

Sefton's Quality First Offer to secondary 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 6.15

Secondary 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.

The approaches listed reflect adjustments that can be reasonably offered within Sefton's mainstream secondary 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 can be drawn upon to create an inclusive learning environment. Approaches could vary considerably depending upon the needs of the pupils in a class or the subject taught. 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.

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, mental or emotional health

- 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
- 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

- Differentiated Curriculum, pertinent to pupils level of attainment or development
- Reading material accessible to students
- Students can present knowledge / views in a variety of ways
- Assessment for learning concepts – pupil aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids 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

- Access to equipment to ensure mobility provided by health professionals
- 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 technology
- Support as detailed in access plan or health care plan

Schools are also likely to manage provision in other ways to support and enhance learning. These adjustments could include size of classes, setting arrangements, catch up programmes or transition initiatives. All of these approaches would be considered part of the school's quality first offer, and will change depending upon the school population and current priorities.