



HEATHSIDE SCHOOL

HAMPSTEAD

SEND POLICY & HANDBOOK

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1: SEND Ethos and Principles

At Heathside School Hampstead School Hampstead, we recognise that some pupils may need additional support at specific times during their school career to meet learning challenges, whilst others may need ongoing support. Heathside School Hampstead makes a commitment to provide outstanding support to all pupils, planned and delivered to the highest standard by all teaching and support staff.

The principles that underpin all SEND Support at Heathside School Hampstead School Hampstead are closely aligned with our core values of **knowledge**, **nature**, and **nurture**. These values are pivotal to the way we approach teaching, learning, and the holistic development of each pupil.

Knowledge

We believe that access to knowledge is a right for every pupil, regardless of their current attainment levels, abilities or their backgrounds. Support is available for all pupils, from those who need to be stretched and challenged in their learning journey to those who face barriers to learning. We ensure that no pupil is left behind in their pursuit of knowledge, fostering intellectual growth for all. Teachers are supported to adapt their teaching approaches, content and resources to meet the needs of all learners, and the SEND Team offer personalised, carefully planned interventions to those needing additional support. We ensure that pupils can confidently acquire knowledge without the fear of failure.

Nature

At Heathside School Hampstead, we consider the dual meaning of *nature* as a central element of our school values. Firstly, we recognise the profound benefits of outdoor learning, particularly through time spent on Hampstead Heath and at Forest School. These natural environments offer unique opportunities for all pupils, especially those with SEND, to engage with the world around them, promoting physical and emotional wellbeing, as well as enhancing learning through sensory experiences. Secondly, we place great emphasis on understanding each pupil's individual nature, including their

innate learning styles. Our ethos of *nature* extends beyond academic support, ensuring that every pupil can be authentically themselves in school without the pressure to mask. We do not assign labels because we believe that each pupil's individuality is an asset to our school community, not a limitation. While some diagnoses may offer helpful insights, we ensure that they do not define a pupil's potential or our expectations of them. Instead, our support system respects the individual nature of every learner, focusing on strengths and adapting to specific needs, much like **nurturing** a plant by understanding its natural environment. In this way, we create a supportive and inclusive space where each pupil can flourish, both academically and personally, by embracing their true selves.

Nurture

Inclusion is at the heart of nurturing every pupil's development. We believe that success is not solely an individual pursuit but a community effort. A whole-school approach ensures that all teaching and learning activities are inclusive, allowing every child to thrive in a supportive and nurturing environment. Early identification and proactive interventions provide a nurturing framework that allows pupils to overcome challenges before they lead to internalisation, frustration or perceived failure. Through careful monitoring and a focus on growth, we nurture the potential of each pupil, helping them flourish academically, emotionally, and socially.

Quality First Teaching at Heathside School Hampstead

Quality First Teaching (QFT) refers to high-quality, inclusive teaching that benefits every pupil in the classroom, regardless of their individual abilities or needs. It is a proactive approach that ensures all pupils receive effective instruction as the first step in their learning journey, aiming to meet the diverse needs of all learners, including those with SEND within the mainstream classroom.

Key aspects of Quality First Teaching include:

1. **High Expectations for All:** Teachers have high expectations for every pupil, fostering a culture of achievement and belief in their ability to succeed.
2. **Adaptation:** Lessons are planned with the understanding that pupils learn in different ways. Teachers adapt their instruction, resources, and activities to meet the varying attainment levels and abilities of pupils.
3. **Active Engagement:** QFT promotes strategies that keep all pupils engaged in their

learning. This includes interactive teaching, use of assistive technology, varied questioning styles, collaborative group work, and activities that encourage independent thinking and whole-class participation.

4. **Clear Objectives and Feedback:** Lessons are structured with clear learning or knowledge objectives, and regular feedback is given to guide pupil progress. Teachers use assessments to inform their instruction and adapt lessons to meet learners' needs.
5. **Inclusive Learning Environment:** Teachers create a positive, supportive, and inclusive classroom atmosphere where all pupils feel valued and involved. The environment encourages participation, collaboration, and a sense of belonging for every pupil.
6. **Use of Evidence-Based Strategies:** QFT relies on proven teaching methods that have been shown to effectively support learning. This includes scaffolding, modelling, use of visual aids, and regular reinforcement of key concepts through 'recap to retain' activities and knowledge organisers.
7. **Monitoring and Support:** Teachers closely monitor progress to identify pupils who may need additional SEND support. Early intervention is key in supporting progress and teachers connect with the SENDCo to share any concerns. The SEND Team monitor and review effectively, providing targeted interventions if necessary.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



EDUCATION ENDOWMENT FOUNDATION

Inclusion at Heathside School Hampstead

At Heathside School Hampstead, full participation across all aspects of the school and classes is the overall aim, so that each pupil can benefit alongside their peers from the planned schedule of tailored lessons and activities offered as part of a complete and inclusive curriculum. At Heathside School Hampstead, knowledgeable and experienced subject teachers deliver the curriculum to all pupils.

Heathside School Hampstead adopts the following definition of Inclusion:

“Inclusion is a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work.”

