Special Educational Needs and Disabilities policy

Elements Diocesan Learning Trust

Madresfield CE Primary School

Approved by:	LAB approved	**Date:**	22.10.2026
Last reviewed on:	September 2025		
Next review due by:	October 2027		

Elements Diocesan Learning Trust is a company limited by guarantee registered in England and Wales with the company number 10390487. Registered address: St Barnabas CE First and Middle School | Stonebow Road | Drakes Broughton | WR10 2AW

Our Vision

Ignite Illuminate Inspire

At Madresfield we are a caring inclusive school, where everyone is welcome as Jesus welcomed all. We work closely with all stakeholders to support our children in achieving their God given potential. Inspired by ***Psalm 119:105 "God's word is a lamp to guide our feet and a light for our path"***.

As a school we aim to:

Ignite: to cultivate a love for learning and awe and respect for God's world.

Illuminate: to trust in God to guide us and develop our wisdom and compassion as we journey through school.

Inspire: to help our children to shine as we celebrate their successes and help them to develop into beacons of hope for others within our school and wider communities.

In order for children to achieve their potential we have in place and follow the following school rules:

Be kind- being kind to others.

Be ready- being ready to learn.

Be respectful- being respectful to all.

Be safe- being safe around school.

Equality and Diversity Statement

At Madresfield CE Primary School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.

In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community.

This policy is based on the Elements Diocesan Learning Trust Policy.

Contents

1. COMPLIANCE 4
2. Aims 4
3. Objectives 5
4. Roles and Responsibilities 5
5. Identifying Special Educational Needs 6
6. Admissions 11
7. Access Arrangements 11
8. Transition 11
9. Access and inclusion for disabled pupils 11
10. Supporting pupils at school with medical conditions 11
11. Monitoring and evaluation of SEND 12
12. Training and Resources 12
13. Storing and managing information 13
14. Reviewing the Policy 13
15. Accessibility 13
16. Access to the full life of the school 14
17. Dealing with complaints 14

SENDCO: Mrs Lorna Bradshaw
Contact: lbradshaw@madresfield.dowmat.education

1. COMPLIANCE

1.1 This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 June 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

2. Aims

2.1 We at Madresfield C.E. Primary School are committed to meeting the special educational needs of pupils and ensuring that they make progress.

2.2 In line with our mission statement we aim to:

- Develop each child's confidence and competence to apply a range of skills in English and Maths
- Enable them to use and apply these skills in a range of contexts
- Provide opportunities for challenge, creativity and collaboration, alongside a natural curiosity within the curriculum
- Provide an exciting curriculum enriched with 'real life' contexts for learning
- Develop key life skills
- Cover a broad range of curriculum subjects, whist achieving a balance between knowledge and skills
- Provide regular opportunities for play and outdoor learning to encourage a wonder and appreciation of the world around them
- Nurture all children as individuals to ensure that we discover their unique gifts, talents and interests
- Provide a safe and supportive environment and develop a strong understanding of how to keep themselves and others safe
- Develop an understanding of local, national and wider world cultures
- Work closely with children, staff, parents, governors and the wider community; putting the school at the heart of the community that it serves.

2.3 At Madresfield C.E. Primary School the emphasis is on a whole school approach.

2.4 All staff accept the responsibility to:

- Meet the needs of the whole child
- Remove barriers to learning
- Raise pupil self esteem
- Build pupil confidence
- Develop pupil independence

- Set realistic learning goals and work which is suitably presented
- Provide access to a relevant tailored curriculum

3. Objectives

- To identify and provide for pupils who have special educational needs and additional needs as early as possible.
- To work within the guidance provided in the SEND code of Practice, June 2014.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs pupils.

4. Roles and Responsibilities

4.1 General

4.1.1 Where a child has special educational needs a school has statutory duties under the Education Act 1996. The SEND Code of Practice, January 2015, provides practical advice to schools on carrying out their statutory duties to identify, assess and make provision for children's special educational needs.

4.1.2 The Local Academy Board (LAB = the governing body) has identified a governor to have the oversight of special educational needs provision in the school and to ensure that the LAB is kept informed of how the school is meeting the statutory requirements. At Madresfield C.E. Primary School this role is undertaken by Mrs Rebecca Wilkes who will meet regularly with the Headteacher, Mrs Rebecca Hibell, and SENDCO, Mrs Lorna Bradshaw.

4.1.3 The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the LAB informed about the special educational needs provision made by the school.

4.1.4 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. It is the teacher's responsibility to create an inclusive environment, differentiating the curriculum for pupils with special educational needs and monitoring their progress and the effectiveness of resources and other curriculum material. Additional intervention and support cannot compensate for a lack of good quality teaching. All staff will work closely with the SENDCO.

