



Policy:	<i>Special Educational Needs and Disabilities</i>
Applies to:	<i>Warwick School Staff, Senior and Junior Pupils</i>
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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Warwick Independent Schools Foundation

Warwick School, King's High School and Warwick Prep.

Policy Statement on Pupils with Special Educational Needs and Disabilities

The Warwick Independent Schools Foundation Schools aim to provide for all their pupils a broad and balanced curriculum, recognising the fact that all pupils are individual learners and some pupils may have particular Special Educational Needs or Disabilities, requiring appropriate support to enable them to access the curriculum and realise their potential.

We aim to provide appropriate diagnosis and support to enable pupils with special educational needs and/or Disabilities to experience the curriculum as fully as possible and achieve within it as highly as possible.

This policy is written having regard to the Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfES), Equality Act 2010, and Children and Families Act 2014 and is supported by the individual SEND procedures of the 3 schools within the Foundation.

Special Educational Needs and Disabilities Policy

Introduction

1. School Context

Warwick School is an academically selective school that is committed to providing an environment that values and includes all pupils, staff, parents/carers and visitors regardless of their needs. The School is further committed to developing a culture of awareness, respect, and inclusion. This policy describes the provision for Learning Support at Warwick School.

Warwick School is an equal opportunities establishment and we welcome applications from parents of students with Special Educational Needs and/or Disabilities.

This policy has been written with regard to the Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs (Updated 2015), The Children and Families Act (2014) and Equality Act 2010.

The Children and Families Act (2014) introduced new regulations and a new SEND Code of Practice. Important principles and examples of good practice from the Act are used to inform provision for the School's pupils and also applied where the school has pupils on Education Health and Care plans (EHC):

- to ensure early and earliest identification of learning needs.
- to enable all teachers to be responsible for meeting the needs of identified pupils.
- to promote the views of pupils and parents in determining the most appropriate decisions.
- to assist education, health and social care services to work together.
- to make sure children and families know what help they can obtain for a pupil identified with special educational needs.

The SEND Code of Practice (2014, updated 1 May 2015) has been carefully considered, and this Learning Support and Disability Policy reflects the overarching aims of the Code, which are that:

- all children and young people are entitled to an appropriate education, appropriate to their needs, which promotes high standards and the fulfilment of potential, which should enable them to achieve their best, become confident individuals leading fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

The Equality Act (2010) has replaced all previous disability legislation and, in doing so, has introduced the idea of protected characteristics – further details of which are documented in the School's Equality Opportunities policy.

This policy should be read in conjunction with the following school policies:

- Equal Opportunities (Pupils) Policy
- Disability Policy
- Curriculum and Teaching and Learning Policy (and supporting Academic Departmental Handbooks);
- Able, Gifted and talented Pupils Policy;
- English as an Additional Language (EAL) Policy
- Admissions Policy
- Behaviour Policy
- Anti-Bullying Policy
- PSHE Policy
- Safeguarding and Child Protection Policy
- Mental Health Provision Guidance
- Aims

This policy focuses on:

- Protection for pupils by preventing discrimination against them at school on the grounds of disability.
- The processes in place to identify, assess, and run interventions for pupils.

The School is an academically selective school catering for pupils of high academic ability. Pupils are admitted by competitive examination and are selected on the basis that they are likely to be able to cope with an intensive academic curriculum. The School will do all that is reasonable to ensure that its culture, ethos, policies and procedures are made accessible to children who have disabilities and to accommodate the needs of applicants for places at the School.

Some pupils who are selected for places may have Special Educational Needs and/or Disabilities (SEND) identified before or after admission to the School. It is the objective of this Special Educational Need and Disability Policy to ensure that pupils with SEND experience equal opportunities within the school and that they benefit as fully as possible from their education.

2. Definitions:

The Special Education Needs and Disability Code of Practice [updated 2015] and the Families Act [2014] define a Special Educational Need or Disability as a child or young person who has:

‘A learning difficulty or disability which calls for special educational provision to be made for him or her.’

A child with a learning disability ‘has a significantly greater difficulty in learning than the majority of others the same age.’

A child with a disability ‘has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At Warwick School, we recognise that a range of learning difficulties, behavioural challenges attributed to social, emotional, mental health, communication, interaction, physical and sensory impairments exist.

