



SEND STRATEGIES BOOKLET 2025/2026

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Communication-Friendly Access Strategies Checklist

SEND Provision	YES	NO
PowerPoints are SEND friendly: Beige background for <u>all</u> text Dyslexia-friendly font (Arial, Calibri, Century Gothic, Comic Sans, Trebuchet MS, or Verdana) Minimum size 24 Information presented step by step School logos/icons used (colour dots, extension logo etc.) Uncluttered presentation Include visual and memory support.		
Resources are SEND friendly: Dyslexia-friendly font (Arial, Calibri, Century Gothic, Comic Sans, Trebuchet MS, or Verdana) Minimum size 14 Printed on buff-coloured paper where possible		
Key words are displayed in the classroom.		
Pupils have a list of key words to practise at home.		
The literacy level of texts enables pupils to access work independently (in line with reading age data).		
The teacher/LSA checks that key pupils have understood instructions and repeats if necessary.		
The teacher/LSA checks in with key pupils regularly to support them with next steps.		
There is evidence of vocabulary development: Explicit reference to key words Vocabulary books Word webs etc.		
Pupils on/graduated from the Fresh Start programme are encouraged to use phonics strategies: Sounding out Breaking words down Looking for 'special friends' etc.		
Pupils receive lots of positive praise throughout the lesson.		
The teacher/LSA makes explicit reference to pupils' individual targets.		
Tasks involving copying from the board are minimised; key pupils are supported with copying when necessary.		
If a pupil receives a sanction, the reasons for the sanction are clearly explained, along with suggestions as to how to improve behaviour and learning.		
Differentiated homework activities are printed out or written down for pupils with literacy difficulties.		
External noise and distractions are minimised as far as possible.		

Autism Spectrum Disorder (ASD) Classroom Strategies

ASD is a development disorder that affects how a person communicate, interact and relate to people around them.

Children with **autism** have difficulties with social interaction of everyday life.

Strategy	YES	NO
Provide clear and consistent structure throughout the day, including during breaks and unstructured time.		
Seat pupil in an area of classroom free from busy displays and distractions. Try to keep the area around the whiteboard 'clutter free'		
Display classroom rules and routines, illustrated by pictures, for pupil to refer to.		
Constantly reinforce pupil social skills e.g. proactively teach what to say/do when praised, how to ask for help. Always tell the pupil what to do rather than what not to do.		
Illustrate expectations visually – for example, use symbols to indicate noise levels i.e. partner voices, group voices, classroom voice, social voices.		
Support oral presentations/explanations with charts, diagrams, pictures, real objects or mime.		
Set tasks with clear goals ("Write three sentences on" rather than "Write about...") and write worksheets in step-by-step form.		
Use a visual way of showing the pupil what they/the class will be doing, such as a sequenced series of pictures (a visual timetable), clockface divided into sections (or a digitalised clock with times below), a written list etc.		
Use timeline of events that branches to show where student will have deadlines or changes to face.		
Use short simple instructions. Give one at a time and check for understanding. Repeat instructions in same words rather than different ones. Ask pupil to repeat them back to you.		
Use pupil's name before asking a question or giving an instruction.		
Set explicit and clear expectations e.g. how many lines to write, how many questions to answer, how long to listen (use timer).		
Support writing with writing frames, closed procedure templates (e.g. writing up a science experiment), Q & A boxes etc.		
Avoid or explain metaphorical language and idiom like 'pull your socks up', 'it's raining cats and dogs', 'in a minute'.		
Involve the pupil by asking direct, closed questions at their level of understanding.		
If a pupil goes off at a tangent, direct conversation back to the topic in hand; 'Right now, we are talking about volcanoes.		
Prevent repetitive questioning or commenting during class discussion by giving pupil a set number of cards to give you each time they wish to contribute to discussion – when cards are gone, no more questions		
Try to avoid tasks which depend solely on talking or writing about imagined experiences.		
Try to avoid tasks which depend solely on empathy (e.g. in literature, history, geography, PSHE and citizenship).		
Use immediate and individualised reward systems e.g. collecting a number of points.		
Explain any unplanned changes of routine to the pupil in advance.		
Provide pupil with a symbol card to display when she wants help.		
Give time to process information (it can take a child with autism 30 seconds to do so) and, if necessary, to provide and answer.		
Be aware of what is going on in the background when addressing the pupil; if it is noisy, the pupil will struggle to process what you are saying.		

Social stories are a great way to help a pupil understand the world around them and how to react to certain situations (if unsure ask SENCO or Assistant SENCO)		
If the pupil is having difficulty expressing themselves, give them visual aids and support cards. For example, pictures with different emotions to show how they are feeling.		
Do not use irony or sarcasm with the pupil: they will not understand the context and may become upset by things that you are saying.		
Do not insist on eye contact: a child with ASD may simply concentrate in listening to, and understanding, what you are saying.		
Praise, praise, praise! If the pupil is able to communicate things to you, then let them know how pleased you are with them.		

Social Communication Disorder Classroom Strategies

SCD is a development disorder characterised by persistent difficulties with the use of verbal and non-verbal language for social purpose. Primary difficulties may be social interaction, social understanding, pragmatics, language processing, or any combination of the above.

Strategy	YES	NO
Provide clear and consistent structure throughout the day, including during breaks and unstructured time.		
Seat pupil in an area of classroom free from busy displays and distractions. Try to keep the area around the whiteboard 'clutter free'		
Explain any changes in routine in advance (with visual support if needed)		
Give clear feedback when things go 'wrong' at the time and explain 'why' it's wrong		
Think about what how you say things, could it cause confusion? (e.g. non-literal language)		
Give time for students to think about what you have said, check what they think you meant		
Teach/discuss social skills (e.g. appropriate greetings, way to express disapproval politely)		
State the obvious, give 'rules' for different situations such as group work (e.g. one person talks at a time)		
Use the student's name and individualise instructions so they understand it applies to them		
Make targets explicit and praise positive attempts of social interaction		
Talk through difficult situations or write a 'social story/comic strip conversation		
Use of visual support – pictures, videos and practical demonstration to support her attention and listening and understanding		
Use of specific visual support for learning and reinforcing sentence structure		
Support understanding of class instructions by chunking/breaking down instructions into a simpler form		
Ensure language is pitched at the appropriate level, consider vocabulary and the complexity of sentences		
Consolidate "old" and new skills through repetition, demonstration and "over-learning" to support students retain information and new vocabulary.		
Use a task checklist /schedule to support memory and to provide structure in the classroom		

Social, Emotional & Mental Health (SEMH) Classroom Strategies

SEMH needs are a type of special educational needs in which children/young people have severe difficulties in managing their **emotions** and behaviour. They often show inappropriate responses and feelings to situations.

Strategy	YES	NO
Seat pupil by a more settled peer		
If pupil becomes wound up/anxious allow her to remove self to an agreed calm-down area		
Make tasks short, with frequent breaks and opportunities to move around		
Remember that children who are stressed find it hard to take in and remember complex information; make instructions short and clear. When pupil is experiencing emotional turbulence or anxiety, provide low-key tasks and increased structure and predictability in the classroom environment.		
Set tasks with clear goals, outputs and timescales		
Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines for pupil to refer to. Illustrate them visually – for example, use a traffic light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices).		
Expect to teach pupil specific behavioural skills e.g. how to ask for help		
When pupil is misbehaving: Say what you want her to do, rather than what you don't - 'N., I want you to keep your hands in your lap' instead of 'N, stop bothering P' Label the behaviour but not the pupil – not 'You big bully' but 'N, bullying is not allowed in our school' Remind pupil of a rule, rather than telling them off – 'N, our rule is we put up our hand to answer', or make a point of praising a pupil who is keeping the rule - 'A., I like the way you put your hand up when you knew the answer' Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them		
Make an effort to 'catch the pupil being good' and praise them. Aim for a ratio of four positive comments to one negative and teach pupil how to reward themselves: 'You managed to concentrate on your work very well just then: give yourself a pat on the back'.		
Devise a private signal system to let the pupil know when they are off task or behaving inappropriately		
Use a planned reward system for appropriate behaviour		
Enhance access to ICT - use of the internet to research a topic, access to predictive word processing software and on-screen word grids to support writing, opportunities to create presentations		
To help pupil work independently: Actively teach core routines for certain tasks, having pupil practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task Give independent tasks that have previously been modelled for the whole class Give clear guidelines: 'I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner' Use visual prompts in the form of pictorial task cards Provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Five things to do if you are stuck with your work'		

Take steps to build pupil's self-confidence: Find out what they know about or are good at, and have them share this with the rest of the class or school Give them responsibilities, for example organising a lunchtime or after-school club, being a playground buddy, helping those who are new to the school Have them keep records of new things they learn and can do Ask them to tutor another pupil with their work Photocopy good pieces of work for them to take home		
Take special steps to build the relationship with the pupil: Take extra care to greet the pupil each day and say a word or two individually to them Have lunch with the pupil from time to time. Try to involve them in a lunchtime or after school club you run. Invite them to help you with daily tasks Listen without giving advice or opinions; show that you understand how the pupil feels ... <i>'That must have made you very angry/upset'</i> When things go wrong, reject the behaviour, not the pupil ... <i>'This is not the behaviour I expect to see from someone as kind and helpful as you'</i> Don't be afraid to tell the pupil you like them and that what happens to them matters to you ... <i>'You really matter to me and it's important to me that you do well this year'</i>		
Organise time – perhaps during registration - for a teaching assistant to chat with the pupil, giving them a chance to talk about anything that may be troubling them and get themselves ready for learning		
Ask another pupil or a small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets		
Deploy a teaching assistant to model, coach and reinforce group-work skills when the pupil is working collaboratively with other pupils.		