Miller and Katz (2002)

2: Learning Support Roles, Responsibilities and Professional Expectations

Role	Responsibility	Name	Contact
Head Teacher	Overall Strategic leadership SEND and Inclusion, policy development, resource allocation, ensure the effectiveness of SEND provision is regularly monitored, evaluated, and improved.	Nadia Ward	nward@heathsideschoolhampstead.com
Deputy Head & DSL	Overseeing the day-to-day SEND management, evaluating curriculum access and QFT, managing pastoral support systems.	Zoe Humphrey	zhumphrey@heathsideschoolhampstead.com
SENDCo DDSL	Strategic responsibility for the school SEND department and outcomes of pupils with SEND. Liaising with external agencies and parents/carers.	Madeleine Mead-Herbert	mmead-herbert@heathsideschoolhampstead.com
Class Teachers	QFT – adaptive and inclusive teaching approaches, knowing their pupils, communication with SENDCo,		

	implementation of IEPs.		
Learning Support Assistants (LSAs)	Direct support for pupils, collaboration and partnership with teachers, emotional, social and learning support.		

Professional Expectations

All members of the Learning Support team at Heathside School Hampstead are expected to adhere to the highest standards of conduct and professionalism at all times. In addition to the relevant whole-school policies, members of the support team are guided by the *Heathside School Hampstead Professional Standards for Learning Support*.

The Professional Standards for Learning Support define high standards which are applicable to all learning support professionals at Heathside School Hampstead. The main purpose of these standards is to recognise the status and professionalism of our learning support team and to position their central role within the academy community.

These standards are in line with the expected high standards already in place at Heathside School Hampstead, and provide a framework for supporting professional development, new staff induction and coaching and mentoring.

Heathside School Hampstead recognises the integral role that learning support professionals hold in educating and supporting some of our most vulnerable pupils. Learning support professionals should act with honesty and integrity to uphold comparable standards to other education professionals, to make the education of pupils their first concern.

Personal and professional conduct

Learning support professionals should uphold public trust in the education profession by:

1. **Having proper and professional regard for the ethos, policies and practices of the school** in which they work as professional members of staff.

2. **Demonstrating positive attitudes, values and behaviours** to develop and sustain effective relationships with the school community.
3. **Having regard for the need to safeguard pupils' well-being** by following relevant statutory guidance along with school policies and practice.
4. **Upholding values consistent with those required from teachers** by respecting individual differences and cultural diversity.
5. **Committing to improve their own practice** through self-evaluation and awareness.

Knowledge and understanding

Learning support professionals are expected to:

1. **Acquire the appropriate skills, qualifications, and/or experience** required for the learning support professional role, with support from the school.
2. **Demonstrate expertise and skills in understanding the needs of all pupils** (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs.
3. **Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date** by reflecting on their own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness.
4. **Demonstrate a level of subject and curriculum knowledge** relevant to their role and apply this effectively in supporting teachers and pupils.
5. **Understand their roles and responsibilities within the classroom and whole school context** recognising that these may extend beyond a direct support role.

Teaching and learning

Learning support professionals are expected to:

1. **Demonstrate an informed and efficient approach to teaching and learning** by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
2. **Promote, support and facilitate inclusion** by encouraging participation of all pupils in learning and extracurricular activities.
3. **Use effective behaviour management strategies consistently** in line with the school's policy and procedures.
4. **Contribute to effective assessment and planning** by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.
5. **Communicate effectively and sensitively with pupils** to adapt to their needs and support their learning.
6. **Maintain a stimulating and safe learning environment** by organising and managing physical teaching space and resources.

Working with others

Learning support professionals are expected to:

1. **Recognise and respect the role and contribution of other professionals, parents and carers** by liaising effectively and working in partnership with them.
2. **With the class teacher, keep other professionals accurately informed** of progress or concerns they may have about the pupils they work with.
3. **Understand their responsibility to share knowledge** to inform planning and decision making.

4. **Understand their role** in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
5. **Communicate their knowledge and understanding of pupils** to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

Professional Development and Line Management

Learning support professionals have access to high quality professional development opportunities in-line with the wider school Line Management Policy. For all new members of staff, a specific induction programme will be provided.

Line Management Meetings and Performance Review:

All members of the Heathside Learning Support team are subject to an annual performance review, appraisal with their line manager. This is not a “top down” process, rather a supportive and coaching relationship, whereby all staff are encouraged to set themselves ambitious performance targets and identify their own training and development needs.

Line Management Meetings

- Line management meetings within the learning support team should take place at a minimum of twice per half-term. They should last at least 30 minutes and be timetabled in advance.
- Meetings should consist of a professional dialogue, driven by discussion of the needs of key-worked pupils and the wellbeing and professional development of the member of staff.
- The headteacher alone has the final say on any matters relating to financial issues, salary, leave, working hours and job descriptions. As such, these matters should not form the bulk of line management conversations.

3: Identification, Assessment and Review of SEND

A concern about a pupil may be raised by anyone involved with the child. This could include teachers, parents/carers or occasionally, the pupil themselves.

Where can I find information?

For teachers and staff, the most up-to-date SEND register is accessed through the Teacher's Shared Drive in the folder 'SEND'. On ISAMS, teachers and staff can access the SEND data by wave or year group. Throughout the year, the SEND Register on the Shared Drive and on iSAMS will be updated.

How can I raise my concerns?