Many pupils who have SEND may have a disability under the Equality Act 2010 – that is... ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’. This definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Pupils with such conditions do not necessarily have SEND, but there is a significant overlap between disabled pupils and those with SEND. Where any of these pupils requires special educational provision over and above reasonable adjustments, aids and services covered by the Equality Act 2010 they will be additionally covered by the SEND definition.

A pupil who has a learning difficulty and/or disability which requires special educational provision outside of the universal provision is said to have Special Educational Needs (SEN).

3. Values and Principles

Warwick School’s vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve and lead happy and fulfilled lives.

‘To provide an outstanding educational experience which promotes equality of opportunity for all our pupils, 11-18, allows them to fulfil their potential, and fully prepares them for further education and the global environment beyond.’

Warwick School is an inclusive and equal opportunities establishment. Pupils identified as having a special educational need or a disability will, like all pupils at Warwick School, be entitled to access the full school curriculum and be encouraged to take advantage of the opportunities offered by the school to achieve their full potential in all areas of school life.

For those identified as having special educational needs or a disability, Warwick School is committed to providing the appropriate support, as best as it can reasonably accommodate, so that they can become individual, independent learners and fulfil their potential through high attainment and achievement whilst ensuring a successful transition to adulthood.

4. Roles and Responsibilities

The Academic Support and SEND Department plays an active role in the school community and liaises closely with key departments and members of staff holding relevant positions of responsibility.

The SENDCo. The School's Special Educational Needs and Disability Co-Ordinator (SENDCo) is the Head of Academic Support and SEND.

The Head of Academic Support and SEND has an important role to play (in conjunction with SMT) in determining the strategic development of SEND policy and provision within the school and to ensure the school meets its responsibilities under the Equality Act (2010), and so the post-holder reports to the Assistant Head Teaching and Learning.

The Head of Academic Support and SEND has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND (including any pupil who has an EHC Plan). They provide professional guidance to colleagues (including advising on the graduated approach to providing SEND support) and work closely with staff, parents of pupils with SEND, and other agencies (including other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required).

The Head of Academic Support and SEND works in conjunction with the Deputy Head (Pastoral), Heads of Section, Heads of Department and Form Tutors, the Senior Mental-Health Lead, the Exams Officer, the EAL Co-ordinator and the Admissions' Department and is line managed by the Assistant Head Teaching & Learning.

The Head of Academic Support and SEND is full time and is supported by a Specialist Assessor and Access Arrangements specialist. In addition, teaching assistants are employed as required, at present 4 are employed.

The school has two School Nurses (full time during the term time) and a referral can be made where there are concerns which require the nurse's involvement. The Medical Centre keeps appropriate records and liaises, where appropriate, with the school's GP.

The school has its own Well-Being Hub, which all pupils can access at any time and employs a graduated response to need, which allows all pupils to be assessed by the Senior Mental Health Lead and provided with the most appropriate form of support. The Deputy Head Pastoral oversees this system.

5. Admission

Warwick School is an independent school for boys from 11-18 years. Admission is in accordance with the School's Admission Policy. Entrance after Yr7 is through Pre-Test, Common Entrance results, GCSE scores, references from current school, other examination and test scores and interviews. EAL speakers will have additional tests to determine their understanding and usage of the English language. Warwick School's curriculum is suited to the needs of the more academically able pupil; however, the school can support pupils with a range of SEND.

Objectives

In order to achieve these aims it is necessary to:

- Maintain a SEND Register, an Additional Needs Register and an Access Arrangements Register to identify and assess accurately the needs of individual pupils, so that History of Need and Provision are identified and recorded at the earliest instance.
- Where necessary, create Individual PEN Portraits for pupils with SEND, to monitor and review progress and provide the appropriate resources and strategies as a working document for staff and as guidance for parents and pupils.

- Maintain effective communication channels so that key information about pupils and their educational needs is processed quickly to ensure high standards of classroom management and professional concern for each individual's educational development.
- Establish positive attitudes to our pupils through a professional whole school approach which encourages teaching staff to participate fully in the monitoring of pupils' progress and being aware of their individual strengths and weaknesses.
- Liaise with our employed and associate school assessors to provide information through professional assessments of students whose attainments have given cause for concern.
- Liaise and work with inter-agency professionals as required to provide suitable support strategies for pupils.
- Develop partnerships with pupils, their parents and guardians, to foster positive attitudes in our pupils towards their self-confidence and enhance their self-esteem.

