



**Our Ordinarily Available SEND Offer - Strategies and adaptations across the four broad areas of need**

Cognition and Learning	Communication and Interaction	Social, Emotional, Mental Health (SEMH)	Physical/sensory
<ul style="list-style-type: none"> <li>● Pre-learning and revisiting subject-specific vocabulary</li> <li>● Sentence stems</li> <li>● Planning tools for writing</li> <li>● Letter/number formation prompt sheets/displays</li> <li>● Dyslexia-friendly fonts</li> <li>● Coloured backgrounds on Interactive whiteboards</li> <li>● Assessment for Learning (AFL) leading to specific feedback</li> <li>● Daily Mile</li> <li>● Vocabulary mats and word banks</li> <li>● Access to concrete materials and visuals to support conceptual understanding</li> <li>● Digital timers used to break up learning</li> <li>● Specific positive praise</li> <li>● Flexible learning partners</li> <li>● Quick Quizzes and interleaving tasks to revisit concepts</li> </ul>	<ul style="list-style-type: none"> <li>● Sentence stems</li> <li>● Topic specific/key vocabulary is pre-taught with planned opportunities to review learning</li> <li>● Specific targeted questioning</li> <li>● Praise the effort as well as the result</li> <li>● Thinking time given when working collaboratively</li> <li>● Kagan collaborative learning techniques</li> <li>● Agreed signals to gain attention</li> <li>● Lollipop sticks used to avoid hands up when answering</li> <li>● ‘Think Aloud’ approach used to model problem-solving</li> <li>● Promoting emotional literacy through the curriculum (PSHE and The Power of Reading)</li> </ul>	<ul style="list-style-type: none"> <li>● Whole-school rules reinforced through collective worship time, display and behaviour policy</li> <li>● Classroom agreement - formulated with class and displayed</li> <li>● Visual timetable</li> <li>● Reward system (Star of the Day, House Points and Headteacher’s Awards)</li> <li>● THRIVE approach for all</li> <li>● Trauma-informed school</li> <li>● Morning greeting</li> <li>● Worry Box</li> <li>● Access to the Pastoral Support Lead</li> <li>● Signposting to support networks</li> <li>● PSHE, online safety</li> <li>● EYFS - Focus Child</li> <li>● Flexible seating plans</li> <li>● Advanced warnings i.e “In 5 mins we will...”, “Next we will...”</li> </ul>	<ul style="list-style-type: none"> <li>● Considered seating</li> <li>● Daily mile (afternoon)</li> <li>● Designated place when lining up</li> <li>● Classroom background noise management is in place</li> <li>● Classroom layout considers the need for easy flow and access to resources</li> <li>● Classroom seating arrangements allow all pupils a good view of the teacher’s face and non-verbal prompts</li> </ul>

## Chelmondiston CofE Primary School

<ul style="list-style-type: none"><li>● Modelling and scaffolding through the 'I do, We do, You do' approach</li><li>● EYFS - enhanced provision</li><li>● Phonics signposting</li><li>● Mastery approach to learning</li><li>● Adapted learning on TT Rockstars</li><li>● Access to Accelerated Reader</li><li>● Homework focuses on strengthening core skills learned in class</li></ul>		<ul style="list-style-type: none"><li>● Using a range of approaches, including indirect praise, to give specific praise</li><li>● Affirming good choices</li><li>● Good Samaritan</li><li>● Clear consistent routines</li><li>● Class 'Calm me' sessions</li><li>● Dragon Breathing techniques</li><li>● Outdoor Learning and Learning in Nature</li><li>● Regular opportunities to work for and within the community</li><li>● Early Bird and Late Bird to support transitions</li></ul>	
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