

SEND Support – Level One

Pupils at level one need more support than most of the class to access learning and make progress. Reasonable adjustments are made to ensure that pupils can access teaching. The need is supported through well-planned and differentiated lessons. Parents will meet with the teacher 3 times a year to talk through the additional support their child is receiving.

Cognition and Learning

- Differentiated curriculum
- Quality First Teaching
- Key Visual aids to support understanding
- Teacher modelling
- Teacher and TA guided sessions
- Scaffolding of tasks
- SFA
- Displays and resources to promote independence of all pupils
- A positive learning environment that encourages all children to achieve

Social, Emotional and Mental Health

- Access to a whole school curriculum which teaches social and emotional aspects of learning (SUMO)
- Consistent use of class/ school reward systems
- Behaviour lead support
- Celebration assemblies
- Use of a common language to describe behaviour
- Distraction free zone for times when space is needed to support learning
- Adjusted arrangements for unstructured times
- A positive relationship with a named person

Communication and Interaction

- Language friendly environments
- Simplified language
- Visual timetables
- Use of symbols when moving around the classroom
- Structured school and classroom routines
- Differentiated curriculum
- Speech and Language checklist from First Response pack
- ELKLAN strategies and activities

Sensory

- Healthcare needs are monitored with supervision or administration of medication by staff
- Individual risk assessments support safe and full access to the school environment
- Equipment to support transfers, mobility and posture as recommended by specialist services
- Appropriate equipment is provided to promote curriculum access e.g. special scissors, adapted pencils and grips, sloped writing surfaces
- Additional visual aids required to understand new concepts