Attention Deficit Hyperactivity Disorder (ADHD) Classroom Strategies

ADHD is defined by symptoms of inattention, hyperactivity and impulsivity.

Strategy	YES	NO
Seat pupil near the front with their back to the class, between two good role models and well away from areas others pupils need to walk through.		
Establish a quiet place where pupil can go to work.		
Allow pupil to fiddle with an agreed item (stress ball etc.)		
Break longer tasks down into small pieces, and consider movement breaks.		
Give instructions simply and clearly. Make sure the pupil is looking at you first. Check that they have understood.		
Use a timer / clock to help the pupil complete a task within a specific time. Remind the pupil how long they have left.		
Ensure the pupil receives high levels of positive reinforcement, and negative feedback is also constructive.		
Use body language or nonverbal communication when the pupil begins to become off task.		
Use the reward system in place.		
Establish and share classroom rules regularly. Have them displayed in class.		
Have all pupils hold an object when it is their turn to talk.		
If problem behaviour occurs, consider the antecedent to the behaviour and why the behaviour happened.		
Establish how to reduce the frequency of this behaviour.		
Actively teach core routines for tasks.		
Model tasks before asking pupils to begin.		
Use guidelines for new activities and set expectations for written work: number of words / lines.		
Visual prompts should be used to reinforce verbal instructions.		
Ensure the pupils know how and when they can ask for help.		

Dyslexia - Classroom Strategies

Dyslexia is a common learning difficulty that can cause problems with reading, writing and spelling. It is not linked to intelligence.

Strategy	YES	NO
Worksheets and PowerPoints must be carefully designed to ensure they are accessible for learners. Use a beige background for slides, large text on printed work and clear fonts (Arial). Use subheadings to break up written work, or numbers and bullet points. <i>When designing a PowerPoint, project onto the board and check you are able to read each slide from the back of the room.</i>		
Visuals will support reading. However, these should not clutter the page, use with purpose.		
Key words should stand out – use bold or coloured text. Avoid using black whiteboard marker on the white board and when students are using a mini white board, insure you have given them a coloured whiteboard marker.		
Complex or extended texts should be delivered in chunks, with an opportunity to test comprehension built into the reading. Unusual vocabulary should be highlighted, explained and revisited. Vocabulary books will help to build revision-based exercises in the future.		
Avoid copying from the board. This will not help with processing and is likely to cause anxiety for the pupil. Copying will be slow and will impact the pace of the lesson. Have prepared sections to stick in the books to save time.		
Pupils may find it hard to hold onto information or instructions. Consider: Repeating instructions or asking targeted questions to ensure the pupil understands what they need to do. 'Chunk' pieces of information, rather than stringing them together. Have instructions written down (PowerPoint or worksheet) and have these available for the duration of the activity. Processing time should be given for complex instructions. Reward and praise quick responding.		
Organisation can be a problem for pupils with dyslexia. Pupils would benefit from having extended time in preparing and packing away their belongings. Pupils having a specific place in their bag for storing classroom equipment would be helpful. <i>For those who have recurring difficulties in this area may be required to leave pens in each classroom they are taught.</i>		
Using a laptop or computer for extended writing may be beneficial for pupils in organising their work as well as proofreading when they have finished. <i>Pupils using a laptop for an examination will not have access to spellchecker.</i>		
Marking should be targeted. When correcting spelling, highlight two or three (challenging) words which have been spelt correctly, before focusing on incorrect spellings. Reinforce good attempts at spelling. Encourage recognition of root words.		
Allow those with dyslexia to be creative in the way they present their ideas. Make full use of software packages like Publisher and PowerPoint. Presentations, drama, mind-maps, diagrams and posters should be used for planning ideas out before beginning longer pieces of writing.		
Early scaffolding approaches to writing: Provide writing frames when introducing new ways of presenting work (e.g. science diagrams / processes and for maths equations). Once the pupil has mastered the layout, these can be faded. Provide a list of key vocab words for activities. Provide sentence starters for when you expect pupils to respond quickly. These are good for 'fact' based answers. Use close procedures when testing knowledge.		
Speak with the pupil in private about whole class reading, and their feelings around reading out loud. Building confidence in the early lessons is extremely important.		
Explicitly teach spelling patterns, such as prefixes / suffixes.		

Consider building in extra time if this is the pupil's 'way of working'. This is important for access arrangements in assessments and examinations.		
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Dyscalculia - Classroom Strategies

Dyscalculia is a condition that affects the ability to acquire arithmetical skills.

Strategy	YES	NO
Link maths to relevant and practical contexts – shopping, eating out etc.		
Use a 'scaffolding' approach – avoid rushing the student through a task. Break it down into steps. Provide time for recap & consolidation at each stage and revisit the basic skills often.		
Allow students as much thinking time as they need to complete a task or calculation, including oral / mental work. Avoid putting them on the spot by asking a question in front of an audience of peers.		
Minimise the amount of information that students have to hold in their mind at any one time. For example, if they are performing long division problems, they should write down every step including carrying numbers. When solving word problems, they should always have a scrap piece of paper handy and write down the steps in their calculations. This will help prevent them from losing their place and forgetting what they are doing.		
Use a variety of visual and kinaesthetic resources – objects, images and models. Allow the students to manipulate the resources.		
Use a variety of methods and try to adapt teaching to the student's natural way of working out rather than simply imposing the method you have learnt / use frequently etc.		
Provide a list of maths symbols – as you would with punctuation – to remind students.		
Provide number squares and prepared formats for recording calculations / answers – with shaded alternate rows.		
Provide help/cue cards for different operations – colour code for categories i.e. blue for subtraction, red for addition. Vary the vocabulary, for example, colour code blue 'minus', take away' etc.		
Use small numbers when introducing new concepts gradually work up to higher numbers via short, small step tasks.		
Take time to explain /recap on maths vocabulary. Check for understanding.		
Play games with students to teach the points you want the students to learn.		
Ask lots of questions, rephrasing your sentences and varying your vocabulary.		
Encourage students to talk about what they are doing and why.		
Establish a routine of 'estimate – calculate – check'		

Dyspraxia - Classroom Strategies

Dyspraxia is a developmental disability of organisation of movement. It is caused by an immaturity of the brain resulting in messages not being properly transmitted to the body.

Strategy	YES	NO
Give the student as much encouragement as possible.		
Be aware that protracted handwritten work may cause frustration.		
Ensure that the student's pen and pencil grip is comfortable.		
Allow extra time to complete tasks.		
Do not provide too many verbal or visual instructions at once.		
Give step by step instructions and check they are understood.		
If necessary, place simple written instructions on the student's desk.		
Sit the student near the board.		
Use checklists and story planners.		
Allow access to computer technology.		
Use lined paper with margins.		
In Mathematics, use squared paper.		
In Physical Education, a new skill may have to be fully demonstrated before the student can perform the task		

Hearing Impairment (HI)- Classroom Strategies

Hearing loss is a partial or total inability to hear. That is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

