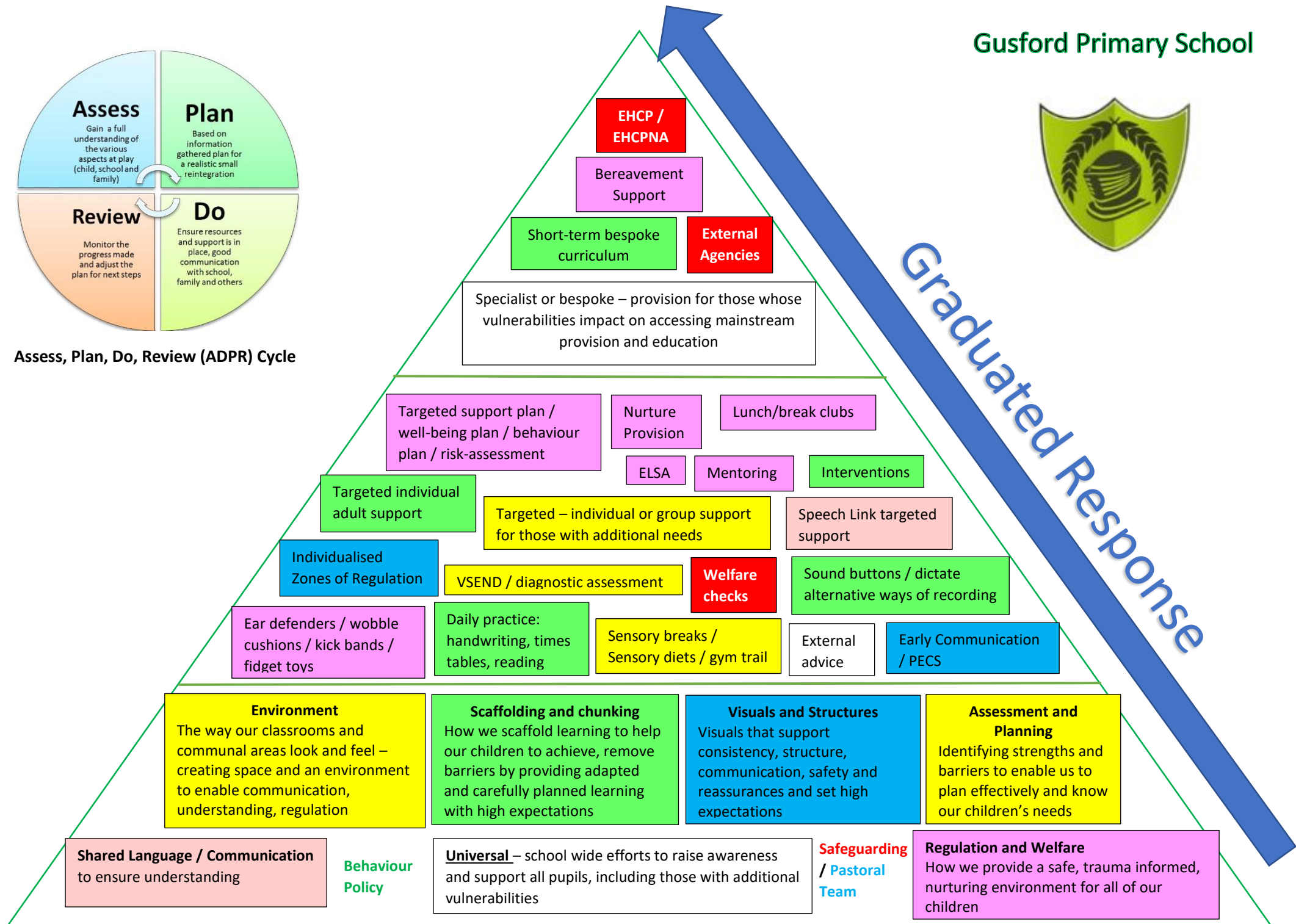**Stage 1 - Universal – inclusive quality first teaching for all**

Stage 2 - Targeted – additional interventions

Stage 3 – Personalised – additional and highly personalised interventions - *Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term. EHCP or application.*

What is 'Quality First Teaching'?