4.1.5 This practice is evident in:
- Questions at interview
- Job descriptions
- Staff Handbook
- Induction of new staff

4.2 Role of SENDCO

- Oversee the day-to-day operation of the Special Educational Needs and Disabilities Policy.
- Coordinate provision for children with special educational needs.
- Liaise with and advise teachers.

- Manage learning support assistants responsible for delivering SEN provision.
- Oversee the records of children with special educational needs.
- Liaise with parents of children with special educational needs.
- Contribute to in-service training of staff.
- Liaise with external agencies.
- Attend appropriate training to support the role, disseminate information to staff and implement selected/statutory developments.
- Work with the special needs governor.
- Monitor, evaluate and review the special needs budget in relation to the cost effectiveness of provision for individual needs and deployment of staff.

4.3 SEND Governor

4.3.1 Mrs Rebecca Wilkes is the member of the LAB with specific oversight of the school's arrangements for SEN and disability.

The role of a SEND governor includes:

- Helping to raise awareness of SEND issues at LAB meetings.
- Ensuring that the school's notional SEND budget is appropriately allocated to support pupils with SEND.
- Giving up-to-date information to the LAB on the quality and effectiveness of SEN and disability provision within the school.
- Helping to review the school's policy on provision for pupils with SEND.
- Assuring the LAB that the school website publishes the school's SEND offer in accordance with the Code of Practice 2014.

4.4 Designated member of staff with specific Safeguarding responsibility

Mrs. Rebecca Hibell (DSL) Mrs Lorna Bradshaw (DDSL) Mrs Harriet Thomas (DDSL) Miss Cara Bille (DDSL)

4.5 Member of staff responsible for managing Pupil Premium Grant/Looked After Child funding

Mrs Rebecca Hibell

4.6 Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils

Mrs Rebecca Hibell

5. Identifying Special Educational Needs

5.1 Curriculum and assessment monitoring

5.1.1 As part of their roles, the Headteacher and Class Teacher will monitor the attainment and progress of all pupils during pupil progress meetings. They will ensure that the SENDCO is kept fully informed if they have a concern and they will agree on strategies to try within the class and set realistic, measurable targets. Their progress will be monitored and discussed regularly.

5.1.2 The SEND Code of Practice, January 2015 describes 4 broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

5.1.3 These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Staff will collaborate with parents to identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child or young person.

5.1.4 Factors which may also impact on progress and attainment, but are **NOT SEN:**

- Disability (The Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour (Any concerns relating to a child or young person's behaviour should be described as an underlying response to an identified need)

5.2 A Graduated Approach to SEN support

5.2.1 The Code of Practice, January 2015, suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Therefore, the first step in responding to pupils who have or may have SEN is high quality teaching, differentiated for individual pupils by the class teacher.

5.3 On Entry

5.3.1 When children are first admitted to Reception an induction process is followed which involves liaising with parents/carers and pre-schools when appropriate. Once they enter school, a baseline assessment is carried out to determine which development band they are working within.

5.3.2 When children enter school after reception their school records are sought from their previous setting.

5.3.3 The quality of teaching for all pupils, including those at risk of underachievement is continuously monitored and the progress of pupils is regularly reviewed. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

5.4 Teacher referral

5.4.1 If a teacher has a concern about a child who has greater difficulty in learning than most children of the same age, they should use the Identification of Needs document and use suggested strategies within the class.

5.4.2. If there are still concerns, they will discuss with SENDCO, and draw up an IPM which sets out interventions and provision for the child. The child's progress will be monitored and discussed regularly. The SENDCO may collect information about the child from the parents and, with the permission of the parents, seek advice from outside.

5.4.3 Children with special educational needs will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs:

- Communication & interaction
- Cognition & Learning
- Behavioural, emotional and social development
- Sensory and/or physical
- Medical

5.5 SEN Support

5.5.1 If a child:

- Makes little or no progress in specific areas over a period of time
- Is working significantly below the levels expected by other children of a similar age
- Has difficulty in developing Literacy and Maths skills
- Has emotional or behavioural difficulties which regularly interfere with their learning
- Has sensory or physical needs which require specialist equipment, advice or services
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes barriers to learning even when teaching approaches are targeted particularly to their identified areas of strength and weakness, the class teacher will consult with parents, usually at a parent teacher meeting.

5.5.2 If a child's teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENDCO.

5.5.3 The SENDCO should take the lead in providing further assessment of the child's strengths and weaknesses; planning future support in discussion with colleagues; and monitoring and subsequently reviewing any action taken. The child's teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should be consulted and kept informed of the action taken to help the child, and of the outcomes of this action.