Strategy	YES	NO
Use TA for pre-tutoring – preparing pupil for lesson e.g. explaining new words and concepts.		
Seat pupil at front where able to read text, hear and lip-read.		
Position sign supporters alongside teacher where pupil can see both.		
Ensure light is on teacher's face, i.e. light source behind pupil – don't stand with your back to a window.		
Face pupil when speaking to facilitate lip-reading; repeat any instructions that have been given when the pupils could not see the speaker.; avoid writing on board or IWB while speaking as you will not be facing pupil		
Don't make the pupil concentrate on lip reading for too long without a break.		
When other pupils contribute, ensure that they speak one at a time. Paraphrase their contributions back to the class.		
Speak clearly, naturally and at a normal rate – shouting or exaggerated 'mouthing' distorts normal lip patterns.		
Minimise background noise, e.g. noisy heater, buzzing light. Make other pupils aware of need for a quiet working environment.		
Use short simple instructions. Give one at a time and check for understanding. Repeat instructions first in same words, but then if the pupil does not understand a word use a different one.		
Support oral presentations /explanations with charts, diagrams, pictures, real objects or mime. Write topics or headings on the board as you introduce them.		
Prepare the pupil before the session/lesson by outlining what it will be about.		
Use pupil's name before asking a question or giving an instruction.		
Cue pupil in to a change of topic of conversation. presentation - say 'now we are going to talk about'.		
Question pupil after some other pupils have given examples of what is required.		
Accept pupil's spoken utterances but rephrase and give them back in a grammatically correct version.		
Be aware that independent writing will reflect the pupil's spoken language levels and will not necessarily be grammatically correct.		
Support writing with writing frames and lists of vocabulary to choose from.		
Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word.		
Use a range of ways of recording so that learning are not limited by the pupil's ability to write full English sentences: bullet points and mind maps ordering tasks – for example, ordering cut-out words to make a sentence, or sentences to make a sequence of instructions; matching tasks, such as matching labels to pictures/diagrams/maps; close procedure, where they fill in missing words in text; annotating a print-off of IWB page PowerPoint presentations / making posters, oral presentations, dramatic reconstructions		
Agree private signal pupil can use to show you they have not understood.		
Try to use video with subtitles; if not available, allow pupil to borrow video material after lesson to go through it again. Don't ask pupil to make notes while watching a video		
Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to listening.		

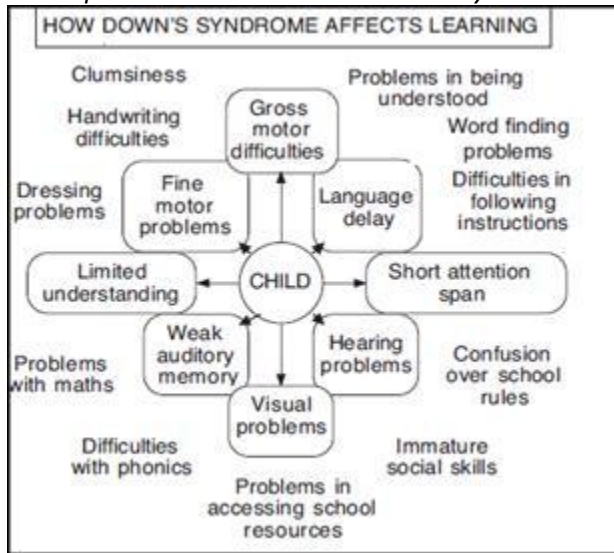
Visual Impairment (VI) - Classroom Strategies

Visual impairment children may be defined as those children who suffer from the **impaired conditions, difficulties and deficiencies present** in their visual organs which make them different from children with normal vision to extent or requirement special education provision.

Strategy	YES	NO
Use TA for pre-tutoring – preparing pupil for lesson e.g. explaining concepts that rely on vision for understanding.		
Don't ask pupil if they can see what is on board/IWB etc (they may not know) - check by using symbols that pupil knows then use same-size font/background/colour as the symbols you have checked.		
Avoid pupil having to look directly into a light source – do not sit or stand with the light behind you.		
Use clear well-spaced print that is suitably contrasted with the background according to individual pupil's needs (for x, y colour on z background). Use non-glossy non-reflective paper. Use photocopies of masters not of faint blurred versions.		
Give verbal information to replace/supplement information from pictures, questions, facial expression		
Use tactile experience to replace/supplement visual input (or example, if class are watching sugar cubes dissolve in a beaker, pupil can put their hand in beaker and feel it dissolve)		
Ensure pupil has an individual copy of print material being read in the appropriate format (e.g. large print, Braille). This applies to information on classroom walls too (posters, key vocabulary lists)		
Say pupil's name before asking a question or giving an instruction and indicate who is talking in a class discussion.		
Provide pupil with own copy of materials to be written on board or IWB; read aloud what you or other pupils are writing up		
Use larger-lined paper, columns or boxes to place numbers in, squared paper. Have pupil use dark pen instead of pencil		
When alerting pupils to an action, artefact, illustration or example don't just point - describe what you want the pupils to take notice of and if necessary, describe what it is		
Ensure pupil uses aids supplied - such as CCTV, hand held and portable video magnifiers, book stands, speech output software, digital accessible information system		
Ensure pupil has access to the most appropriate medium for recording work (heavily lined paper, lap top, Braille machine, tape recorder, headphones, digital accessible information system.) Access to power supply or space for Braille machine may be required		
Ensure pupil has all the curriculum materials and equipment required to hand and that the materials are organised and contained consistently and securely (Use Dycem non slip mat, a high sided tray or container with compartments)		
Raise position of text (e.g. use sloping desk, reading stands).		
Minimise need for extensive handwritten recording – use ICT (predictive word processor, on-screen words banks, graphics packages), bullet points, mind mapping, flow charts, gapped handouts, buddy acting as scribe, photocopied transcripts of notes, print-off of IWB page for pupil to annotate.		
Use tactile indicators – blu-tac, paper clips – to help pupil find information, locate where they need to be on page, keep track of which question they are on in a series.		
Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning.		
Record your homework instructions on a dictaphone. Allocate a homework buddy they can ring if they have forgotten what to do ('phone a friend').		

Down's Syndrome - Classroom Strategies

A genetic disorder associated with physical growth delays, characteristic facial features and mild to moderate developmental and intellectual disability. It is caused by the presence of full or partial extra copy of chromosome 21



Strategy	YES	NO
Use meaningful material within or close to the pupil's experience.		
Introduce new concepts in a familiar context.		
Make the tasks self-contained		
Provide plenty of visual clues - words, symbols, pictures, diagrams.		
Ensure illustrations tie in closely with text and task.		
Give plenty of opportunities for success.		
Use the pupil's feedback to decide whether or not the worksheet fulfils your educational aims and objectives.		
Supplement the worksheet with a taped version of the task instructions, which the pupil can play for reinforcement.		
If possible, try out several different versions of the same worksheet to discover what works best for the individual pupil.		
Differentiate clearly between text and illustrations.		
Leave a wide border all around the edge of the page.		
Highlight and explain key words and any that are new to the pupil.		
Illustrate key words if possible.		
Use type or print, not handwriting.		
Use subheadings to break down and structure the written sheet.		
Use a simple uncluttered layout. Too busy a page causes confusion		
Break up continuous text. Highlight instructions in some way: in a box, particular font or colour.		
Use coloured as well as white paper, both for variety and to help the pupil distinguish one subject area from another.		
Use simple and familiar language. Keep sentences short and concise.		
Avoid ambiguous words. Use active rather than passive verbs		

YEAR 1 SEND Strategies – 2025/26

Aisha Diassona (1D)	
	Needs
	SEND Support:
	Down Syndrome
	Agency Involvement
	Health Specialist
	Interventions
	1:1 Executive Functioning 5 times a week with Ms Blessing 1:1 Sensory circuit with Ms Blessings
	IEP (Individual Education Plan)
	Additional Information
	Strengths:
Confident in interacting with her peers Happy to seek support from adults when needs arise	
Areas for development:	
Can easily get distracted Need to develop her balancing skills Need to develop her fine motor skill	
Teacher Strategies	
Use communication friendly access strategies (in strategies checklist) Use the Down Syndrome classroom strategies at the front of the strategies booklet Break tasks into small, manageable steps. Use visual aids or picture cards to help the child understand each step. Keep instructions clear, concise, and consistent. Visual cues and hand gestures can support verbal instructions, especially for a child with attention difficulties. Praise any attempt at following instructions, engaging in an activity, or improving motor skills. Positive reinforcement encourages continued effort and boosts self-confidence. Allow short, frequent breaks to keep Aisha engaged and avoid frustration. Use timers to help Aisha anticipate when a break is coming, which can help with focus and self-regulation. Engage Aisha in activities that align with their interests. If Aisha enjoys a specific toy or theme, use that as a motivational tool to work on her attention span and motor skills. Work closely with Aisha's family to reinforce these activities at home. Ensure that the same strategies are used in both environments, which can help create consistency and improve progress	

Sara Sead 1C	NEEDS
No Picture	SEND SUPPORT
	ASD (Autism Spectrum Disorder)
	Agency Involvement
	Health Specialist
	Intervention
	LSA 1:1 Support 4 times weekly by Ms Blessing IEP (Individual Educational Plan)
	Additional Information
	Teacher Strategy
	Keep routines predictable and visual (daily visual timetable, first/then boards).