Gusford Primary School

Assess, Plan, Do, Review (ADPR) Cycle

Assess – Gain a full understanding of the various aspects at play (child, school and family)

Plan – Based on information gathered plan for a realistic small reintegration

Review – Monitor the progress made and adjust the plan for next steps

Do – Ensure resources and support is in place, good communication with school, family and others

Graduated Response

EHCP / EHCPNA

Bereavement Support

Short-term bespoke curriculum

External Agencies

Specialist or bespoke – provision for those whose vulnerabilities impact on accessing mainstream provision and education

Targeted support plan / well-being plan / behaviour plan / risk-assessment

Nurture Provision

Lunch/break clubs

ELSA

Mentoring

Interventions

Targeted individual adult support

Targeted – individual or group support for those with additional needs

Speech Link targeted support

Individualised Zones of Regulation

VSEND / diagnostic assessment

Welfare checks

Sound buttons / dictate alternative ways of recording

Ear defenders / wobble cushions / kick bands / fidget toys

Daily practice: handwriting, times tables, reading

Sensory breaks / Sensory diets / gym trail

External advice

Early Communication / PECS

Environment
The way our classrooms and communal areas look and feel – creating space and an environment to enable communication, understanding, regulation

Scaffolding and chunking
How we scaffold learning to help our children to achieve, remove barriers by providing adapted and carefully planned learning with high expectations

Visuals and Structures
Visuals that support consistency, structure, communication, safety and reassurances and set high expectations

Assessment and Planning
Identifying strengths and barriers to enable us to plan effectively and know our children's needs

Shared Language / Communication
to ensure understanding

Behaviour Policy

Universal – school wide efforts to raise awareness and support all pupils, including those with additional vulnerabilities

Safeguarding / Pastoral Team

Regulation and Welfare
How we provide a safe, trauma informed, nurturing environment for all of our children

Gusford Primary School Stage 1 - Universal Offer

At the base of any discussions around individual children at our school, these things must be in place and everyone must not only be aware of them, but be able to refer to them. These strategies actively support most SEND Code of Practice Areas and will enable us to embed 'Quality First Teaching' across all year groups.

Quality First Teaching at Gusford Primary School is:

Environment	Scaffolding / Chunking / Adaption	Visuals and structure	Shared Language/ communication	Assessment & Planning	Regulation and Wellbeing
The way our classrooms and communal areas look and feel - creating spaces and an enabling environment which empowers communication, understanding, regulation. • The way our displays are used to support learning and wellbeing • How spaces are sensitive to need • How the corridors feel when we move around school • Signposting to where support is available **How we provide sensory spaces or resources for children** • chews or fiddle toys, or pencil grips and sit and	**How we scaffold learning up to help our children to achieve, removing glass ceilings by providing carefully planned adaptations with high expectations.** • practical, visual and concrete resources. • Breaking input down into more manageable 'chunks' to support retention/recall, and to support with cognitive load. • Flexible approaches to the recording of pupil's ideas; encourage independence via use of IT, writing frames / planning formats, Mind Maps, sentence stems etc. • Workstation seating consideration	**Visuals that support consistency, structure, communication, independence, safety & reassurance and set high expectations.** • Whole class visual timetable actively used and referred to in the right space. • Individual timetables, actively used and promoted if needed. • Now/Next & then boards • Timers, as a scaffolded support. • Numicon/Concrete resources • Zones of Regulation • Feelings Line/Fans • Give me 5 – poster • Break card	**Shared Language / Communication to ensure understanding** • Behaviour policy • Assessment policy • Use of consequences, reference to Behaviour Policy, • Restorative practice • Use of WIN: I wonder, I Imagine, I notice, when talking with children. • Use of Widgets social stories • Pre-teaching of key and/or subject specific vocabulary to support pupils' memory systems by increasing familiarity with the terms, which reduces the	**Unpicking strengths and barriers to enable us to plan effectively & know our children's needs.** • How we Map incidents to find correlations and triggers for reactions and plan accordingly with well-being plans. • How we offer flexible recording so every piece of written work does not feel like a spelling test. • Our use of regular & early diagnostic screening • Plan appropriate interventions • Close monitoring of pupils' progress • Constructive feedback & marking	**How we provide a safe, nurturing environment for our children.** • Know the importance of a meet and great and regular Check ins. • Provide restorative practice and refer to the • Zones of regulation • We teach all children calming and breathing techniques • Give time in rather than time out. • Look for the positives. • Explicitly teach skills and vocabulary and promote pupil voice • Know the importance of building relationships. • School council • ELSA