Heathside School Hampstead uses a graduated approach. If teachers and staff notice that a pupil is finding an aspect of their learning challenging, this will be logged as a 'concern' on CPOMS. The teacher will also discuss this in-person with their line manager and, where appropriate, the SENDCo. The teacher or member of staff will describe the difficulty they saw, the area of need and Quality First Teaching Strategies used to support the pupil. The SENDCo has access to the CPOMS logs for oversight and will support the teacher or member of staff in following up this concern and continue to monitor as needed.

Levels of Support:

There are 3 'waves' of support, with pupils at Heathside School Hampstead having 4 tiers of monitoring and intervention. Any student with a specific diagnosis will be listed on the SEND register. Not all of these pupils will require specific interventions.

Wave 1 Wave 1 is the expectation of 'Quality First teaching where good quality teaching and adapting resources and lessons to the individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for all.

Wave 2 Wave 2 is more targeted at pupils with SEND specifically. There could be access to specialist resources within the school, interventions and some LSA support. Pupils on School Support level of the SEND register who are supported by a staff member in or out of the classroom would be classified as 'Wave 2'.

Wave 3

Wave 3 is usually where an external professional is involved, providing more specialist support. E.g. SALT, OT.

These pupils will often but not always have EHCPs.

SEND Support (SS)

SEND Support is the initial provision that will be made by the school to meet a pupil's special educational needs.

To monitor provision and pupil progress the following procedure is in place:

- A SEND File will be set up to include all SEND documentation pertaining to the pupil.
- The pupil will have access to school-based provision, as appropriate to their needs.
- Staff will given clear information that the pupil has been added to the SEND Support Register.
- Teachers will adapt and develop their teaching approaches to best support the pupil.
- Parents /carers will be kept informed of all interventions and support implemented.
- LSAs where possible will be deployed to support.

Heathside School Hampstead uses the assess, plan, do, review (ADPR) model to monitor interventions. A pupil's progress will be regularly monitored and reviewed to ensure that it is:

a) having a positive impact on the child's holistic progress.



- b) still suitable for the child's needs.
- c) addressing the child's changing profile of needs.

Individual Education Plan (IEP)

The Individual Education Plan:

- Will be in place for all pupils with an EHCP and pupils on the SEND Support List.
- Will be written by the SENDCo or relevant LSA, in collaboration with the teachers, external professionals, parents/carers and pupil
- Will be written in such a way as to make the targets accessible and meaningful to the pupil
- Will be available on the school network to all staff involved with the pupil
- Will outline the following:
 - Three short term targets set for the child reviewed each term (Autumn, Spring, Summer).
 - The quality first teaching strategies to support the pupil in achieving these short-term targets.
 - The interventions or provision to be put in place e.g. assistive technology, literacy programmes, or supported social activities.
 - A short profile summary of the pupil including areas of strength and areas of need.
 - Pupil voice, written in the child's words, expressing what they enjoy, what they find challenging and what help they feel they need from their teachers.

Individual Health Care Plan (IHP)

- We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- Some pupils with medical conditions may also have special educational needs and where this is the case the academy will adhere to the guidelines in the SEND Code of Practice 0 – 25 (2014).
- For some children, it may be supportive for the pupil to have a Risk Assessment or Individual Health Care Plan to ensure that the school is fully aware and has a strategic plan in place to support a child’s medical needs.
- The school will work with specialists, medical professionals and families of the child to ensure staff and teachers are trained and aware of how to best support the pupil.

An Individual Health Care Plan will include:

- Information on the child’s medical condition.
- Information and contact details for the child’s specialists or medical professionals.
- Information about any medication that the child takes.
- Symptoms or potential risks which need to be taken into account when planning activities, trips & visits.

Education Health and Care Plan (EHCP)

An Education, Health and Care Plan (EHCP) is a way of getting your child specific support at school. Legally, local authorities must provide the support in a child’s EHCP.

Children should get an EHCP if [Special Educational Needs \(SEN\) support](#) cannot meet their needs.

Applying for an Education Health Care Plan (EHCNA)

If parent/carer thinks their child needs an EHCP, they should discuss this with the SENDCo. The parent/carer may be wondering if they should apply for an EHCP for their child if they believe that the child:

- needs more support than school can provide through SEN support
- is not making expected progress
- is not able to take part in the social parts of play and school
- need to go to a different school that can meet their needs

Parents/carers can apply for an EHC Assessment directly to the Local Authority in which you live.

Statutory Assessment Process

When a pupil is issued with an EHC plan the school has a legal duty to make reasonable adjustments to meet the provision outlined in the EHC Plan.

Following the formal presentation of an EHCP, the SENDCo will:

- Undertake to co-ordinate provision for the pupil based on the EHC plan
- Hold an initial planning meeting with the Parent(s)/Carers and all involved professionals and within 6 weeks of the Final EHCP issue date.
- Allocate the pupil to a Learning Support Assistant if appropriate, and ensure that all support, as specified in the EHCP is put in place for the pupil.
- Ensure that a Individual Education Plan (IEP) is written and available for all staff.
- Ensure that the EHC Plan is delivered and monitored effectively.
- Consult with, and ensure access to, external agencies as appropriate.
- Coordinate the Annual Review, inviting parents/carers and all professionals involved in the pupil's education.