	Give short, clear instructions and show what to do (model once, then support). Allow processing time before repeating or prompting. Use visuals, gestures, and demonstration alongside words. Break tasks into small steps, celebrate each step, then build up. Use positive reinforcement (specific praise, stickers, choice time). Provide consistent expectations and the same language from all adults. Prepare her before transitions or changes ("In 5 minutes we will..."). Use countdowns or timers to reduce anxiety and rushing. Offer structured choices (two options) to increase independence. Pair her with a patient, supportive peer when working in groups. Encourage full sentences using gentle prompts ("I need...", "Can I...?"). Give opportunities to practice turn-taking and sharing during play. Build learning around interests and meaningful activities. Use hands-on learning first, then move to paper or abstract tasks
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Alzaina 1D	NEEDS
	SEND SUPPORT ASD(Autism Spectrum Disorder)
	Agency Involvement
	Health Specialist
	Intervention
	<u>In class shadow teacher support</u>
	<u>IEP(Individual Educational Plan)</u>
	<u>Additional Information</u>
	<u>Strength</u> Understands basic Arabic and English; improving expressive language. I can form simple sentences and show willingness to communicate. Good gross motor skills (walks independently, climbs stairs, jumps, navigates space). Can dress/undress independently. Flexible with routine; adapts well to change. Capable turn-taking during structured tasks. Shows empathy occasionally and understands simple emotions. I attend school regularly and have some friends. Responds better as she becomes familiar with adults <u>Areas of Development</u> Expressive language delays; limited vocabulary; uses short phrases. Echolalia (repeats questions/phrases). Difficulty expressing emotions and needs. Limited reciprocal interaction; prefers adult/parent over teacher. Limited eye contact and joint attention. Limited imaginative play; prefers functional/repetitive play.

Sensory seeking (starting, visual gazing, skin picking).
Hesitant to separate from parents; initially shy or clingy.
Needs support initiating or sustaining social exchanges.
Mild rigidity during tasks; repeats phrases like “it doesn’t fit”.
Requires support to engage socially in group play.

Teacher Strategy

Use simple language, repeat instructions, and provide visual cues.
Maintain predictable routines with a daily visual timetable.
Use first–then and Now–Next–Then boards.
Seat her near the teacher and away from high-sensory distractions.
Allow extra processing time before expecting an answer.
Break tasks into clear, manageable steps.
Check understanding through modelling instead of open-ended questions.
Provide choices to reduce anxiety (“Do you want crayons or markers?”).
Use praise for effort, eye contact, initiating communication, and use
Provide structured peer-pairing sessions.
Model turn-taking, sharing, and simple cooperative play.
Reinforce attempts at social interaction immediately.
Use a calm, low tone; avoid raised voice.
Reinforce positive behavior using a reward board.
Teach functional communication (“help me”, “I need a break”).
Provide sensory breaks
Regular communication with parents about routines and progress.

Continue recommendations from Speech Therapy, Occupational Therapy, and ABA.

Use **picture cards** to help her put events in order and say what happened using *First, Then, Last*.
Ask **Who / What / Where / Why** questions after stories, activities, or lessons and give her time to answer.
Keep instructions **short and clear** and repeat calmly if needed.
Use the **star/token board** consistently and explain the reward at the start of the task.
Make sure the reward is given **only after all stars are earned**.
Slowly increase the time she is expected to stay on task.
Include **turn-taking games** and remind her gently whose turn it is.
Praise her when she waits or shares appropriately.
Keep routines **predictable** and give warnings before changes.
Use positive language and encourage effort.

	Under Investigation Bespoke support Haya 1 A
	Social and Academic concerns
	Under SENCo monitoring Bespoke daily with Ms blessing on fine motor skills and literacy support

YEAR 2 SEND Strategy-2025/26

	Year 2 under investigation bespoke intervention 2C
	Academic Concerns
	Haneen requires structured support to follow instructions, manage transitions, develop early literacy and handwriting skills, increase independence, and use appropriate communication and self-regulation. Struggles with peer group interaction, and Numeracy skills. Bespoke daily with Ms Rahmat under SENCO monitoring referral letter send out

Year 3 SEND Strategies – 2025/26

Almaha Mohammed Alnaimi (3C)	Needs
	SEND Support:
	Hearing Impairment, wears Hearing Aids
	Agency Involvement
	Health Specialist
	Interventions
	In class Strategies
	IEP (Individual Education Plan)
	Additional Information
	Strength
	Imaginative - Loves reading and writing stories
	Curious – likes to find out how things work
	Very sociable – strong friendship groups and enjoys playtime.
	Maths
	Areas of Development
	Using her voice when working with peers outside of her friendship group
	Building up stamina for writing
	Continue to build resilience and confidence to overcome challenges in new environments
	Teacher Strategies

Use communication friendly access strategies (in strategies checklist)
 Use the Hearing Impairment classroom strategies at the front of the strategies booklet
 Check Almaha's hearing aids are working before each session.
 Seat Almaha near the front of the class and ensure good lighting for lip reading.
 Always gain Almaha's attention before speaking (e.g., say their name and make eye contact).
 Use visual cues, objects of reference, or signing to support understanding.
 Allow extra time for Almaha to process spoken information.
 Reinforce new words through repetition and multisensory learning.
 Use simplified language, short sentences, and reinforce with gestures or signs.
 Check understanding by asking the child to explain new words in their own way.
 Encourage turn-taking and full sentences during class discussions
 Encourage peer awareness and inclusive group activities.
 Ensure Almaha sees your face when speaking, avoid talking while turned away or covering the mouth.

Manar Albakar 3B	Needs
NO PICTURE	SEND Support Visual Impairment wears glasses
	Agency Involvement
	Specialist(sidra)
	Interventions
	In Class strategies IEP (Individual Educational Plan)
	Additional Information
	Strength A positive attitude toward learning and responds well to praise. Participates actively when tasks are structured and engaging. Enjoy peer interaction and group activities. Follow short, clear instructions with minimal support.
	Areas of Development Has difficulty seeing clearly from a distance, particularly when viewing the board. Needs enlarged or high-contrast materials to access reading and written tasks. Requires front-row seating, away from glare or bright light sources. It takes additional time to complete tasks that rely heavily on visual input
	Teacher's Strategy
	Seat Manar at the front of the classroom, ensuring a clear view of the board and away from direct sunlight or glare. Provide enlarged and high-contrast materials for all reading and writing tasks. Allow extra time to complete classwork, tests, and visually demanding activities. Encourage the use of vision aids, such as colored overlays

	or magnifiers, during lessons and assessments. Use clear, verbal instructions to support written directions, checking understanding before tasks begin. Minimize visual distractions on worksheets or slides by keeping layouts simple and uncluttered. Offer regular check-ins to ensure she can see the board, materials, and digital content comfortably. Provide positive reinforcement and reassurance to build her confidence and reduce frustration during visual tasks.
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Year 4 SEND Strategies – 2025/26

Fatma Abdulaziz Abdulwahab (4C)	Needs				
	SEND Support: ADHD diagnosis				
	NGRT profile & Implication for Teaching & Learning				
	<table><tr><td>SAS</td><td>NGRT</td></tr><tr><td>83</td><td>6:03</td></tr></table>	SAS	NGRT	83	6:03
	SAS	NGRT			
	83	6:03			
	Agency Involvement				
	Sidra				
	Interventions				
	1:1 Literacy support once a week with Ms Kashia 1:1 Executive Functioning once a week with Ms Kashia IEP (Individual Education Plan)				
	Additional Information				
Strengths: Visuospatial reasoning Fluid reasoning Verbal comprehension Areas for development: Working memory Processing speed difficulties					
Teacher Strategies					
Use communication friendly access strategies (in strategies checklist) Use the ADHD classroom strategies at the front of the strategies booklet Give clear, concise instructions with simple language and avoid overwhelming Fatma with too many details at once. Provide visual reminders to support learning, organisation, and task completion. Give Fatma more time to complete tasks and provide frequent breaks to avoid mental fatigue. Offer frequent praise and rewards for positive behavior and task completion to build motivation and self-esteem. Establish predictable routines and classroom expectations to create a sense of security and minimise distractions. Provide consistent transitions between activities with verbal or visual cues (e.g., "In 5 minutes, we'll be switching to math"). Incorporate technology tools to support Fatma's learning, particularly for tasks that involve writing, reading, or math. Implement educational apps and games that support math, reading, or working memory (e.g., apps like "Read&Write," "Dragon NaturallySpeaking," or "Khan Academy"). Always provide both written and verbal instructions to ensure Fatma can refer back to the information as needed. Repeat instructions verbally and encourage the student to ask questions or clarify points if needed. Adapt assignments to suit Fatma's needs, reducing the amount of material or adjusting how she demonstrates her understanding.					