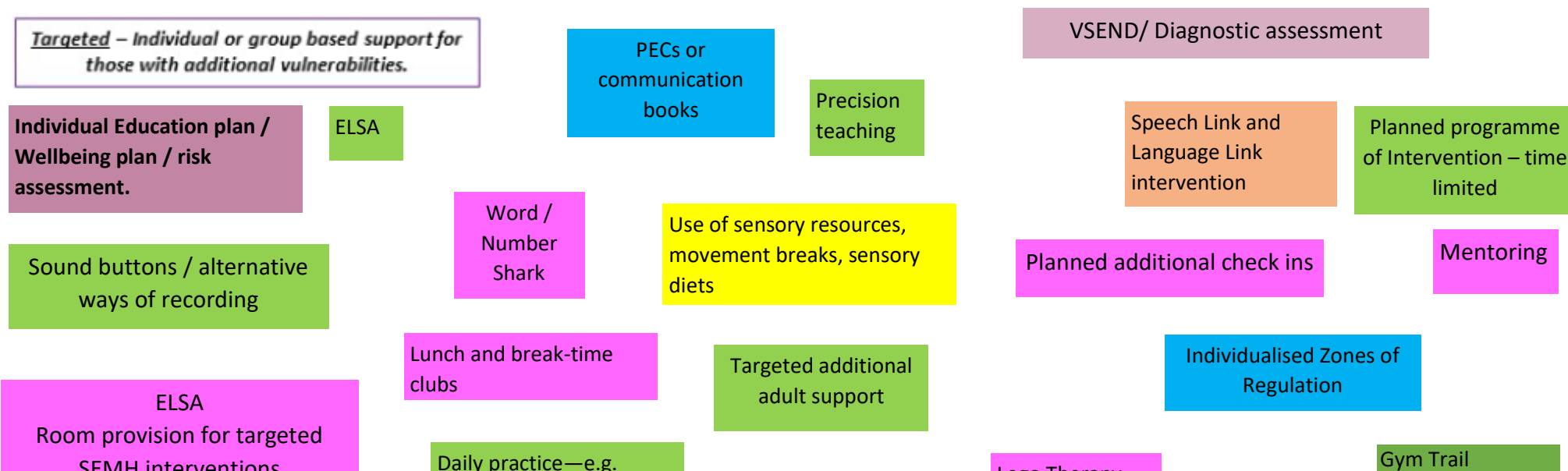| move cushions, earphones • Zones of regulation • Quiet areas / reading areas	• Knowledge organiser • **I do, We do, You do approach**.	• Behaviour prompts, comic strip conversations to support understanding etc	processing effort required.		• Bereavement support

Key information is recoded on EduKey

<u>Gusford Primary School - Stage 2 - Targeted Offer</u>

When all stage 1 support of our universal offer in place, where a child has ongoing difficulties, a consultation with the SENDCo will take place to discuss more 'Targeted Support'.

To access additional support following the graduated response, the class Teacher needs to evidence that a pupil is not making progress despite consistent provision at current stage of support. At this point class teachers are expected to make an internal referral which shows what has already been tried and details of consultation with parents. At Stage 2 children will be added to our SEN register

Targeted offer includes:

- Inclusion of parents and child as part of a Assess - Plan – Do – Review cycle. At Gusford this will be as part of the Individual Education Plan process.
- Targeted support within class through small groups or working individually with an adult at specific points in the week
- Additional group or individual programmes outside of the class
- Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. Welfare support, phonics and reading interventions etc). Reviewed half termly.

Targeted – Individual or group based support for those with additional vulnerabilities.

VSEND/ Diagnostic assessment

PECs or communication books

Precision teaching

Individual Education plan / Wellbeing plan / risk assessment.

