

COGNITION AND LEARNING

Quality First Teaching

- High expectations of all students and appropriate challenge for all
- Clear learning ambitions and clear instructions
- Clear feedback and next steps in their learning – *students are involved in the process and respond to questions posed*
- Inclusion at the heart of lessons/school ethos
- Displays to support key learning points
- Access to ICT to help reduce barriers to learning
- Writing scaffolds or alternatives to written recording when writing is not the primary objective
- Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals
- The multisensory learning approach
- Planning emphasises what students will learn based on an assessment of what the child already knows, understands and can do
- Personalised and scaffolded teaching, including questioning
- Learning is presented in small units of information (CHUNKING). Recall and reflection activities throughout the lesson to ensure pupils have the opportunity to make good progress
- Class teacher support is given to overcome misconceptions
- Visual timetables
- Use of planning frames and Now, Next, Next.
- TA in-class support (*where appropriate and possible*)
- Structured school and class routines
- Links to prior learning explicitly made throughout the curriculum map
- Key learning points reviewed at appropriate times during and end of the lesson
- Alternative ways to demonstrate understanding e.g. diagrams, mind maps etc
- To support short-term memory, small whiteboards and pens are available for notes to try out spellings, record ideas etc.
- Range of coloured overlays available
- Coloured background on smartboard and PowerPoints

SEN Support

- Small group support by specialist Reading TA.
- Phonological Awareness support programme
 - devised by Dyslexia Support
- Phonics (*group*) (*Lexonik*)
- Additional maths support (*1:1, 1:2 or small group*)
- In-class support from TA in both English and maths where possible
- Additional individual reading (Accelerated Reader)
- Access to the Cognition and Learning Team at Cornwall Council
- Text presented clearly – uncluttered, use of bullet points and clear font
- Diagrams and pictures to add meaning alongside text
- Additional time to complete tasks if necessary
- Memory techniques taught and modelled
- Copying from the board is minimised – *copies are provided for pupils if necessary*
- Pupils are taught how to use planners, task lists etc.
- Keyboard skills taught where needed

COMMUNICATION AND INTERACTION

Quality First Teaching

- Increased visual aids/modelling etc
- Visual timetables
- Use of symbols
- Structured school and class routines
- A pupil's name or agreed cue is used to gain an individual's attention, before giving instructions
- Key words/vocabulary emphasised when speaking and displayed visually with picture cues
- A range of multi-sensory approaches used to support spoken language
- Instructions are broken down into manageable chunks and given in the order they are to be done
- Checklists and task lists – *simple and with visual cues*
- Delivery of information slowed down with time given to allow processing
- Pupils are given a demonstration of what is expected - modelled
- Pupils are encouraged – and shown – how to seek clarification
- Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher
- 'Word walls' or similar to develop an understanding of new vocabulary
- New vocabulary is shared so it can be reinforced at home:
- Minimise use of abstract language
- Ensure that any preferred methods of communication are known by all staff within school

SEN support

- Speech and Language support; small group
- Input from the Autism Outreach Team
- Visual organisers
- Socially Speaking - *Social Stories*
- Support or alternative provision for break/lunch times
- Support is available if a pupil has to leave the classroom to go to a pre-arranged place
- Support at times of particular stress e.g. coming into school, home time, PE lessons etc.
- Support sessions with the SEN team
- Comic strip conversations
- In-class support to facilitate access to the curriculum where appropriate and possible.

SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

Quality First Teaching

- Respectful interactions are encouraged by all and modelled by teachers
- School point system/ Year group certificates / House Reward System
- Assemblies
- Tutor Programme
- PSHE Curriculum
- Access to a range of support services
- Opportunities for discussion and debate throughout many aspects of the curriculum
- Pupil's strengths recognised and praised - we 'catch' the pupil being good and emphasise positives

- Pupils are given responsibility to raise self-esteem
- Expectations for behaviour are explicit through clear targets, explanations and modelling

SEN Support

- Social Skills group
- Individual reward systems when needed
- Small class interventions in English and maths
- Individualised support (The SEN Base)
- Year 6 transition support programme/Enhanced Transition
- Access to ASD Champions
- Social Skills support to develop social and emotional skills
- Small group work to develop listening, attention and turn-taking skills
- 1:1 barrier games to develop turn-taking and listening skills
- Mentoring sessions with the SEN team or trusted adult in school
- Support is available if a pupil has to leave the classroom to go to a pre-agreed place
- Support at times of particular stress e.g. coming into school, home time, PE lessons etc.
- Social stories can be written for specific areas of difficulty
- Comic strip conversations to work on developing an understanding of situations.
- Restorative Justice approaches

SENSORY AND/OR PHYSICAL NEEDS

Quality First Teaching

- Flexible teaching arrangements
- Staff aware of the implications of physical impairment
- Pencil grips
- Cookery and DT access equipment
- First hand 'real' multi-sensory experiences encouraged
- Appropriate seating in relation to the board, whiteboard, Smartboard etc
- Short spells of visual activity are interspersed throughout the lesson where appropriate
- Inessential copying from the board
- Where copying is required, an appropriate print size photocopy will be available
- Verbal explanations are used when demonstrating to the class. Teachers read aloud as they write on the board

SEN support

- Fine Motor Skills group
- Additional handwriting practice
- Support in class during PE (where possible) and lunchtime
- Reasonable adjustments to the environment to support access
- Thinking and talking time encouraged
- Keywords on board to focus on the introduction and conclusion of the lesson
- Listening time divided into short chunks
- Visual symbols used to support understanding