Year 5 SEND Strategies – 2025/26

Maryam Saeed AlHajri (5C)		Needs
	SEND Support: Visual Impairment(eyesight)	
	CATS/NGRT profile & Implication for Teaching & Learning	
	SAS	NGRT
	78	6:02
	Agency Involvement	
	Health Specialist	
	Interventions	
	1:1 Executive Functioning 3 times a week with Ms Khashia 1:1 Handwriting/Sensory circuit with Ms Khashia	
	IEP (Individual Education Plan)	
	Additional Information	
Strength Kind girl Likes English and Science Favorite subject is Islamic studies		
Areas of Improvement Struggle with noises Struggle with organization		
Teacher Strategies		
Use communication friendly access strategies (in strategies checklist) Use the Visual Impairment classroom strategies at the front of the strategies booklet Allow Maryam movement breaks into the school day with stretching and balance games. Incorporate sensory breaks to support regulation and attention. Use tactile floor markers, contrasting colours, and clear verbal instructions to support navigation. Allow extra time for PE dressing and transitioning between spaces. Encourage participation in adapted physical activities (e.g., seated ball games). Allow rest breaks during physically demanding tasks. Maintain a consistent, predictable routine with visual or tactile cues for transitions. Reduce visual clutter on work surfaces; use high-contrast paper/objects. Provide written tasks in large print or tactile format		

Year 5 under investigation Bespoke List (monitor and alert SENCO of any concerns)		
Social communication concerns	Academic concerns	Academic concerns
	Habeeba Al-Khayareen (5E) , under investigation by SENCO. Receiving 1:1 support from Ms Rahmat 4 times a week working on literacy, reading closing the gap in learning.	

Year 6 SEND Strategies – 2025/26

LOLWA 6D	NEEDS								
	SEND SUPPORT Learning Cognition (working memory)								
	CATS/NGRT profile & Implication for Teaching & Learning								
	<table><tr><td></td><td>SAS</td><td>NGRT</td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>		SAS	NGRT					
		SAS	NGRT						
	Agency Involvement								
	Sidra								
	Interventions								
	1:1 Bespoke with Kashia 3 times a week on literacy and emotional regulations IEP IN Place								
	Additional Information								
	Strengths and interest Strong non-verbal reasoning skills Logical problem-solving ability Visual pattern recognition Enjoys digital art Responds well to redirection Happy disposition and settles well when structured Good word knowledge in English								
	Areas for development Working memory (following multi-step instructions) Sustained attention Organizing tasks independently Expressing shared concepts verbally Emotional regulation during peer conflict Task initiation								
	Teacher Strategies								
	Give clear, chunked instructions (2–3 steps at a time) with visual support. Use checklists and graphic organizers for multi-step tasks and extended writing. Break tasks into smaller sections and reduce quantity where appropriate. Provide structured writing frames and problem-solving templates. Allow extended time for assessments and written work. Seat near teachers and provide regular check-ins during independent work. Support task initiation and gradually reduce adult prompts. Teach and reinforce emotional regulation strategies. Provide access to a trusted adult when needed. Maintain consistent communication with parents.								

Year 7 SEND Strategies – 2025/26

Shahad Al-Emadi (7D)	Needs				
	SEND Support:				
	ADHD diagnosis				
	CATS/NGRT profile & Implication for Teaching & Learning				
	<table><tr><th>SAS</th><th>NGRT</th></tr><tr><td>79</td><td>7:10</td></tr></table>	SAS	NGRT	79	7:10
	SAS	NGRT			
	79	7:10			
	Agency Involvement				
	Sidra				
	Interventions				
	1:1 Organizational skills once a week with Ms Khashia IEP (Individual Education Plan)				
Extra Time for exam/assessment					
Additional Information					
Teacher Strategies					
	Use communication friendly access strategies (in strategies checklist) Use the ADHD classroom strategies at the front of the strategies booklet Create a consistent daily routine at school. Having a clear structure can help her manage expectations and reduce anxiety related to transitions. Provide positive reinforcement for completing tasks, demonstrating self-control, or staying focused Praise efforts, not just outcomes, to build confidence and encourage perseverance.				

Year 7 under investigation Bespoke List (monitor and alert SENCO of any concerns)		
Social communication concerns	Academic concerns	Academic concerns
	Fatma Mashaal under SENCO investigation receiving 1:1 support from Kashia on emotional regulation and in class push in support from SENCo during English	Aldana Esmael under SENCo Investigation receiving push in support from SENCo during English lessons

Year 8 SEND Strategies – 2025/26

Aisha Khmais Alkubaisi (8D)		Needs					
	SEND Support: Narcolepsy (neurological conditions that affect sleep-wake cycles) ASD traits under investigation by SENCO (<i>please be mindful not to discuss this with her or parents while under investigation</i>)						
	Medical: Narcolepsy takes medication for it (care plan with the nurse)						
	CATS/NGRT profile & Implication for Teaching & Learning						
	CATS: Verbal	CATS: Non-Verbal	CATS: Quantitative	CATS: Spatial	CATS: Average	CATS: Verbal-Spatial Profile	NGRT
	109	125	108	117	115	Average even profile	

Average even profile

This is a balanced profile, demonstrating verbal and spatial abilities in the average to high average range.

Aisha is likely to be secure in most areas of learning including writing, discussions, paired work and creative tasks, as well as in visualisation and working with pictures, diagrams, 3D objects, mind maps and other tangible methods of learning.

Aisha is likely to enjoy active learning methods such as modelling, demonstrating and simulations and engaging with written material. She is likely to respond equally to a variety of teaching and learning methods.

Aisha should do relatively well in both language-based subjects and subjects such as science, technology, design and geography which will draw on her spatial ability.

Implications for teaching and learning

Aisha has no particular preference in ways of learning and is broadly average in her developed abilities.

Aisha is likely to respond equally well to a range of different teaching methods and styles.

Aisha's teachers should keep learning opportunities both broad and varied.

Preferences and strengths may develop over time and with exposure to the full range of subjects in the curriculum.

Agency Involvement

Health Specialist

Interventions

1:1 In class strategies

IEP (Individual Education Plan)

Additional Information

Strengths:

Strong sense of justice, of what is right and wrong Lack emphasis

Difficulties understanding certain social cues and situations

Areas for development:

Needs praise and rewards

Can get fixated and obsess with one thing and struggle to move on Need support to resolve conflicts especially with friendships

Teacher Strategies

Use communication friendly access strategies at the front of this booklet

Use the ASD classroom strategies at the front of this booklet

May require rest breaks

Provide extended time for assignments, tests, and exams to account for fatigue and cognitive lapses if needed.

Provide seating in a location that minimises distractions and helps the student stay engaged.

Allow the use of assistive technology, such as audio recordings or note-taking apps, to help compensate for periods of sleepiness.

Allow breaks during long exams to prevent fatigue from impairing performance.

Year 10 SEND Strategies – 2025/26

Haya Omran Al-Sherawi (10B)	Needs														
	SEND Support: Dyslexia Medical: PCOS (Polycystic ovary syndrome) is a problem with hormones that happen during the reproductive years which can affect mood and periods cycles.														
	CATS/NGRT profile & Implication for Teaching & Learning														
	<table> <tr> <th>CATS: Verbal</th><th>CATS: Non- Verbal</th><th>CATS: Quantitative</th><th>CATS: Spatial</th><th>CATS: Average</th><th>CATS: Verbal- Spatial Profile</th><th>NGRT</th></tr> <tr> <td>87</td><td>100</td><td>110</td><td>108</td><td>101</td><td>Moderate spatial bias</td><td></td></tr> </table>	CATS: Verbal	CATS: Non- Verbal	CATS: Quantitative	CATS: Spatial	CATS: Average	CATS: Verbal- Spatial Profile	NGRT	87	100	110	108	101	Moderate spatial bias	
	CATS: Verbal	CATS: Non- Verbal	CATS: Quantitative	CATS: Spatial	CATS: Average	CATS: Verbal- Spatial Profile	NGRT								
	87	100	110	108	101	Moderate spatial bias									
	Moderate spatial bias Haya 's performance should be markedly better when engaged in tasks that require visualisation and she will learn well when working with pictures, diagrams, 3D objects, mind maps and other tangible methods. Her weaker verbal skills suggest she will perform at a low average level when learning through written texts, writing and discussion. Haya is likely to prefer active learning methods such as modelling, demonstrating and simulations, but should also be able to engage with most written material. Haya's attainment should be average or above in subjects that make the most of her spatial ability such as science, technology, design and geography, but may find language-based subjects such as English, humanities, history and modern foreign languages more challenging unless teaching methods are adapted to suit her profile.														
	Implications for teaching and learning A lack of relative progress in verbal reasoning may be preventing Haya from accessing key areas of the curriculum. Haya may benefit from some targeted additional support, with a focus on strategies to develop greater verbal ability. This may include opportunities for discussion, support with specialist vocabulary, and opportunities to develop presentational skills. Pairing Haya with someone who is stronger in this area may support her progress. Paired work is likely to be more beneficial than group work. Haya is likely to perform better where both spatial and visual approaches to learning are used. Haya should be encouraged and helped to use her better spatial ability in subjects which depend on verbal skills. So, encourage her to use visual material (pictures to support text, videos, etc), create visual representations of events in history, use mind maps as an aid to remembering the key events and characters in a text in English and annotate text to reinforce key facts and information in science. Haya may find extended pieces of writing easier to do if she plans them using flow charts, putting down ideas in note form and then deciding how to sequence these before starting the actual writing.														
	Agency Involvement Sidra														
	Interventions														