Review Procedures

The review procedure for SEND is viewed as an ongoing process at Heathside School Hampstead, occurring at all levels of day-to-day school operation and management. The review of pupils on the SEND Register will be conducted in-line with guidelines from the Department for Education's SEND Code of Practice 0 – 25 (2014).

Annual EHCP Review

Procedures for Annual Reviews for pupils with EHC plans follow procedures laid down in the SEND Code of Practice 0 – 25 (2014).

Preparation for the Annual Review:

- For pupils with an EHC Plan, a planning meeting will be held during the pupil's first few weeks in the school.
- The annual review is held near the anniversary of the issue date of the EHC Plan / previous annual review.

- The SENDCo consults the relevant Local Authority and advises all parties of annual review meeting date.
- The SENDCo invites parents/carers and all relevant external agencies to attend the annual review and requests appropriate reports from external agencies involved with the pupil.
- The pupil's views are gathered by the SENDCo or a teacher who knows the pupil well.
- Where appropriate, the pupil is invited to attend a portion of the Annual Review Meeting or for the entire meeting.
- A representative from the Local Authority's assigned EHC Co-ordinator, will also be invited.
- The SENDCo circulates a pupil report requests to all members of the pupil's teaching staff for feedback.

The Annual Review

- At the meeting reports and pupil progress are discussed in more detail.
- The sections of the plan and outcomes of the EHCP are reviewed with updates and detail added to give the Local Authority a clear picture of special educational need and the progress made.

Post-Review

- The SENDCo finalises the Annual Review documentation and submits this together with all reports to the Local Authority within 14 working days of the Annual Review.
- A copy of the Annual Review Report is given to the parent/carer and to all those invited.
- The Local Authority informs the SENDCo and parents of the outcome.
- All review papers are filed in the pupil's SEND file.

Provision mapping

For the purposes of ensuring that Heathside School Hampstead is able to deploy a wide range of interventions and support to meet the needs of all pupils, provision mapping is an important aspect of Pupil Support planning. Once identified, pupils are placed on the SEND register, within the Four Broad Areas of Need, categorised as:

- **Cognition & Learning** needs (C&L) - refer to those pupils who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This also includes pupils with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.
- **Communication & Interaction** needs (C&I) - refer to those pupils who experience difficulty with speech, language and communication.
- **Social, Emotional & Mental Health** needs (SEMH) - as manifested in different ways, such as pupils becoming withdrawn or displaying behaviours which challenging such as being disruptive or self-harming. Pupils who have difficulty paying attention, or forming attachments with adults also fall into this category.
- **Sensory & Physical** needs (S&P) - refer to those pupils who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are available.

Provision Mapping outlines the provision a pupil has beyond the Ordinarily Available Provision (also known as Universal Provision) and includes, where appropriate, the costs of the resources and support. Provision Mapping allows for a clear picture of what the school are providing in order to support the pupil to make progress.

4: Teachers and LSAs: Working in Partnership

LSAs employed by Heathside School Hampstead, work in partnership with the class teacher to agree on how they will best support the progress of pupils with SEND within the classroom. We follow **Education Endowment Foundation** research into the *Effective Deployment of Teaching Assistants*, and therefore believe that the class teacher, as a specialist, should prioritise working with the pupils with SEND whilst the LSA circulates the classroom and supports the class as a whole. In circumstances where a child needs further support, LSAs can be employed directly by parents/carers to work with their child 1:1. This process of hiring a 1:1 LSA involves a compliance process of safe recruitment checks and the completion of a Tripartite Agreement to clearly outline the work that the 1:1 LSA will carry out in agreement between the 1:1 LSA, parents/carers and the school.

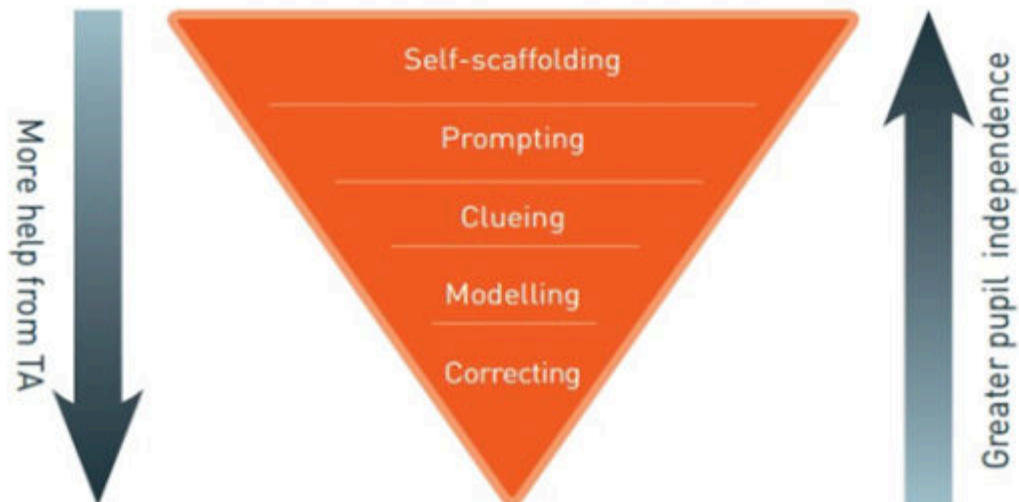
Learning Support at Heathside School Hampstead

In addition to QFT, the SENDCo and Learning Support Assistants (LSAs) will:

- Provide targeted in-class support for specific pupils.
- Engage pupils in 1:1 or small group activities to boost their confidence and proficiency.
- Withdraw pupils from lessons for specific interventions, when and where it is considered appropriate (e.g., additional literacy lessons replacing timetabled French or Latin lessons where pupils are significantly below expected levels for literacy).
- Seek specialist advice and guidance from external agencies (e.g., for providing special equipment to support pupils who have a sensory impairment).
- Work with classroom teachers and subject leaders to support them to adapt lessons effectively.
- Maintain good communication with teachers, parents/carers and external professional with regard to their child's progress.