Warwick School is basing its policy on the principles set out in the Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfES).¹

If a pupil were to have an Education Health Care (EHC) plan, then the school would support the pupil as appropriate to the plan.

Arrangements for Coordinating Provision

Identification and Assessment

Pupils who are thought to have Special Educational Needs are identified and assessed as early and thoroughly as is possible and necessary. Where a pupil has an identified SEND, the School will use its best endeavours to ensure that the pupil gets the support they need and that every effort will be made to ensure they can engage in the activities of the school and have full access to the curriculum.

Referrals come from a range of sources:

- Information from previous school (e.g. primary schools)
- Baseline testing of Year 7 pupils (MIDYS) and Lower Sixth pupils (ALIS)
- Subsequent core baseline tests e.g. Year 7 & Year 9 dyslexia screening, reading age assessments
- Subject teachers/ Head of Key Stage concerns (due to underachievement/lack of progress and/or behaviors)
- Pupil
- Parent/s

Referral from previous school - In the admissions procedure, information about a pupil's special needs will be recorded by the previous school on the reference and/or by the parents on their application. In the majority of cases, this information includes the pupil's History of Need and Provision. Educational Psychologist reports are transferred as a matter of routine along with other relevant pupil data. This information is passed to the SENCO by the school's admissions system and/or the School Registra. The SENCO will liaise with the parents about provision for a pupil's individual special needs.

In-house testing- as detailed above

Staff referral – When a pupil who is not on the SEND list is causing concern within the curriculum, a referral may be made by the Head of Department/subject teacher or Head of Key Stage / Head of Year by following the SEND Referral Process. This requires staff to have documented a Graduated Response over the course of a six-week period. Teachers are encouraged to engage with their individual department's graduated response processes before using the Microsoft Form-enabled SEND Referral. This informs the Head of Academic Support and SEND, as well as the Specialist Assessor and Access Arrangements Specialist, who enacts an information-gathering process. Parents will be consulted depending upon the information gathered, strategies will be implemented within school or further assessment and consultation with Professional Assessors who have an established relationship with Warwick School may be recommended.

Pupil referral - One of the aims of the school is to develop independence in our pupils, and we encourage pupils to take responsibility for their learning. Pupils are encouraged to seek advice from subject teachers in helping with problems they cannot solve themselves and to attend the study skills support group.

¹ Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfES)

Parent referral - We encourage parents to contact their child's Head of Section, School Nurse or the Head of Academic Support and SEND to alert us to any issues of concern, be that educational, medical, social, emotional or psychological, and we would act upon it and, if necessary and in discussion with them, involve relevant outside agencies.

Day to day SEND Provision and Management

By whatever route SEND information is received, the following will occur:

- All SEND information will be recorded and posted as appropriate for staff access on the school's management systems (Both iSAMS and TEAMS).
- Where an Ed. Psych report or specialist information is received, it will be assessed by the Head Academic Support and SEND and then, where appropriate, Education Health Care plan (EHC) will be assessed for or a PEN Portrait will be drawn up and the pupil's information will be placed on the SEND Register or the Additional Needs Register, which are the key sources of information about SEND pupils.
- The Head Academic Support and SEND maintains the SEND register, Additional Needs Register and Access Arrangement Register, and these are updated on a regular basis.
- The PEN Portrait is sent out to all staff electronically via the register and a copy is also stored in the SEND staff documents folder on SharePoint. PEN Portraits aim to be discussed and reviewed with individual pupils twice yearly, initially by the Form Tutor and if changes are required, with a member of the Academic Support Team. New PEN Portraits are formulated by the Head of Academic Support and SEND and distributed to staff, parents and/or pupils.
- Copies of all PEN Portraits and any additional Ed Psych. Reports or other relevant documentation are securely kept in the pupil's electronic SEND file.
- A copy of the SEND lists are uploaded electronically to the SEND and EAL Channel in the WSS Team, at the start of the academic year and an up-date of change is circulated as made.
- The Head of Academic Support and SEND, overseen by the Assistant Head Teaching and Learning has overall responsibility for Access Arrangement online applications for GCSE and GCE examinations, such as special considerations or additional time to be made available. The day to day process is overseen by the Specialist Assessor and Access Arrangements Specialist. These documents and other essential evidence of need are kept by the Academic Support Team electronically for Senior staff and Inspectors to access.
- Updates about Access Arrangements (AA) for public examinations are sent to the Examinations Officer when decided. The JCQ's guidance for access arrangements is followed.
- Staff are expected to read the PEN Portrait for the pupils whom they teach or support and on gaining knowledge of the individual pupil, implement as a working document, day to day, appropriate strategies as set out in the report.
- Staff are expected to review yearly the pupils' progress in their subject with reference to the difficulties outlined in the Pen Portrait and to make recommendations where possible.
- For those whose learning difficulty or disability requires specific additional support, an individual's learning provision map will be drawn up with details concerning the extra lessons and the specific skills that will be covered as well as the outcomes sought.
- The Academic Support and SEND department will work with parents, where required or requested, to gain a better understanding of their child and involve them in these stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, and in particular those provided for their child. Pupils with SEND will have full access to the school's curriculum, but some aspects may be tailored appropriately. This will be coordinated by liaison between the SENDCo, Heads of Department and Heads of Section. It will be carefully monitored and reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. Parents will be consulted and kept informed of any planned curriculum adaptations.

Access to Documents

All documents, including the SEND Register, PEN Portraits and other important information, are held for staff access in the school's management systems.

The Process of Provision

Day-to-day practice within the school aims to follow the guidelines on the approach to interventions and academic support outlined in the Code. In particular, the school will ensure that pupils and parents are actively involved in decision-making regarding the desired outcomes and throughout the approaches adopted.

There is a 'two stage' graduated approach to provision in place at the school that follows the 'Assess, Plan, Do, Review' process outlined in the Code.

Stage 1: Quality provision by Teaching Staff. The first response is to ensure high quality teaching in normal lessons, adapted for individual pupils and targeted at a pupil's particular areas of SEND. If, on review, the pupil has made inadequate progress, Stage 2 is implemented.

Stage 2: A SEND Referral, which may lead to additional support from the Academic Support and SEND Department.

No pupil is denied access to any course in the curriculum as a whole on the grounds of special needs. However, we try to be sensitive to parental and pupil wishes to follow courses which are relevant to the needs of our pupils. Pupils with learning difficulties may, for example, not take a second Modern Foreign Language, (or any depending upon the difficulty they have) to focus upon their other courses, following discussion with parents and pupils. All pupils choose their option subjects during the transfer from Year 9 to 10.

It is also the aim of school to be as flexible as possible in providing an appropriate curriculum for those pupils who have a special educational need or disability, for example when a pupil takes a reduced number of subjects (at GCSE and A level). As well as altering the school's rooming timetable to cater for a pupil who, for example, has a physical disability such as being in a wheelchair.

The school endeavours to give those with learning or physical difficulties the opportunity to join in all activities. We endeavour to ensure that no activity is inaccessible on the basis of physical or mental capabilities; the school does, however, work with parents and pupils to alleviate some. The best example of this is in tailoring expectations regarding the number of examinations sat to ensure that every student can obtain the best grades of which they are capable as well as providing practical assistance in helping pupils participate in co-curricular activities, perhaps moving an activity from an inaccessible room and adapting school trip itineraries to ensure that all pupils can engage appropriately.

However, there are sometimes circumstances in which additional/different action is needed, if pupils with special educational needs are to make adequate progress. In all cases, decisions are made about what resources, targets and actions are most appropriate to the needs of the pupil.

Mental Well-Being

The school's Mental Health Provision takes a person-centered, needs-led approach – our focus is to provide each pupil with the right level of support at the right time. It is a graduated response to need - we assess the needs of the pupil, plan the appropriate support, ensure this support is provided, and then review how successful it has been in meeting the pupil's needs.

This is documented and illustrated diagrammatically in the Mental Health Provision Guidance document.