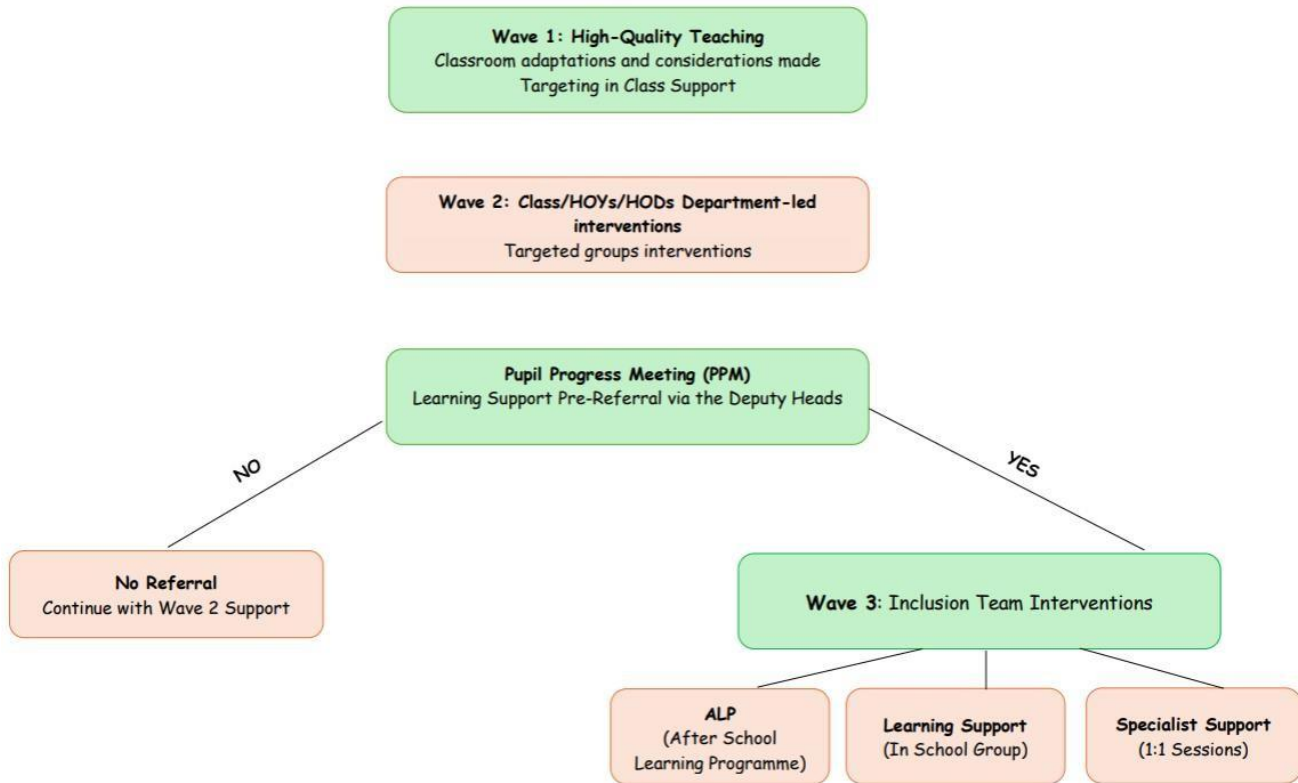
	1:1 Study skills and literacy support focusing on dyslexia strategies twice a week with Ms Jocelyn IEP (Individual Education Plan) Extra Time to be provided for exam
	Additional Information Strengths:
	Kind girl Hard-working Resilient Likes to draw Likes Fashion Likes cooking Areas for development: Focusing more Understanding some words Processing and memory issues Struggle with white PP background Forget easily and need prompting to remember Needs time to process information Needs support with vocabulary Use of Orange overlay and orange background
	Teacher Strategies Use communication friendly access strategies (in strategies checklist) Use the dyslexia classroom strategies at the front of the strategies booklet Use the ADHD classroom strategies at the front of the strategies booklet Ensure Haya is encouraged to use her coloured overlay. Will use blu tac to avoid being distracted Ensure you provide more time to write down her thoughts and copy tasks. Printing resources will help her. Having a yellow background for PP will assist her Have a bank of vocabulary topic related to support her Seat her away from distractions Need prompting to get back on track Do not ask Haya to read out loud in front of the class

Year 10 under investigation Bespoke List (monitor and alert SENCO of any concerns)		
Social communication concerns	Academic concerns	Academic concerns
	Noora Almansouri 10D under SENCO investigation receiving In class strategies support for Arabic Lessons and informal SENCo check inns	

Year 11 SEND Strategies – 2025/26

Year 11 under investigation Bespoke List (monitor and alert SENCO of any concerns)		
Social communication concerns	Academic concerns	Academic concerns
	Noura Alrumalhi 11A under SENCO investigation awaiting Sidra appointment in April. receiving 1:1 support from SENCo twice a week in class high level of scald folding and 1:1 support from teachers	

Inclusion Support Process Map



OVERVIEW

Wave 1: Quality First Teaching (QFT) at DSGD

At DSGD, all students receive high-quality classroom instruction through Adaptive Teaching, Scaffolding, Active Engagement, and Regular Assessment. EAL learners benefit from Visuals & Dual Coding strategies.

Wave 2: Class/Year Group/Department-led Intervention

Students needing extra support receive small group interventions, mentoring, peer support, and well-being strategies. Adjustments such as modified timetables and extra time are provided where necessary.

Pupil Progress Meetings (PPMs)

If progress remains below expectations, a PPM is held with the Deputy Head (Academic/Pastoral) to review evidence, including assessments, teacher observations, work samples, and parental concerns. If no referral is needed, the Deputy Head provides guidance for continued support within Wave 2.

Wave 3: Specialised Support Options (Paid by Parents)

Students requiring further intervention are referred to the **Inclusion Team** who will determine if for one of three specialist provisions is suitable:

1. **ALP (After-School Learning Programme):** Small group sessions in Arabic, Math, English & Study Skills (SEMH), ensuring skill-building without missing classwork.
2. **Learning Support (In-School Group Support):** Targeted interventions within school hours for students needing smaller group or in-class support.
3. **Specialist Support (1:1 Sessions):** Individualised interventions tailored to specific learning needs, delivered internally or externally.

All Wave 3 interventions are parent-funded to ensure appropriate, personalised support for each student.

IDENTIFICATION REFERRAL PROCESS

STEP 1

Concerns about a student regarding one of the 4 **four broad areas of Special Education Needs**:

- Cognition & learning
- Social, emotional and Mental Health
- Communication and Interaction
- Sensory and/or physical

Parent/Carer raises concerns

STEP 2

Wave 1: High-Quality Teaching If you have initial concerns about a student's progress the first part before a referral form is done is to address the concerns **using the strategies for Quality First Teaching**. These **MUST** be tried first. The biggest impact on a student's progress is with the class teacher, even when on the SEND register.

Use **QFT checklist** available in the **strategies booklet** located in the shared area in the SEND folder, it gives ideas for strategies you could use within the **four main areas of need** and covers a range of SEND. This list is not exhaustive and contains a mix of primary and secondary strategies.

If you have exhausted strategies in class. Please **complete the blue section** on the form that looks at attendance. Parents should be **contacted to raise** concerns. This must all be recorded on the form. The strategies you have used and why must also be detailed.

Tutors/teachers **undertake a full term of assessment** (use the **checklist located in the strategies booklet to help you identify specific needs located in the SEND folder** by gathering evidence from other lessons (round robins, learning walks, looking at books...)).

If needs have been identified under the **4 four broad areas of Special Education Needs**.

