

Sefton's Quality First Offer to all Primary pupils

“A pupil has SEN where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.”

The New Code of Practice 2014 6.12

The approaches listed below reflect adjustments that can be reasonably offered within Sefton's mainstream primary schools. They are indicative of good teaching and benefit a range of learners, whether they have been identified as requiring SEN support or not. For convenience the strategies have been grouped within the types of need identified by the Code of Practice. However the intention is for teachers to choose the adjustments they feel will support the pupils in their class.

This is therefore not an exhaustive or exclusive list. It simply summarises approaches that could be expected in an inclusive classroom. Approaches could vary considerably depending upon the needs of the pupils. Teachers should make a professional judgement regarding the strategies they employ to promote progress.

Some approaches may be particularly pertinent to individual pupils. In these circumstances the desired strategies could be listed in the pupil's profile – and it would be expected that those approaches were employed on a regular basis.

Before any adaptations are put in place it would be expected that the pupil would have access to a broad and balanced curriculum that builds on a pupil's prior attainment and /or level of development.

Approaches to support Communication and Interaction

- Clear and simple instructions
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Time provided for pupils to process language
- Outcomes modelled and demonstrated
- Opportunities to work independently, without interruption
- Teacher able to access and employ method of communication appropriate to need
- Visual timetables and supports
- Access to talking partners or alternative approaches
- Strategies and approaches to manage change and transitions

Approaches to support social, emotional and mental health difficulties

- A clear and understood behaviour policy, detailing rewards, sanctions and other motivators
- An environment where pupils feel safe, and free from bullying and harassment
- A range of opportunities to support social and emotional development, including a sense of self efficacy and self-confidence
- Consistent use of positive language and clear expectations from adults
- Positive, regular communication with parents and carers
- A curriculum that takes into account concentration levels, aptitudes and interests
- Tactile sensory objects to calm student
- Time Out and Time Away Arrangements
- Recognition of sensory needs and appropriate adjustments made
- Class and school mediation strategies

Approaches to support cognition and learning needs

- A curriculum that is pertinent to pupil's level of attainment or development, where the pupil is aware of the next steps in learning
- Curriculum differentiated by changing presentation, task or outcomes (as appropriate to learning)
- Reading material accessible to students
- Students can present their knowledge / views in a variety of ways
- Accessibility to personalised learning aids and scaffolds such as word banks, number lines, memory prompts, etc
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

Approaches to support sensory and / or physical needs

- Environmental adaptations to suit cohort or individual pupils
- Access to equipment provided to ensure mobility
- Awareness of seating positions to take into account sensory difficulties
- Adaptations to resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning
- Effective use of resources and access technology
- Support as detailed in access plan or health care plan

Many schools will also provide support in the form targeted interventions aimed to boost learning for a short period of time. Such programmes are likely to be seen as part of the school's quality first offer to all children, targeted where and when they are required.

Primary schools in Sefton have agreed to the use of these indicative quality first approaches in their classrooms. Methods will vary across settings depending upon the learning needs of their pupils. Schools should have their own methods of monitoring the use and impact of strategies used.