ELSA

Speech Link and Language Link intervention

Planned programme of Intervention – time limited

Word / Number Shark

Use of sensory resources, movement breaks, sensory diets

Planned additional check ins

Mentoring

Sound buttons / alternative ways of recording

Lunch and break-time clubs

Targeted additional adult support

Individualised Zones of Regulation

ELSA
Room provision for targeted SEMH interventions

Daily practice—e.g.

Gym Trail

Gusford Primary School - Stage 3 - Specialist – additional and highly personalised intervention offer

With all nuances of the universal and a sustained period of Stage 2 targeted offer in place, where a child has ongoing difficulties, a consultation with the SENDCo will take place to discuss a stage 3 response.

To access additional support following the graduated response, the class Teacher needs to evidence that a pupil is not making progress despite consistent provision at current stage of support. At this point class teachers are expected to make an internal referral which shows what has already been tried and details of consultation with parents.

At this stage it is likely that a child will already have an Education Health Care Plan or one is being sought through Suffolk County Council.

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream settings. Some children may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

• establish and record the views, interests and aspirations of the parents and child

• provide a full description of the child's special educational needs and any health and social care needs

• establish outcomes across education, health and social care based on the child's needs and aspirations

• specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Our Stage 3 Specialist offer might include:

- **A short-term bespoke curriculum based on an individual's primary needs**
- **Referrals to specialists and advice and guidance followed as possible, acknowledging the limitations of a mainstream school**
- **Additional professional development / training sought to support staff to meet need**
- **Additional staffing**
- **A specific individualised intervention.**
- **Alternative Provision**
- **Referral to specialist provision (where child has an EHCP)**

A more in-depth look at our Universal offer:

Key areas	What does this Support?	How?	Teacher support What do Teachers need in our school to implement this?
Environment **The way our classrooms and communal areas look and feel - creating spaces and an environment to enable communication, understanding, regulation.** • The way our displays are used to support learning and wellbeing • How spaces are sensitive to need • How the corridors feel when we move around school • Signposting to how and where to access support – first aid, mental health practitioners, Safeguarding, ELSA **How we provide sensory spaces or resources for children** • chews or fiddle toys, or pencil grips and sit and move cushions, earphones • Zones of regulation • Quiet areas / reading areas • Ear defenders • Sensory break box **Improved Environmental Safety** • Maglocks on internal doors	enables communication, understanding, regulation	Environmental Audit (Communication Trust Observation Tool) Each class has a sensory box of resources to use as required or as a sensory break ELSA / Pastoral team 2023-2024 – Sensory room enhancements 2023-2024 – focus on using 'Dyslexia Friendly Checklist' (SEND Success) to facilitate focus on the classroom environment, teaching strategies and how information is presented. Further investigation into British Dyslexia Association – Dyslexic Friendly School Award 2023-2024 – Development of Sensory diets opportunities across the three school phases – Staff to be taught how to teach sensory breaks / support sensory processing	**CPD time to explore school classroom environments and complete the observation tool – SLT decision on must have from communication tool analysis – agreed program of further development** **CPD on dyslexia friendly schools with specialist dyslexia team / Involvement in Dyslexic Friendly School Award** **CPD on sensory processing and how to teach children to use fidget toys** **CPD on sensory diets**

