

## Provision for Physical and or sensory needs

Inclusive high quality teaching ensures that planning and implementation meets the needs of *all* pupils, and builds in high expectations for *all* pupils, including those with SEN. This is a basic entitlement for all children and young people and is underpinned by effective whole school teaching and learning policies and frameworks. High quality teaching is about the day to day interactions that take place in the classroom and the different pedagogical approaches used to engage, motivate and challenge learners. It is about the way teachers use assessment and feedback to identify gaps and help pupils to move on in their learning. It is about providing both support and challenge in order to enable pupils to achieve more

<b>Teacher adjustments</b> In addition to high quality teaching, adjustments are made in the classroom to overcome barriers to learning	<b>Assessment</b> In order to identify pupils with SEN and ensure progress for all we continually assess our pupils	<b>Targeted support</b> Some pupils will struggle to make progress despite high quality teaching and will require additional targeted support to overcome their learning barrier. Some may be placed on the SEN record	<b>Specialist provision</b> For some pupils with SEND we work closely with external professionals
<ul style="list-style-type: none"> <li>● Implementing personalised strategies laid out in pupil passports</li> <li>● Ensuring adjustments made to the physical environment</li> <li>● Allowing necessary adjustments to uniform</li> <li>● Incorporating time for sensory circuits</li> <li>● Agreeing non-verbal signals and communication between teacher and pupil</li> <li>● Reducing background noise</li> </ul>	<ul style="list-style-type: none"> <li>● INDES</li> <li>● 7C's</li> <li>● Formative assessment</li> <li>● Summative assessment</li> <li>● Vision impairment checklist</li> <li>● Information from parents/carers</li> <li>● Pupil's own views</li> <li>● Reports from external professionals</li> <li>● Risk assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Sensory circuits</li> <li>● Specialist equipment</li> <li>● Penpals</li> <li>● Handwriting group</li> <li>● Following a programme of advice given by specialists</li> </ul>	<ul style="list-style-type: none"> <li>● Occupational therapist's advice</li> <li>● Physiotherapist's advice</li> <li>● Virtual school for sensory support team advice</li> <li>● Advice from deaf resource base</li> <li>● Hearing and visual specialists advice</li> <li>● Use of resources from National</li> </ul>



The Swallowtail Federation of Church Schools  
 With friendship, trust and kindness we fly!

*(Love your neighbour as yourself, Mark 12:30)*

<ul style="list-style-type: none"> <li>● Ensuring teachers face is well lit for lip reading and always forward facing when speaking</li> <li>● Planning lessons with a multisensory approach</li> <li>● Peer to peer support and small group learning</li> <li>● Using assistive resources to promote independence e.g. word banks, visual aids, writing aids, assistive technology</li> <li>● Sharing homework that doesn't need to be written down</li> <li>● Enlarge text when appropriate and or colour code</li> <li>● Allowing rest breaks where appropriate and opportunity for regular movement</li> <li>● Agreement of private signals between pupil and teacher</li> <li>● Pupils speak one at a time and teacher paraphrases</li> <li>● Intimate care plans or personal emergency evacuation plan</li> </ul>	<ul style="list-style-type: none"> <li>● Regular monitoring of specialist equipment such as hearing aids</li> <li>● SENCO monitoring to ensure reasonable adjustments are continually made</li> </ul>		<p>Children's deaf society</p> <ul style="list-style-type: none"> <li>● Bespoke staff training from specialists where appropriate</li> </ul>
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