5.5.4 The decision whether to place the child on the school SEN Register and provide SEN Support (additional special educational provision) involves the teacher, Headteacher, SENDCO and parent/carers, who consider all of the information gathered from home and within the school about the pupil's attainment and progress. This should include high quality and accurate formative observation and assessment, using effective diagnostic and early assessment materials. An IPM will be written for every child on the SEN register, by the class teacher, outlining the identified need, the provision being made to help the child overcome their barriers to learning and achieve their targets and the involvement of outside agencies.

5.5.5 The ASSESS - PLAN - DO - REVIEW cycle is used to ensure that SMART (specific, measurable, achievable and realistic) targets are set for pupils on the SEN register, receiving SEN Support, and that these are reviewed every term. Weekly staff meetings allow teachers to raise concerns about individual children. Pupil Progress meetings are held once a term and are used to discuss all children including SEN and those who are making

slower or greater than expected progress. IPMs, containing the SMART targets, are created termly and shared with parents via email. The IPMs are discussed termly at parent teacher meetings. The teacher is responsible for evidencing progress according to the outcomes described in the plan. The SENDCO is responsible for monitoring the IPMs and provision.

5.5.6 During the ASSESS - PLAN - DO - REVIEW cycle a child on the SEN register may be removed at any time, if this is considered to be in their best interests. The reasons for removing a child from the SEN Register are discussed with parents.

5.5.7 If a child does not respond to SEN support - quality first provision and interventions available within school, the SENDCO will, with agreement from parents/carers, draw on more specialised assessments and/or services from external agencies and professionals as appropriate:

- Speech and language therapy
- Occupational therapy
- Physiotherapy
- Learning support
- Educational psychologist
- Complex communication difficulties team
- Children and Adult Mental Health Services (CAMHS)
- Worcestershire Parent and Carers' Council
- Chadsgrove School Support Services

5.5.8 The external specialists may offer advice, assessment or teach the child directly and the new strategies will be set out in the IPM.

5.5.9 The delivery of the interventions continues to be the responsibility of the class teacher.

5.5.10 The SENDCO will document on the IPM what advice has being sought and the support to be provided for the child pending receipt of the advice.

5.5.11 Worcestershire County Council's Local Offer provides information about provision families can expect to be available across education, health and social care for children and young people who have Special Educational Need (SEN) or are disabled, including those who do not have Education, Health and Care (EHC) plans. You can find out about resources, services, support, activities and events here http://www.worcestershire.gov.uk/thelocaloffer .

5.6 Education, Health and Care plan

5.6.1 An Education, Health and Care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

5.6.2 In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress.

5.6.3 To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- evidence of the child's academic attainment and rate of progress
- information about the nature, extent and context of the child's SEN
- evidence of the action already being taken by the early year's provider and/or school to meet the child's SEN
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

5.6.4 A request for an EHC plan can be made by:

- Anyone at school, with parental permission (TAC - Team around the child)
- A health professional
- A parent, in writing, direct to the local authority

5.6.5 The local authority then has 6 weeks to decide whether or not to carry out an EHC assessment. If they decide to carry out an assessment you may be asked for:

- any reports from the child's school, nursery or childminder
- doctors' assessments of the child
- a letter from the parents/carers about your child's needs

5.6.6 A decision will be made within 16 weeks on whether or not an EHC plan is going to be made for the child. The local authority will create a draft EHC plan and send the parents a copy. They have 15 days to comment, including if they want to ask that your child goes to a specialist needs school. The local authority has 20 weeks from the date of the assessment to give the final EHC plan.

5.7 Supporting pupils and families

5.7.1 Parents are kept informed about their child's progress through Parents evenings, curriculum targets, written reports, reviews, home-school liaison books and informal feedback. Parent views are gathered using questionnaires.