Working With TAs – Ways Forward

What TAs Could Be Doing



It resembles a five-layered, upside-down triangle, with the taper to its point representing ever-decreasing amounts of pupil independence.

Taken from ... Bosanquet, P., Radford, J. & Webster, R. (2016) *The Teaching Assistants Guide to Effective Interaction*, London, Routledge

The *Education Endowment Foundation* research on the effective deployment of teaching assistants highlights key strategies to maximise the positive impact of LSAs on pupil outcomes. The research emphasises that LSAs should not be used merely as extra help in the classroom but rather as facilitators of independent learning. To achieve this, the EEF recommends:

1. **Structured Support:** LSAs should provide scaffolded support, helping students develop their independence. Instead of giving direct answers, they should prompt students to think critically and solve problems themselves.
2. **Targeted Intervention:** LSAs are most effective when providing structured, evidence-based interventions outside the classroom, particularly for pupils with specific needs.
3. **Complementing Teacher Instruction:** LSAs should work in partnership with teachers to complement, rather than replace, the teacher's role in delivering instruction.

At Heathside School Hampstead School Hampstead, we apply these findings to encourage pupil independence. Our LSAs follow a structured approach, as illustrated in the inverted triangle model in the image. This approach involves:

- **Correcting:** Initially, LSAs provide direct support to correct misconceptions.
- **Modelling:** They model strategies and solutions for students to observe and learn from.
- **Clueing:** Next, LSAs give clues, guiding pupils to discover answers independently.
- **Prompting:** LSAs prompt students to apply previously learned strategies, encouraging self-reflection and critical thinking.
- **Self-Scaffolding:** Finally, LSAs encourage pupils to self-scaffold, solving problems with minimal external help, promoting greater independence.

By aiming to gradually reduce the level of support, we foster an environment where pupils learn to rely on themselves, with the goal of achieving full independence overtime. This structured and evidence-based approach ensures that all pupils, including those with SEND, are supported effectively while building essential skills for lifelong learning.

5: Appendix

Quality First teaching strategies:

Pupils with specific barriers to learning **will** be in your classroom and there are many ways that you can help them to progress.

Remember that these ideas are good for ALL learners:

Tips for class teachers:

- Always have well planned, structured LSAs, with clear expectations.
- Make the steps that need to be taken by the pupils to reach the end point explicit.
- Use self-checklists / tick lists / LSAs planners that the student can mark, so that they can monitor their progress through a LSAs.
- Have instructions that are verbally and visually presented – don't assume that all pupils can read information quickly. Colour coding can help.
- Check understanding of LSAs instructions before starting a new activity (e.g. by asking pupils to *summarise* their understanding of what they are supposed to do, not just repeating the teacher's words).
- Maximise student activity (engagement) and minimise teacher 'talk'.
- Use a range of teaching strategies; use multi sensory learning techniques.
- Short, sharp LSAs with mini plenaries work best.
- Differentiate your expectations; some pupils may not complete all LSAs; set a minimum required with extension LSAs for those that work faster.
- Ensure there is enough challenge; pupils with specific needs are often cognitively able, but just have slower output.
- Let support staff know the plan ahead of time.

- Minimise classroom clutter, particularly around whiteboards.
- When using PowerPoint, animations can help to minimise the content on the board and make it easier for pupils to focus on what they have to do.
- Many pupils may become frustrated if they feel like the class is moving on and they have not completed a LSAs. Telling them before they start a LSAs that no-one is expected to completely 'finish' helps to reassure them that they are not getting left behind – plan LSAs accordingly.
- Reward effort, not output.

Then, know your class. Some pupils will have IEPs (Individual Education Plans), some will have an EHCP which is extremely detailed.

Use LSAs/ LSAs wisely. They should be able to circulate around the classroom to support others, but will maintain a close eye on the identified children with individual needs. They will have more in depth knowledge of the student's needs and support accordingly. However, research suggests that pupils with an allocated TSA get less teacher attention as they have more from another adult. It is important that they have an equal amount of class teacher attention as well; you are the subject expert and they need that as much as the next child.

Please find below some more specific strategies for certain diagnoses. Please use these alongside the pupils IEPs to give them the maximum amount of opportunity to access, enjoy and achieve in your lesson.

Wave 1: Quality First Teaching – Strategies for Staff.

