



At Captain Webb Primary School, children with SEND are fully included in the life of the school, their needs are understood so that the right adjustments and provision are in place and staff have high expectations which ensures children aspire to be successful in their learning and make good progress. This is because ‘Everyone matters, **everyone succeeds** and every moment counts’.

Specific Area of Need	How we ensure that ‘everyone succeeds’
<b>Communication and interaction</b>	
Speech, language and communication needs (SLCN)	<ul style="list-style-type: none"> <li>✓ Pupils who are unable to communicate orally may be unable to complete the requirements relating to speaking.</li> <li>✓ It is important to be aware that receptive communication and understanding will be ahead of expression. Teachers should not assume a lack of understanding if expression appears to be lagging behind reception. Song, chants and other ways of playing language can build confidence and speed the process.</li> <li>✓ Reinforce words and phrases with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. Film, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning.</li> </ul> <p>Consider use of IT as children can;</p> <ul style="list-style-type: none"> <li>✓ Listen carefully and discriminate between sounds, identify some meaning from words and intonations and develop auditory awareness, e.g. Using recorded audio or video material, use symbols and audio recordings to associate a word and an object, record themselves or others, respond to spoken and written language in different ways</li> </ul>
Autism including Asperger’s syndrome (ASD)	<ul style="list-style-type: none"> <li>✓ IT can offer alternatives to writing as a way of responding to text – for example, pupils can create electronic presentations with images.</li> <li>✓ Revisiting a mind map of the same area of learning, say after three weeks of studying a modern foreign languages topic, can be a good way of assessing – through the added ‘branches’ of the map – how pupils’ understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included.</li> </ul>
Tourette Syndrome	<ul style="list-style-type: none"> <li>✓ Provide a structure (schedule/tick list) to assist with planning, organisation, time management and initiation of tasks.</li> </ul> <p>Motor tics of their eyes, head or neck may interfere with reading and affect their handwriting or the ability to write for prolonged periods of time.</p>



Cognition and learning	
<p>Moderate learning difficulties (MLD); Severe learning difficulties (SLD); Profound and multiple learning difficulties (PMLD)</p>	<p>In MFL, children need to learn key vocabulary. Highlighting this vocabulary can help all children, especially those with dyslexia or moderate learning difficulties. For example:</p> <ul style="list-style-type: none"> <li>✓ When writing up nouns in a language where the article changes according to gender, use different colours – so, for example, in French write le vendeur in green and la vendeuse in red</li> <li>✓ Children may enjoy creating a storyline or ‘story maps’ (a story to go with a map, or vice versa) to bring an area to life and link modern foreign languages with literacy.</li> <li>✓ IT can be used to offer alternatives to writing as a way of responding to text – for example, through creating an electronic presentation with images. Pupils can use IT to communicate by sending information in the form of pictures, text messages, e-mail or through video conferencing</li> </ul>
<p>Dyslexia</p>	<ul style="list-style-type: none"> <li>✓ Create a ‘word bank’ or mind map, e.g., by writing (or someone scribing) adjectives or nouns on pictures.</li> </ul>
<p>Dyspraxia (Developmental co-ordination disorder)</p>	<ul style="list-style-type: none"> <li>✓ Opportunity is given to move around between bursts of learning.</li> <li>✓ Consider alternatives to writing – word processors, Dictaphones, speech to text technology</li> <li>✓ May need a large space to work in</li> <li>✓ May need to use special equipment e.g.: looped scissors, rulers with handles etc and has access to these when needed</li> <li>✓ Provide lesson breakdown tick list to help child organise time</li> <li>✓ Write instructions out for the child, using different colours for each line</li> <li>✓ If the child finds dictation or copying overly challenging, pre-prepare diagrams/scaffolds</li> <li>✓ Provide pre- or part-prepared handouts and lists of key concepts or vocabulary</li> <li>✓ Allow extra time to complete work, with movement breaks when needed and don’t keep child in school at break time.</li> <li>✓ In most cases, do not ask the child to go first – many children are likely to pick up cues from peers about what is needed</li> <li>✓ Pair up with a peer who is competent at task and with whom the child is comfortable</li> <li>✓ Break down activities into components and teach separately, ensuring understanding and competence.</li> </ul>
<p>Dyscalculia</p>	<ul style="list-style-type: none"> <li>✓ All staff to be aware and understand that the child may find it difficult to keep up with peers in many circumstances</li> <li>✓ Provide the child with verbal and written instructions and personalised worksheets</li> <li>✓ Consider showing the lesson on a laptop if the child finds it difficult to track from a whiteboard to paper.</li> </ul>