Send an Inclusion Referral form using the form on the shared drive in the Inclusion SEND Process & Referral

Ensure you use the **identification - review cycle form** is attached with the referral form.

The Deputy Heads will review concerns and progress (must be filled with all the information gathered)

If you have exhausted strategies in class. Please **complete the Inclusion Referral Form** to ensure attendance is looked at too. Parents should be **contacted to raise** concerns. This must all be recorded on the form. The strategies you have used and why must also be detailed.

Useful links:

<https://www.structural-learning.com/post/quality-first-teaching-a-teachers-guide>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

STEP 3

Wave 2 department or year group intervention

If a student is still making **no progress despite QFT** then wave two interventions can be used under the supervision of the **HOYs/HODs**. **There** should be **SMART** targets set. Wave two should be time-limited and targeted to help the student bridge any gaps and work at age-related expectations. This is additional to and different from what you would do in class. Eg Targeted phonics groups...

In secondary, wave two **intervention is done within departments**.

If a student is still not making progress and it is sustained **for six weeks** or more then the student should be discussed with the **HOYs/HODs** during the **Progress Review meetings**.

STEP 4

Pre-Referral

The Deputy Heads will check that **Wave 1 and Wave 2** have been exhausted sufficiently and decide on whether a student needs to be referred to the Inclusion Team. In **secondary** (year 7 onwards) a round-robin should be completed by the form tutor/teachers (this is included in the referral form). If the **Deputy Head** decides the referral should go to the Inclusion Team, then parents should be informed by the Deputy Head and the **SENCO/Deputy Head of Inclusion** should be emailed to start the assessment.

Ensure you use the **identification - review cycle form** is uploaded with the referral form.

STEP 5

SENDCo Assessment

The **SENDCo** will **meet with parents**, the student, the teacher for primary, tutor for secondary and do observations. Based on this the **SENDCo** will select if educational psychometric assessment needs to be done. From **here a student may be recommended for external referral** and put on an **Individual Education Plan (IEP)**.

Teacher, working with SENCO:

1. Carries out further assessment to provide a clear analysis of pupil's needs.
2. Agree whether the child has a learning difficulty that requires SEND Provision.

WAVE 3: SEND Register

Students will have support plans and targeted intervention arranged and tracked by the school **SENDCo**. Liaison with external agencies.

Primary Learning Support Referral Form

Student Name	
Referring Teacher/class	
Head of Year	
Date	
Reason for Referral (please give as much detail as possible)	
<u>Area of need (highlight as appropriate):</u> Cognition and learning Communication and interaction Social, emotional and mental health Sensory and or physical needs	
Please refer straight to learning support if there is any diagnosis or the student is putting themselves or others at risk. Any concerns regarding safeguarding must go straight to the DSL.	

Wave 1	Attendance	
Quality first teaching must be evidenced. Communication with parents about any concerns regarding academic progress.	Attendance of any siblings	
	Date and details of phone call home to discuss concerns	
	Quality First Teaching strategies used (please add as many as needed)	1) 2) 3)
Wave 2 Evidence of SMART targets. Discussion at pupil progress meetings	Details of wave 2 interventions used. How long for? How was it tracked for impact?	
	Date and details of parent meeting to discuss concerns and to discuss a possible referral to the Inclusion Team for assessment (a member of leadership to attend)	
Pre-Referral	Students discussed this at pupil progress meetings. Referring Deputy Head of Academic notes:	
Wave 3 Assessment	Date of initial parent meeting	
	Date of student meeting	
	Date of teacher meeting	
Observation:		
Teacher Meeting:		
Student meeting:		

Parent Meeting:
Pupil assessment by the Learning Support
Psychometrics used and details Recommendations Observations

Secondary Learning Support Referral Form

Student Name	
Referring Teacher	
Form Tutor	
Head of Year	
Date	
Reason for Referral (please give as much detail as possible)	
<u>Area of need (highlight as appropriate):</u> Cognition and learning Communication and interaction Social, emotional and mental health Sensory and or physical needs	
Please refer straight to learning support if there is any diagnosis or the student is putting themselves or others at risk. Any concerns regarding safeguarding must go straight to the DSL.	

Wave 1	Attendance	
Quality first teaching must be evidenced. Communication with parents about any concerns regarding academic progress.	Attendance of any siblings	
	Date of phone call home to discuss concerns	
	Quality First Teaching strategies used	1) 2) 3)
Wave 2 Evidence of SMART targets. Discussion at pupil progress meetings with SLT	Details of wave 2 interventions used. How long for, how was it tracked for impact? Departmental intervention.	
	Date of parent meeting to discuss concerns and to discuss a potential referral to learning support for assessment (a member of leadership to attend)	
Round Robin (to be sent out by teacher doing referral)		
Teacher:	Subject:	Comment:

Pre-Referral (<i>what support do you think the student needs</i>)	Students discussed at pupil progress meetings. Referring Deputy Head of Academic notes:	
Wave 3 Assessment	Date of initial parent meeting	
	Date of student meeting	
	Date of teacher meeting	
Teacher Meeting		
Observation		
Parent Meeting		
Student Meeting		
Pupil assessment by the Learning Support		
Psychometrics used and details Recommendations		
Observations		

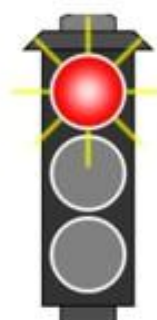


Teachers should make a referral to the Inclusion Department only after a **sustained (6 weeks minimum)** period of Wave 1 and 2 interventions has been implemented in the classroom with little or no progress made.

Please ensure you have followed the steps and can provide evidence for the following:

All conversations with parents should be noted on Engage.

Childs Name		Class		Attendance		Date	
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Identified a need – Supporting through QFT

Please ensure ALL actions are completed and date meetings before moving on.

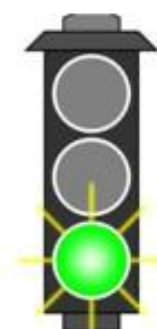
	✓	Date
Reviewed teaching and delivery – is it accessible for all learners		
Differentiated and modified lessons and resources for the child		
Explicitly modelled how to use resources/ materials with the child		
Made reasonable classroom adjustments		
Utilised teacher and TA time to support difficulties		
Discussed child's difficulties in year group planning meeting		
Discussed difficulties with Head of Year or Head of Department		
Discussed targets with parents and child (where appropriate)		



Identified a need – Supporting through Wave 2

Please ensure ALL actions are completed and date meetings before moving on.

	✓	Date
Discussed concerns during PPM meetings		
Planned wave 2 interventions (with SMART, specific and clear targets)		
Updated provision map to reflect intervention		
Discussed wave 2 intervention with parents (and child), explaining why it is in place		
If LSA is delivering the intervention, gathered feedback throughout to adapt intervention where necessary		



Identified a need – little/ no progress made through wave 2

Please ensure ALL actions are completed and date meetings before moving on.

	✓	Date
Wave 2 intervention has been in place for, at least, 6 full weeks.		
Updated parents with progress (even if this is very little)		
Classroom monitor reflect your concerns		

Please upload this form when making a referral to the Inclusion department.

ASD Checklist

Autistic Spectrum Disorder is complex and encompasses a significant array of difference between individual cases. This checklist only provides a 'first step' in the identification process. The indicators listed would normally be expected to be present across social contexts and not simply confined to the school setting. Formal identification will require the involvement of the student's family / carers and specialist professionals. Ideally, the checklist should be completed collaboratively by two or more staff.

Student		Date		Staff	
---------	--	------	--	-------	--

This student has been known to staff for weeks / months.

The student...	Always	often	rarely	never
1. shows little interest in mixing with other students – prefers their own company.				
2. will shut off and not respond to verbal / communicative situations.				
3. repeats phrases that they have heard, often in an inappropriate context – may repeat rude jokes/phrases.				
4. will laugh at inappropriate times, sometimes when people are upset or hurt.				
5. struggles to understand idioms, metaphors, non- literal type language – “I’m dying for a drink!”				
6. will attempt to correct a speaker on seemingly trivial, irrelevant points.				
7. speaks in a way that could be described a peculiar, monosyllabic, repetitive etc.				
8. avoids or makes only fleeting eye contact during conversations.				
9. fails to recognise or misreads body language, facial expression, tone and volume of voice etc.				
10. becomes agitated when ‘the norm’ is disrupted (changes to timetable, unfamiliar people etc)				
11. engages in ‘odd’ games / play such as watching stacked blocks fall, spinning objects, using a vacuum cleaner etc.				