Cognition and Learning

- Appropriate word mats
- Dictionaries, Thesaurus, bilingual co-build dictionaries
- LO's/Success criteria - link to stage not age
- Highlighting realistic next steps
- Learning Walls
- Teacher modelling - teachers book
- Writing frames/scaffolds
- Flexible methods of recording work
- Flexible groupings
- Differentiated questioning
- Children taught self-help strategies/how to ask for help
- Alphabet strips stuck/phonics cards to desks
- Key words/vocabulary emphasized when speaking/displayed clearly
- Pre-teaching of subject vocabulary
- Use IT programs and apps.
- Use of a scribe
- Additional time
- Visual Timetable
- First and Then cards
- Teach and model memory techniques
- Cloze procedure exercises
- Minimise copying

Sensory/Physical

- Teachers aware of implications of physical and Sensory impairment
- Keep background noise to a minimum
- Face children when speaking
- Keep hands away from mouth
- Correct seating in relation to board
- Appropriate lighting.
- Pupil to view the teacher directly without turning the body
- Check chair heights - feet flat on floor
- Place student next to empty desk so they can spread out
- Consider seating for left handed pupils
- Consider organisation of classroom to allow free movement
- Eliminate inessential copying from the board
- Oral presentations as alternative to some written work
- Use of Speak to Text/Touch Typing
- Mark starting point for each line with a green dot
- Lined paper with spaces sufficiently wide lines
- Different paper/Smartboard colours for best contrast
- Suitable chairs, desks and carpet areas.
- Slow down speech rate a little, but keep

- Outlines for maps, charts, diagrams etc rather than free drawing
- Coloured overlays/reading rulers
- Use timers
- Specific carpet spot/ seat
- Close to teacher
- Well chosen talk partner
- Labelled, organised resources
- Use of Drama
- Use of ICT - Explain Everything
- Whiteboard available for notes, trying spellings, record ideas
- Uncluttered text - bullet points, clear font

natural fluency

- Read out aloud as you write on the board
- Repeat contributions from children – their voices are softer (speech unclear)
- Avoid standing in front of windows – your face becomes difficult to see
- Easy access to resources with clear labels - words/symbols/photos
- Visual prompts in classroom.
- Length of activities appropriate to age of children.
- Use of multi-sensory teaching approaches.
- Variety of pencils/pens and pencil grips available for use
- Wobble cushions/Fidget toys
- Writing slopes
- Stress balls
- Accessible toilets

Communication and Interaction

- Morning check-ins
- Take time to find pupil's strengths
- Whole School Behaviour Policy
- House Points/ Golden awards/Star Awards
- Golden Rules /Class code of conduct displayed
- Learner Attributes
- Growth Mindset taught and encouraged.
- Positive praise and behaviour strategies used by all adults
- Good behaviour modelled by adults/peers
- Circle time/PSHE in curriculum time.
- Safeguarding training for all staff
- Targeted classroom seating/carpet plans
- Zones of Regulation
- Calming music
- Breaks between LSAss
- Kinaesthetic learning - practical activities
- Clear targets, explanations and modelling
- Quiet area for working
- Visual timer to measure and extend time on LSAs
- Alternative seating at carpet time
- Legitimise movement - pupil to take a message, collect an item
- Use 'fiddle toy'

Social/Emotional/Mental Health

- Instructions kept clear and simple
- Slow down speech rate a little, but keep natural fluency
- Slow down - allow processing speed
- Instructions broken down into manageable chunks
- Engaging Displays/Learning Walls
- Pre-arranged cues for active listening - symbol, noise
- Visual timetables
- Pictures of Key staff
- Checklists and LSAs lists
- Allow more thinking and talking time
- Visual prompts, aids and resources
- Structured routines
- Accessible equipment - labelled with pictures
- Chunking of LSAss
- Provide examples pupils can refer to
- 'Rules' of good listening displayed
- Teach self-help strategies-how to ask for help
- Talk Partners
- Access to a quiet, distraction free work station
- Key words/vocabulary emphasized when speaking/displayed clearly
- Peer and self-assessment
- Traffic light cards

- Communicate in a calm, clear manner
- Listen to the pupil - opportunity to explain their behaviours
- Restorative Justice
- 'Calming' exercises
- Actively manage interactions
- Playtime resources and equipment and active supervision

- Minimise use of abstract language
- New vocabulary - reinforced at home
- Do not limit use of rich and varied language
- Teachers aware of implications of physical and Sensory impairment
- Keep background noise to a minimum

*Also suitable for EAL learners

Supporting Pupils with Social, Emotional and Mental Health Needs (Including Behavioural Difficulties)

No two pupils with SEMH are the same. Like any other pupils, what works with one may not necessarily work with another. The important thing is to keep trying to find the approach that works for the individual pupil. As a general rule, some of the following pointers may be helpful.

Active and interactive teaching strategies

Pupils who find it hard to sit still and concentrate may need opportunities to be 'doing' rather than listening, talking or writing. Make sure that pupils are given an active role, e.g.: when the class is reading and discussing text on the whiteboard you might give the pupil their own copy of the text to highlight or underline.

Classroom organisation

If a pupil can only sit and listen for five minutes at a time, don't expect them to sit still for 20 minutes. Set a target of six minutes at first, then seven, then eight... and plan something for the pupil to move away quietly to do when they have met the target.