• Removal of old swimming pool site into outside provision • Heighten fencing and prevent climbing			
Scaffolding / Chunking / Adaption • Break input down into shorter, more manageable 'chunks' to support retention/recall; strategies to support memory will be helpful. • Flexible approaches to the recording of pupil's ideas are helpful; encourage independence via use of IT but also writing frames/planning formats (e.g. Mind Maps), sentence stems etc. • Consider use of voice-to-text as part of the flexible offer around recording of ideas as appropriate (via use of 'Dictate' and 'immersive reader' within Word; also available for Chromebooks, use of sound buttons and Clicker software) • Repetition / Over learning / Multi -sensory • Learning delivered in a way that can be accessed • Sharing groupings, mixed ability to inspire all • Support staff planning	Children's processing and memory skills • Solve a problem, carry out a task, or achieve a goal through building independent stepped learning • Reduce cognitive load • Engagement enhanced/Interest developed • Reduction of visual stress • Improve listening and attention • Anxiety reduction • Self-esteem/confidence promotion • Knowledge increasing • Independent learning • Attainment gap narrowing	Teacher's plan learning in chronological steps Tasks are adapted to enable a child to work on a step at a time which builds to a whole piece of work Additional support strategies are built into the opportunities for all pupils through support resources (mind maps, word maps, partner work, teacher check in for understanding, colour coding etc.) Use of NASEN Teacher's Handbook: SEND – teacher's guide to quick access and key points. Judith Carter: SEND Assessment & SEND Intervention Useful Apps and Websites – Resources for teaching using IT Word Immersive reader/Dictation Free Touch typing … typing club / bitesize Physical or digital timers 2023-2024 – school to explore: Vocaroo (QR codes) FREE Book Creator (Nor free) (less than £10.00)	Staff meeting provides a time to discuss how scaffolding and chunking can be planned. Feedback from lesson observations and planning supports widening choices of scaffolding and chunking resources for teaching and learning. Support to access suitable programmes Clear part of planning adaptations strand
Visuals and Structure Looks like • Whole class visual timetable actively used and referred to in the right space. • Individual timetable, actively used and promoted if needed.	• Reduce cognitive load • Manage executive functioning • Reduce impulsive behaviour • Provide structure • Provide reassurance • Provide comfort predictability	• Pictures • Photos • Widget – School to invest in whole school software • Work schedules with timings • Timers (digital or visual)	• Widget • Bank of resources • Consistent school way to use

• Now/Next/Then (or 1, 2, 3 if conceptual vocabulary, language of time, sequencing is not there) • Timer, as a scaffolded support. • Numicon / concrete resources • Zones of Regulation • Feelings Line/Fan • Break card • Behaviour prompts through traffic light behaviour system • Gusford three rights • Sequencing supports • Numbered task lists • Task Planners with pictures • Mind Maps / Attribute web • Word Maps • Vocabulary Mats (Pictures) • Word walls (pictures, photos) • Displays • Venn Diagrams • Story mapping • Gestures, actions	• Create independence • Clear communication without the need for verbal interaction • Helps for sequencing and understanding of time • Improves attention • Where visual prompts/resources are used, they are most successful when matched to the task • Comic book conversations • Supports Understanding of the spoken word. When a word has gone a visual object or image remains in place. • Supports correct storage and retrieval of words in the long-term memory. • Supports working memory. • Multi-sensory, active, 3-dimensional learning supports language, makes links between words and meanings.		• CPD for comic book conversations
Shared Language / Communication Looks like: • Adapted questioning • Differentiated tasks • Appropriate partnering • Take up and processing time Verbatim repetition from adults Forced choices (repeat incorrect pronunciation and correct pronouncement)	• Understanding input • Understanding procedure and class routines • Comprehension of instructions • Can ask for help • Improves attention and engagement • Develops relationships • Builds self-esteem	• Speech Link Assessments • Language Link Assessments • Blanks level assessment (Twinkl assessment) • All adults need to be aware of speech needs CPD through Suffolk County Council SALT team Speech and Language UK Free Self Evaluation & Training https://speechandlanguage.org.uk/educator-hub/ CPD online short course.	Copies of Speech/Language Link assessments share with teachers Staff can access Speech and Language CPD offer LSA trained to deliver Speech/Language Link interventions

The pre-teaching of key and/or subject specific vocabulary can support pupils' memory systems by increasing familiarity with the terms, which reduces the processing effort required. KS1 & KS2 Whole School agreement to prioritise Quality First Teaching Strategies and embed in curriculum.		Speech / Language Link interventions – priority identification of need and intervention in the early years and KS1	
Adult use of Language • Key vocabulary is taught explicitly. • Pupils' names are used before individual instructions are given. • Adults model positive listening behaviours. • Staff ensure that the pupils have stopped working and are listening before new instructions are given. • Pupils are supported to link new learning to previous learning and experiences. • Real objects, pictures and other visual information should be available to support developing understanding. • Information and instructions are chunked to support understanding and retention. • Instructions are given in the order they need to be carried out in.	• Attention and Listening • Understanding Language to access the curriculum, follow instructions and directions, reason and answer questions. • Independence and self-esteem • Successful outcome • Pupils can answer questions confidently, take part in collaborative learning and social interaction. • Pupils can ask questions of others and ask for help and clarification. • Allows pupils to understand the words and sentences that have been used, have ideas and decide what to say, think about the appropriateness of their answer, find the words in their heads, programme the speech muscles, speak.	• ELKLAN Language Builders Books https://www.elklan.co.uk/Shop/ • Speech and Language UK https://speechandlanguage.org.uk/ • Just One Norfolk https://www.justonenorfolk.nhs.uk/speech-language/ • Speech Link interventions	