12. may become attached to unusual objects, or be over attached to items such as lighters, toy cars etc.				
13. is noticeably sensitive to and/or fascinated with patterns of moving light.				
14. will become agitated and have emotional outbursts / tantrums for no apparent reason.				
15. displays great difficulty in expressing their wants, needs and feelings – will tend to be more reliant on gesture than on words.				
16. will display more pronounced physical movements than those of their peers.				
17. displays discrepancies between large and fine motor skill development – such as being able to thread beads with great skill whilst finding riding a bike very difficult				
18. experiences difficulty when completing tasks that require a significant amount of creativity / imagination.				
19. will become seemingly fixated with specific topics or activities				

Further Action:	
	This student requires continuous support with their additional needs.
	This student requires occasional support with their additional needs.
	This student is not a cause for concern.

Dyslexia Initial Checklist

This checklist only provides an indicator as to whether a student is presenting with dyslexic-type tendencies - the formal diagnosis of dyslexia is generally undertaken by an educational psychologist or a specialist teacher who has obtained additional qualifications in this area. It should also be noted that regardless of whether a student is formally or informally identified, the process only has meaning if it leads to a different approach to the education of the student. Ideally, the checklist should be completed collaboratively by two or more staff.

Student		Date		Staff	
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This student has been known to staff for weeks / months.

The student...	Yes	no	unsure
1. is working at a significantly lower reading level to that of their peers (2years +).			
2. is working at a significantly lower spelling level to that of their peers (2years +).			
3. presents with observable lateral confusion i.e. writes with left hand, kicks a football with right foot etc.			
4. has a talent for visual and/or kinesthetic learning activities, whilst struggling at other tasks.			
5. struggles to add a rhyming or alliteration word to a list of rhyming or alliteration words.			
6. struggles to follow a sequence of instructions, struggles to sequence a story etc.			
7. makes mistakes when writing letters – especially letter reversals, confused starting points, irregular size.			
8. is noticeably inconsistent when reading - recognising words then being unable to read the same word later in the day/book/page.			
9. will spell the same word in different ways within the same piece of work – and is unable to identify the correct spelling.			

10. will become off-task during literacy activities more frequently than when taking part in other activities such as art, design, sport etc.			
11. will resist writing and/or reading tasks because of low confidence.			
12. is able to speak articulately about a story or answer but struggles to put it into writing.			
13. is noticeably clumsy / has poor coordination.			
14. struggles to copy from the board, take notes etc.			
15. when copying from the board or a book, will look at it more frequently than other students.			
16. struggles to cope with extended writing tasks without substantial support (teaching assistant, pre-planning, writing frames, word banks etc).			
17. comes from a family with a history of literacy difficulties.			

Further Action:	
	This student requires continuous support with their additional needs.
	This student requires occasional support with their additional needs.
	This student is not a cause for concern.

Dyspraxia Initial Checklist

This checklist only provides an indicator as to whether a student is experiencing difficulties associated with dyspraxia. An educational psychologist, occupational therapist or speech therapist will usually undertake the formal diagnosis of dyspraxia and suggest strategies to support the student. Dyspraxia is closely related to other specific learning difficulties and so a broader assessment for Special Educational Needs is often required should they be identified as presenting with dyspraxia-type difficulties. Ideally, the checklist should be completed collaboratively by two or more staff.

Student		Date		Staff	
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This student has been known to staff for weeks / months.

The Student...	Yes	no	unsure
1. is noticeably clumsy / has poor coordination.			
2. has poor posture.			
3. walks and / or runs, hops, skips awkwardly.			
4. experiences significant difficulty in catching / throwing games, struggles to ride a bike etc.			
5. presents with observable lateral confusion i.e. writes with left hand, kicks a football with right foot etc.			
6. has a poor sense of direction, struggles to understand 'just behind', 'in front of' etc.			
7. has a history of speech and language problems.			
8. struggles to remember a sequence of instructions, routines etc.			
9. quickly forgets newly learned skills (poor short term / working memory).			

10. is working at a significantly lower reading and/or spelling level to that of their peers (2years +).			
11. has difficulty writing fluently – usually use to being unable to hold a pen or pencil properly.			
12. makes mistakes when writing letters – especially letter reversals, confused starting points, irregular size.			
13. experiences difficulty in dressing and feeding themselves (cannot tie shoe laces, cannot use knife and fork properly).			
14. is overly-sensitive to touch, certain types of clothes, plasters, having their hair brushed etc.			
15. comes from a family with a history of learning difficulties.			
16. appears much more restless than their peers, will often squirm and not sit properly on their chair.			
17. may experience phobias and unexplained fear (sometimes related to confined spaces).			
18. may present with fixated, repetitive behaviours.			
19. experiences difficulty in communicating through both spoken and written language despite having a sound level of understanding.			

Further Action:	
	This student requires continuous support with their additional needs.
	This student requires occasional support with their additional needs.
	This student is not a cause for concern.

MLD Initial Checklist

Students with Moderate Learning Difficulties 'will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions and their needs will not be met by 'normal differentiation and the flexibilities of the National Curriculum'. They 'have much greater difficulty than peers in acquiring basic literacy and numeracy skills and in understanding concepts' and may experience 'speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills' (DfES, 2005, p3). It is recommended that this checklist is used as an appendix to other more specific checklists such as ADHD, Dyslexia, Dyspraxia etc – this will then help determine whether the student should be referred for further assessment focusing on a specific learning difficulty or a more general set of difficulties that could be identified as MLD. Ideally, the checklist should be completed collaboratively by two or more staff.

Student		Date		Staff	
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This student has been known to staff for weeks / months.

The student...	Yes	no	unsure
1. presents with immature listening and attention skills.			
2. presents with immature social skills.			
3. regularly relies on a teaching assistant to guide them through a lesson.			
4. is working at a significantly lower reading and spelling level to that of their peers (2years +).			
5. has a noticeably limited vocabulary in comparison to peers.			
6. struggles with simple comprehension tasks.			
7. has poor visual memory – i.e. cannot remember the events of a film or TV show, will struggle to picture their route to school.			
8. has poor auditory memory – i.e. will struggle to recount a conversation, will forget a teacher's instructions.			

9. requires a high level of support with investigation and problem-solving activities – struggling particularly in maths and science lessons.			
10. struggles to grasp abstract concepts – will struggle with metaphors and abstract ideas such as ‘time’ and ‘freedom’ etc.			
11. presents with poor verbal and non-verbal reasoning skills – struggles to understand cause and effect, struggles to explain why.			
12. struggles to understand rules and consequences, and will often present with seemingly defiant and/or disruptive behaviours.			
13. finds it difficult to take the knowledge and skills they have acquired in one lesson and apply them to another situation.			
14. presents with some fine motor skill and coordination difficulties – tends to struggle in PE, Art and Design.			
15. has low confidence and could be described as disengaged from learning.			

Further Action:	
	This student requires continuous support with their additional needs.
	This student requires occasional support with their additional needs.
	This student is not a cause for concern.

ADHD Initial Checklist

If you decide to use the checklist below to see if it appears to "fit" the student, remember you are not making a diagnosis but simply trying to determine if it would be useful to refer the student onto professionals who are in a position to make an identification of ADHD and suggest appropriate responses (which may include medication). Ideally, the checklist should be completed collaboratively by two or more staff.

Student		Date		Staff	
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This student has been known to staff for weeks / months.

The student...	always	often	rarely	never
1. appears to experience difficulty in paying attention during teacher-talk, resulting in mistakes when completing tasks.				
2. fails to listen even when spoken to directly.				
3. appears to experience difficulty in sustaining concentration when engaged in practical or play activities.				
4. displays a dislike for and will actively avoid tasks which require sustained concentration and thought.				
5. even when motivated and engaged, will struggle to complete a task.				
6. struggles to organize their thoughts and follow a reasonable plan of action – despite understanding what is expected of them.				
7. struggles to follow routine tasks – has to be constantly reminded about routines because they appear to have forgotten.				
8. is over alert and easily distracted – has a tendency to turn towards any movement or loud noise.				
9. is persistently active with little need for rest periods.				

10. appears much more restless than their peers, will often squirm and swing on their chair.				
11. will wander around the classroom for no apparent reason.				
12. will take any opportunity to engage in running around, climbing, play fighting etc.				
13. will say things that are not thought out, often inappropriate.				
14. appears to be talking for the sake of it.				
15. will blurt out responses before a question, instruction or piece of information has been fully given.				
16. will use inappropriate strategies to join a conversation or game such as barging in, loud interrupting etc.				
17. has problems with turn taking.				
18. appears to have little or no sense of danger				
19. will lose things such as pens, pencils, bus fare etc.				

Further Action:	
	This student requires continuous support with their additional needs.
	This student requires occasional support with their additional needs.
	This student is not a cause for concern.