Effective use of ICT

This often helps to motivate pupils who are switched off by conventional forms of presentation and recording. Possible examples include:

- Using the internet to research a topic
- Predictive word-processing software and on-screen word grids to support writing
- Opportunities to create presentations
- Using software that allows pupils to explore social situations from different viewpoints

Structure and predictability

- Display and repeat rules clearly
- Firmly establish and practice classroom routines regularly and give advance warning of any changes to regular events.
- Ensure that boundaries are explicitly clear and that the consequences for breaching them are consistently applied at all times

Help in learning to work independently

Many pupils with SEMH find it difficult to work independently. They may need to be taught core routines for certain LSAss. They can then practice these routines, with progressively less help, until they can tell and show you what they have to do when set a certain type of LSAs. Give them independent LSAss that have been demonstrated to the whole class – e.g. sometimes it helps to give them more complex independent LSAss towards the end of the week, when they have seen other pupils demonstrate what they have learnt in the plenary.

Using clear guidelines

Give very clear guidelines, for instance: 'I expect you to have produced at least four sentences by ten past ten. I will be asking you then to share them with your writing partner'.

Visual prompts

Use visual prompts to support the pupil's learning, e.g.:

- Pictorial LSAs cards
- Writing frames
- Word mats
- Relevant classroom displays
- A crib card listing self-management ideas, e.g. for 'Five things to do if you are stuck with your work'

Focus on the positive

- Using eye contact and non-verbal signals, wherever possible, to let the pupil know when their behaviour is inappropriate
- Ensuring that corrective feedback is discrete and personal – try not to engage in a public classroom confrontation
- Labelling the behaviour and not the pupil
- Reminding pupils of a rule when they start to misbehave, rather than telling them off – e.g. 'John, the rule in this school is that we put up our hand to answer'
- Using the language of choice to remind pupils when they start to misbehave
- If the pupil does not respond when reminded about a rule, giving them the choice of following the rule or accepting a sanction or consequence that is part of the classroom/school agreement
- When a pupil misbehaves, making a conscious effort to 'catch them being good' and praise them as quickly as possible, to help rebuild the relationship and give the pupil a way back to behaving well.

Describe the behaviours that you want to see

Keep the language positive, e.g.:

- When the pupil misbehaves, saying what you want them to do, rather than what you don't want – e.g. 'John, I want you to keep your hands on the table' instead of 'John, stop bothering Paul'
- Making a point of praising a pupil who is keeping to the rule
- Making sure that praise describes exactly what the pupil has done – e.g. 'Well done for...' rather than 'Good girl'.

Supporting pupils with Speech, Communication and Language Needs

1. Always use a pupil's name when giving an instruction to 'cue them in'. Ensure that they are looking at you and attending. Ensure that the pupil is listening to what you are saying and listen to them when they are talking to you, so that you model good listening.
2. Give instructions one at a time if necessary and in sequential order. Keep them short and simple.
3. Be aware of your use of non-verbal body language and facial expressions.
4. Use questions appropriate to their level of understanding and ensure that their understanding is checked, maybe by a support assistant.
5. Check that the pupils understand the vocabulary you are using – avoid idioms and words that have more than one meaning, as well as irony and sarcasm. If you do use difficult words or sentences, make sure they are explained.
6. Ensure that pupils are in a position where they can see and hear you clearly and think carefully about grouping and who is sitting where – avoid seating them next to an open window or doorway where noise and disruptions may make it harder for them to pay attention and concentrate.
7. Where possible use symbol cards and other communication aids, have easily accessible topic word-banks to help with vocabulary and use visual timetables to aid the pupil's organisation skills.
8. Create opportunities for pupils to talk about what they are interested in and to share ideas/thoughts with a partner.

9. Adapt LSAss by breaking down instructions, provide alternative inputs and suggest alternative ways of recording learning.
10. Use ICT, e.g., a recording microphone instead of writing, word processing packages and speech recognition software.
11. Facilitate opportunities for pupils to develop awareness of what they do and don't understand and encourage them to recognise and employ learning strategies that help them most and encourage them to ask for clarification and further explanation when needed.
12. Provide individualised targets on their desk.

A learning environment that supports language and communication will aid the learning of all pupils.

Multi-sensory approaches

To provide the best possible opportunity for pupils to understand and retain information, we should use and incorporate a repertoire of multi-sensory approaches.

- Use a full range of media, e.g., visual and hands-on materials such as symbol/vocabulary charts, written questions, concept maps, writing frames.
- Be aware of the different ways pupils like to learn.
- Use all forms of ICT (assistive technology and technology to enable learning).
- Offer a range of ways of recording responses to a LSAs.

Working for pupil independence

All pupils should be able to participate in classroom dialogue. Plan for involvement by:

- Providing plenty of opportunity for pupil participation
- Carefully scaffolding questions to build confidence
- Ensuring that you and other adults hold back and give pupils time to talk
- Making explicit links to previous learning
- Ensuring that pupils are familiar with the range of resources they could use
- Identifying with the pupil a source of assistance when they have a problem in the lesson, e.g., a named peer, an appropriate adult.

Adult–pupil communication: listening, questioning and talking

Think carefully about how you communicate with pupils. Consider your input with regard to length and complexity of language and type of questions.

- Prepare appropriate questions for individuals/groups and aim to use open questions. Consider the range and level of questions that can be accessed by different pupils and adjust accordingly.
- Give pupils time to think about answering questions.