- Adapt language to accommodate pupils' levels of reasoning and understanding. - Encourage pupils to ask questions to confirm, develop and secure their developing understanding. - Allow pupils time to process language. Up to 10 seconds uninterrupted. - Adapt language usage to respond to pupils' levels of understanding of both concrete and abstract concepts. - Model 'thinking aloud' when asking questions that a pupil can't yet manage. - Encourage Pupils to identify and explain 'why things happen' and 'how they know'. - Use a variety of open-ended questioning techniques to develop a range of responses. - Do not correct incorrect speech but model back correct speech and grammatical structures. - Check for understanding by saying something like, 'Can you tell/show me what you need to do?' rather than do you understand?	- Pupil needs to hear good models of language before imitating and then innovating. - Supports pupils' brain to hear the correct speech and file the correct speech in their memory. If child repeats it back, wrongly, that compounds the difficulty. - Supports retrieval. - Pupils don't necessarily know when they have not understood or may just want you to go away!		
Assessment Know our children's needs	Identify gaps in Early Language Development & Target	- Speech & Language Link - Dyslexia screener - Sandwells – mathematics - BPVS – language	

DIAGNOSTIC SCREENING & INTERVENTION in RECEPTION - All pupils Diagnostic Screening KS1 & KS2 Strategic Planning for ADPR of Early Language Skills in Early Years to future proof. • Close monitoring of pupils' progress; early identification of additional needs is best and refers to noticing and responding when pupils diverge from expected rates of progress (at any age). Use of immersive reader (word)	To identify unmet need/ missed or developing issues as language and curriculum intensify.	• Shonells – spelling • BIC – Bury Infant Check • Little Wandle – Phonics • NARA – Neale Analysis of Reading Ability • Sensory Profiler – Sensory Suggester	
Relationships • Connect before Correct • Use of PACE language • Restorative approach • Consequences which teach the right way to act • Explicit teaching of good listening skills.	• Avoids Shame • Supports teaching the right way to maintain positive relationships • Supports positive mental health and creates joy • Widens positive relationships across the school • Enhances pupil's personal relationships with each other • Listening skills are essential for positive Social Interaction	• We identify Strengths • Unconditional Positive Regard • Power of Welcome • The teacher as a model • De-Escalation model • PACE • I wonder • I imagine • I notice	Schools de-escalation model Scripted Language School safe training – as required 2023-2024 – Trauma Informed Schools training to be investigated PACE workshops
Regulation • Zones of Regulation • Colour Monster for early language development	• Identifying of own and others feelings and avoidance of dysregulation	• Zones of regulation used as whole class and individually • We notice and connect before consequences	Ongoing Zones of Regulation CPD and reminders

	• Ability to manage emotions with support or independently feelings • Range of coping mechanisms to try out and use • Describe and explore physical feelings appropriate to early language development • Name/label feeling with word and visual (colour)	• Teach explicit social skills in class and model and support	
Sensory input Looks like: • Safe area / Quieter area in classroom • Sensory box • Zones of regulation area • Individual sensory supports like a chair wedge, wobble cushion or TheraBand • Classroom Environment Standards – as above • Minimise overwhelming displays • Clearly labelled resources with pictures and words/ or objects • Clearly defined areas for learning • Uncluttered surfaces. • Natural Light source/ main light source to be in front of adult • Distractions are managed as far as possible (think background noises, smells, lights etc)	• Identify sensory 'hot spots' in the room for all • Identify best placement of individual children • Get maximum engagement from pupil • Keep pupils in green zone and regulated • Improves attention • Reduces stress and anxiety • Enables clear view of speaker's expressions and non-verbal language to support understanding • Supports attention and listening fundamental to understanding	• Pupil input • Sensory checklist • Sensory suggester for those with more complex needs (in conjunction with parents) https://sensory.semh.co.uk/	Sensory CPD