	<ul style="list-style-type: none"> <li>✓ Understand that the child may have to repeat the activity many times to internalise and remember.</li> <li>✓ Use kinaesthetic and visual teaching strategies such as drawing, building, demonstrating and modelling</li> <li>✓ Provide hand-on activities with clear instruction around language and vocabulary</li> <li>✓ Use visual reference aids – e.g., printed vocabulary</li> </ul>
<b>Social, emotional and mental health difficulties</b>	
Trauma	<ul style="list-style-type: none"> <li>✓ Encourage the child to see that making a mistake is a part of learning and that mistakes will not incur anger or punishment from adults or peers</li> <li>✓ Provide an agreed and safe breakout space for when the child is feeling overwhelmed or emotionally dysregulated.</li> <li>✓ Ensure all adults are modelling active listening and demonstrating empathy at all times when interacting with the child</li> <li>✓ Allow access to exercise through regular learning breaks.</li> <li>✓ Consider use of visuals to consolidate managing emotional regulation-e.g. 5 point scale</li> <li>✓ Ensure that the child has access to activities that allow for self-regulation/self-soothing</li> <li>✓ Enable the child to sit in the room where they feel safe-could be at the side with their desk near a wall, or at the back.</li> <li>✓ Monitor for hypervigilance and the impact of this on their attention and focus</li> </ul>
ADHD	<ul style="list-style-type: none"> <li>✓ Allow some activities where learners with ADHD are allowed to work alone.</li> <li>✓ Small chunks of information with key concepts in pictorial form</li> <li>✓ Re-cap of previous learning to organise thoughts before the lesson</li> <li>✓ Use a timer to engage and provide focus for attention; (gel based liquid timers can provide a calming response)</li> <li>✓ Ensure instructions are delivered clearly and step by step - ask the child to repeat or have them written on a prompt sheet or task management board</li> </ul>
Anxiety	<ul style="list-style-type: none"> <li>✓ Use of a “Help Card” or equivalent, they can use to go somewhere safe and where they can calm down.</li> <li>✓ Be mindful of whether the child can cope with being asked questions in class and that this may vary day to day</li> <li>✓ Understand that the child may not be comfortable speaking in front of the class or a group</li> </ul>
<b>Sensory and/or physical needs</b>	
Hearing impairment (HI)	<ul style="list-style-type: none"> <li>✓ Pupils with hearing impairment may be unable to complete the requirements of the attainment target relating to listening and Responding</li> </ul>



	<ul style="list-style-type: none"> <li>✓ Good acoustics are important for all language learning. A learning environment with poor acoustics can be improved by a sound field system.</li> <li>✓ Videos or films used should be captioned. When impossible, find alternative ways for the child to access the information.</li> </ul>
Visual impairment (VI)/ Multi-sensory impairment (MSI)	<ul style="list-style-type: none"> <li>✓ Include as many multi-sensory real-life experiences as possible to enable blind and partially sighted children to develop a shared understanding of the world</li> <li>✓ Use of real objects when introducing new vocabulary</li> <li>✓ If of benefit to the child, provide high contrast objects and pictures</li> <li>✓ Consider enlarging texts, using clear fonts, using overlays or printing on paper of a specified colour.</li> </ul>
Physical Disability	<ul style="list-style-type: none"> <li>✓ Offer alternatives to writing, such as IT for dictation or recording or the use of a scribe.</li> <li>✓ Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all students.</li> <li>✓ Make available a range of accessible materials including, for example: chunky pencils, individual whiteboards and pens for writing in different contexts, pencil grips for students who need them, and cordless/trackerball mouse for students with mobility difficulties.</li> <li>✓ Film, interactive material, role-play, drama and high-quality artefacts contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning.</li> </ul>