- Encourage discussion with peers in advance of feeding back to the group or answering questions.
 - Teach pupils to ask for help, using supports for this, such as a visual prompt on the whiteboard.
 - Check for understanding, perhaps involving other adults in the class.
 - Accept all attempts from pupils to show their knowledge and understanding, both orally and when recording.
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Supporting pupils with ASD

Top tips:

- Clear instructions – step by step, one at a time, routines and consistency
- Visual prompts
- Use their name first
- Allow processing time
- Same seats in class – move other pupils to them in group work if possible.
- If they may need to leave the room, sit them close to the door to minimise disruption
- Use literal language – no sarcasm or idioms e.g. put your thinking caps on

Supporting pupils with dyslexia

Below are a few ideas for making your classroom more dyslexia friendly. This is not an exhaustive list and it should be remembered that every pupil will have different needs and favourite ways of recording, etc. Don't forget to ask the pupil what works for him/her.

Ideas for print and layout of text on the page	
Use off-white for paper and screen backgrounds on computers and interactive whiteboards. (Some pupils prefer pastel colours, while others prefer cream. Where possible, offer white or colour as a matter of course, so pupils have a choice.)	Use a minimum of 12 pt or ideally 14 pt type in written text.

Use fonts such as Arial (or other sans serif font).	Keep lines left justified with a ragged right edge.
Use a line space between paragraphs to break up text.	Use wide margins and headings to break up text.
Use images (pictures and/or symbols) to support text.	Use bold to highlight, as italics or underlining can make words appear to run together.
Where possible, use bulleted or numbered lists rather than continuous prose.	Write clear, concise sentences and instructions.
Keep sentence length to a minimum.	The active rather than the passive voice increases readability.
Use flow charts to represent information visually wherever possible.	Keep paragraphs short, with headings and sub-headings.
Approaches that you can actively encourage	
Use, and encourage pupils to use, alternative ways of recording; <ul style="list-style-type: none"> • drawing • diagrams • voice recording • video • annotated still photographs. 	Encourage pupils to use structured approaches such as mapping ideas out under different headings.
Multi-sensory approaches, e.g. making things visual and, where appropriate, using 'concrete' objects, so that pupils can touch and smell.	Make sure pupils have 'buddies' to support them at appropriate times, e.g. when they are tackling a LSAs in an area that they are not confident in.

<p>Build pupils' confidence through working from the known – e.g. using or making resources based on pupils' own experiences and that use familiar vocabulary, or developing vocabulary and understanding through modelling, questioning and asking for clarification.</p>	<p>Use frequent targeted praise as pupils achieve objectives. This may need to be discreet.</p>
<p>Always give out homework or other independent study LSAss well before the end of the lesson, and make sure they remain available to pupils. Taking rapid notes accurately at the end of a lesson is not an easy skill to acquire for dyslexic pupils (or many others).</p>	<p>As discreetly as necessary, make sure dyslexic pupils can see prompts or displays showing ways to form letters and numbers, to help pupils get them the right way round – 'b' and 'd', e.g..</p>
<p>Build in plenty of opportunities to develop speaking and listening skills. Research has clarified the role this has in the development of reading and writing.</p>	

Note: You should also be aware of the demands of websites that pupils are likely to use when searching for information. Plan so that pupils use sites that you have checked for accessibility, including the capacity to change the font type and size and the background.

Supporting pupils with a hearing impairment

- Seating position – the student should sit near to and facing the teacher. If possible, the student should also be able to see the other pupils in the class. Make sure the lighting is good – so that the student can see the speaker’s face clearly.
- Try not to move around the room when speaking.
- Keep background noise to a minimum – noise will mask a speaker’s voice. This includes classroom chatter, noise from outside the classroom e.g. corridors. It may be helpful to keep the classroom door shut to minimise peripheral noise.
- Encourage Active Listening – all pupils need to be trained to be active listeners.

Rules for Active Listening

1. To look at the speaker.
2. To sit quietly.
3. Think about the words.

- Make sure that you have the pupil’s attention before speaking
- Encourage the use of clarification strategies – the student should be supported to ask for repetition or clarification if he or she has misheard or misunderstood.

Be prepared to repeat, rephrase, explain, simplify or clarify if the student does not understand.

- Foster good turn taking – include the student in group discussions by making sure one person talks at a time and mark the speaker e.g. name the person speaking.
- Repeat or paraphrase what another pupil has said, as distant or quiet voices can be hard to hear.
- Reinforce oral language with visual aids – write key / new words on board with meanings. Use picture cards or objects as reinforcement tools.
- Give time for the student to process information or instructions – try to use short chunks of sentences.

Supporting pupils with EAL

1. Provide lots of visual support: objects, pictures, non-verbal gestures, facial expressions, peer actions
2. Consider seating plan: towards the front of the class, in the centre
3. Provide verbal support: repetition, simple questions which requires yes/no single word respond, clear instructions and explanations
4. Group the pupil with strong English language peer models
5. Provide plenty of small collaborative activities where talk and interaction are central to the learning, new arrival may initially take a passive role but s/he will be learning a lot while listening
6. Provide lots of opportunities for the child to rehearse/practice new language items and to hear peer use before respond: being positioned last in turn taking games
7. Do not worry if s/he isn't offering any English: understanding comes before speaking!
8. Insisting on an oral response, provide the child with roles and some responsibilities: giving out equipment, non-verbal role play
9. Provide a wide variety of curriculum support materials: dual language with visual support.
10. Provide modelling, simple writing frames