5.7.2 Governors keep parents informed as necessary via the school newsletter.

5.8 Information for parents

5.8.1 Below are links to some useful sources of information:

- Worcestershire Local Offer: http://www.worcestershire.gov.uk/thelocaloffer
- Understood - for learning and attention issues: https://www.understood.org/en
- Dyslexia Association: http://www.bdadyslexia.org.uk/
- The Dyslexia Association: http://www.dyslexia.uk.net/
- Dyslexia Action: http://www.dyslexiaaction.org.uk/
- Dyspraxia Foundation: https://www.dyspraxiafoundation.org.uk/
- Dyspraxia Education: http://www.dyspraxia-ed.co.uk/
- ADHD Information Services: http://www.addiss.co.uk/
- The UK ADHD partnership: http://www.ukadhd.com/support-groups.htm

- Eye Can learn: http://www.eyecanlearn.com/
- Worcestershire Parent & Carers' Community www.parentcarers.org.uk
- IPSEA (Independent Parental Special Educational Needs Advice)
- Telephone: 0800 018 4016 Monday to Thursday, 10am to 4pm and 7pm to 9pm, Friday, 1pm to 4pm

6. Admissions

6.1 Pupils with special educational needs will be admitted to Madresfield C.E. Primary School in line with the School's Admissions Policy. Madresfield C.E. Primary School supports part-time placements during transition or where an outside agency can offer specialist provision.

7. Access Arrangements

7.1 A small number of pupils may need additional arrangements so they can take part in the Key Stage 2 tests. The Headteacher and teachers must consider access arrangements before they administer the tests.

7.2 Access arrangements should be based primarily on normal classroom practice for pupils with particular needs. They must never provide an unfair advantage; the support given must not change the test questions and the answers must be the pupil's own.

7.3 If schools use access arrangements for a pupil inappropriately, the pupil's results may be annulled.

7.4 Possible access arrangements could include additional time, modified tests, scribe, rest breaks, prompter, readers, word processors etc.

8. Transition

The class teacher will review the IPM before the child moves to the next class and will discuss the IPM with the child's next teacher. On transition to a new school, all records will be passed on along with the 'red file'. The SENDCO will prepare any records to be passed on. On transition to High School, the SENDCO/Y7 liaison teacher of local High Schools will meet with individual children and many of the High Schools offer a SEND taster day.

9. Access and inclusion for disabled pupils

9.1 To assist access for pupils or parents with disabilities the school has a raised slope at the front of the building and a BMA.

10. Supporting pupils at school with medical conditions

10.1 The school recognises 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.

10.2 Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision in line with the SEN Code of Practice 2015.

10.3 The school has an Accessibility Policy which is available on our website and an Intimate Care Policy which is available on request.

10.4 A medical diagnosis or disability does not necessarily imply SEN. However medical conditions may impact on a child's experiences and hinder their access to education. The school database is updated as and when medical information comes into school. Any major changes are passed on to the teacher straight away. Updated medical information is kept on the staffroom notice board.

11. Monitoring and evaluation of SEND

11.1 Madresfield C.E. Primary School regularly and carefully monitors and evaluates the quality of provision offered to all pupils through regular audits, pupil progress meetings, IPM meetings, sampling of parent views, pupil's views and staff views in order to promote an active process of continual review and improvement of provision for all pupils.

12. Training and Resources

12.1 Training needs of staff are identified through the school's self-evaluation process, staff performance management meetings, SEN audit and in response to the identification of particular SEN.

12.2 All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

12.3 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. General training is planned into the School Development Plan and training in response to a new SEN will be booked as soon as possible.

12.4 The responsible governor will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/SENDCO.

12.5 The SENDCO/Headteacher will keep fully up to date about special educational needs issues through attendance at specialist training discussions with outside specialists and SEND network meetings .

12.6 Other teaching staff will be kept up to date informally by the Headteacher/SENDCO and formally at staff meetings and training.

12.7 Teaching Assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by the SENDCO/Headteacher.

12.8 The governors will ensure that the needs of pupils are met by the provision of a SENDCO. The Headteacher/SENDCO will use a child's IPM or EHC Plan to identify the areas of pupil need and make appropriate provision. Government guidance says schools should provide up to the first £6,000 of additional

or different support for those children who need it, including those with an Education, Health and Care plan. This does not mean that the school will spend £6,000 on every child with SEN. Sometimes funds will be used to help groups of children. Some children will need less help – and some children may need more. Higher Needs Funding may be applied for if the cost of provision exceeds £6000.

13. Storing and managing information

13.1 The SEN register is kept on the SMT area of the school network and individual pupil files are stored in a locked filing cabinet.

13.2 IPMs are stored electronically on Insight and a paper copy is kept by the class teacher.

13.3 On transition to another school paper copies will be hand delivered in the red pupil files.

14. Reviewing the Policy

14.1 The SEND Policy is reviewed annually by staff and governors.

14.2 The evaluation of the success of this policy requires evidence from Pupil Progress Meetings and will be used to inform the School Improvement Plan (SIP) review of SEND.

14.3 Additional success indicators are:

- Increased parental/pupil involvement
- Early identification of SEN
- Staff/Governor in-service training
- Improved links with other schools and agencies and within the community

15. Accessibility

15.1 Statutory responsibilities

15.1.1 The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

15.1.2 Madresfield C.E. School has disabled access to both the front entrance and rear classrooms. There is also a fully accessible BMA. All the main teaching areas are on the ground floor, where there is level flooring throughout. The front desk has been lowered to aid visibility and there is an induction hearing loop fitted.

15.2 Access to core subjects

The following are some of the strategies to support children with SEN in the classroom:

- Writing: Key word cards and spelling lists, writing slopes, pencil grips, spelling lists and mats, text-to-speech function on ipads and laptops, working walls, coloured paper to write on
- Maths: Numicon and other manipulatives, multi-sensory approach, maths mats, working walls, regular recaps, visual aids

- Reading: visual aids, repetition, vocabulary focus, overlays.
- Physical: wobble stools, ear defenders, wobble cushions, pencil grips, adjustable height furniture

16. Access to the full life of the school

16.1 All pupils whether they have special educational needs or not will be involved in the full life of the school including:

- Homework – differentiated where necessary
- Clubs
- Collective Worship
- Plays/Productions
- Trips
- Swimming
- School teams
- Sport

16.2 Barriers to learning are identified through observation, formative assessment and liaison with parents and outside agencies.

16.3 Barriers to learning are removed through inclusive classroom practice (APPENDIX 1: Inclusive Classroom Checklist), assistive technology, specific resources, physical aids, interventions.

16.4 Written information is available as a paper copy or email to take account of pupils' disabilities and pupils' and parents' preferred formats and is made available within a reasonable timeframe.

16.5 Parents and carers can contact key staff in person, before and after school, via the school office or staff email address.

17. Dealing with complaints

17.1 Should a parent or carer have a concern about the provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCO and class teacher will meet with the parent to discuss the matter further.

17.2 If the concern cannot be satisfactorily dealt with at this stage it should be brought to the attention of the Headteacher. If they are unable to resolve the difficulty, the parents' concerns should be put in writing to the SEN Governor/Chair of Governors (Mr Peter Grieve) who will be involved after other avenues to resolve the situation have been exhausted.

17.3 Information for parents can be sought from Worcestershire Parent & Carers' Council. If parents, carers, families and pupils with SENs wish to make a complaint they should contact the class teacher, SENDCO or Headteacher

APPENDIX 1 - Inclusion classroom checklist

Some of the following may be used to support SEN children in the classroom.

Remember children don't all learn the same way!

Reading
Time to read text through before reading aloud/answering questions.
Coloured overlay rulers
Print screen to avoid having to copy from board
Learner friendly fonts (Comic sans / Sassoon)
Coloured background on white board (Format)
Different coloured writing on board (easier to identify)
High interest / Low reading age books (Barrington Stoke publishers)
Highlight key text

Writing
Organising/generating ideas
Mind maps; different colours
Dictate work to an adult
Record ideas onto a voice recorder
Create word lists before writing
White boards (less threatening as can be rubbed out easily)
Writing frames / planning grids
Pre-teaching of vocabulary.
Working wall

Recording ideas:
Allow time to finish
Pencil grips
Cursive script (accurate letter formation)
Letter formation cards
Writing slope
Writing position (6 legs on the floor)
Left-handed writers sit to left of a right-handed partner
Writing frame (angle paper correctly on table)
Spell checkers
Word banks / glossaries
Spelling dictionary
Plastic letters
Alphabet strips
Coloured paper
Touch typing

Instructions:
Sit close to the front
Eye contact
Sitting still
Reduce background noise /distraction

Elements Diocesan Learning Trust is a company limited by guarantee registered in England and Wales with the company number 10390487. Registered address: St Barnabas CE First and Middle School | Stonebow Road | Drakes Broughton | WR10 2AW

Repeat instructions twice (exactly the same)
Allow time to process (10 second rule)
Rephrase instruction (after same instruction x2 + 10 second rule)
Picture prompts
Written messages / instructions / task board
Reduce number of steps in each instruction until achieving
Visual timetable

Maths:
Visual success criteria (pictures / diagrams where possible)
Manipulatives such as Numicon, cubes and Cuisenaire
Timelines to sequence time concepts
Working wall to recall previous teaching

General:
Visual timetables.
Consistent & clear rules and consequences (Behaviour Policy)
Advance warning of change
Teach skills in a variety of different contexts
Time-out in connection with the need for movement breaks.
Labelled equipment (pictures where possible)
Fidget tool
Sensory cushion
Weighted lap rug
Ear defenders
Opportunities to work to strengths/interests
Minimise homework (break down projects into small tasks
Neutral backgrounds for displays in the classrooms.