SEND Training and Support

All staff have regular SEND INSET training. In addition, staff can undertake specific courses as part of their Continuing Professional Development. Specialist staff undertake regular INSET training, for example by attending conferences. The Head of Academic Support and SEND attends conferences on national issues and undertakes regular training on access arrangements for pupils with SEND. Liaison with other SENDcos also provides further expertise upon which to draw.

Facilities and resources

Academic Support and SEND has a designated department- The Aspire Hub.

In addition, the Well-Being Hub provides a pastoral center open to all pupils at any time of the school day.

Where a need has been identified, additional support other to our universal provision will be provided, if deemed necessary. With regards to disabled access, the age of school buildings means not all areas of the school are accessible by lifts, but should the need arise, lessons are re timetabled to classrooms/buildings on a ground floor.

Admissions arrangements

Please refer to the School's Admission Policy and see above for specific transition arrangements.

Reasonable adjustments in External Examinations

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a braille paper, which would be reasonable adjustment for a vision-impaired person who could read braille, or extra time allowance for a pupil with Specific Learning Difficulties (i.e. dyslexia)

A **reasonable adjustment** may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment is considered reasonable will depend on a number of factors which include, but are not limited to:

- The needs of the learner
- The effectiveness of the adjustment
- The cost of the adjustment
- The likely impact of the adjustment upon the candidate and other candidates

The Equality Act 2010 Definition of Disability

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- Identifying physical or mental impairment
- Looking into adverse effects and assessing which are substantial
- Considering if substantial effects are long term
- Judging the impact of long-term adverse effects on normal day to day activities
- The clear starting point in statutory guidance is that disability means 'limitations going beyond the normal differences in ability which may exist among people'

JCQ access arrangements apply only to students with long term substantial needs.

Substantial means 'more than minor or trivial'. Substantial or adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is minor or trivial.

Formal assessment may show that the individual records scores in two areas of provision that qualify for adjustments to be made in external examinations. These include:

- Speed of reading; or
- Reading comprehension
- Speed of writing; or
- Speed of processing measures which have a substantial and long-term effect on speed of working

Long-term means that impairment has lasted for at least 12 months or is likely to do so.

'Normal day to day activities' could be determined by reference to an individual PEN Portrait which provide strategies for daily support in school, including additional time allowances (not to be confused with 'rest breaks'), readers, scribes, use of word processor, reader pen, 'read aloud'. This adaptation is in addition to, or different from, that which is offered to the other students in the class in terms of support strategies or resources, the main aim being to 'level the playing field' so that the pupil is not at an unfair disadvantage.

Factors that might reasonably be expected to have a substantial adverse effect include:

- Persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a learning difficulty or a sensory or multi-sensory impairment
- Persistent distractibility or difficulty concentrating
- Difficulty understanding or following simple verbal instructions

Factors that might reasonably be expected not to have a substantial adverse effect include:

- Minor problems with writing or spelling
- Inability to fill in a long, detailed technical document without assistance (in the person's native language)
- Inability to concentrate on a task requiring application over several hours.

Access Arrangements

The SEND and Additional Need registers indicate where specific provision within and in addition to our universal provision, is made so that SEND pupils are not unfairly discriminated against when undertaking examinations. The JCQ's guidance for access arrangements is followed, and documentation is kept on all SEND pupils to provide a history of need. Modifications such as the awarding of extra time, rest breaks or other modifications such as the use of a laptop are made according to each pupil's need. The arrangements are continuously reviewed, and contingency plans would be put in place as required by a SEND pupil.

What does this mean for staff?

At Warwick School, we aim to comply with the Equality Act 2010 in order to make reasonable adjustments to our assessment processes as appropriate. We liaise with all professionals to ensure reports reflect need and to ensure planning by teachers takes into account differing needs and abilities. Effective use of the school's standardised data is available to ensure good planning for teaching and learning. If the school is unable to make reasonable adjustments to meet a prospective pupil's needs, we will consult with the parents and explain why it is not in their child's best interests to attend the school. If we admit a pupil with SEND, we will only charge parents (in addition to normal school fees) for any necessary further professional assessment or support if it is NOT part of our general reasonable adjustments.

Accessibility Policy – see separate policy

The SEND policy should be read in conjunction with the Disability Policy and 3-year plan. The progress of all disabled pupils is ongoing, and the 3-year plan is updated and published on an annual basis.

Complaints Policy and Procedure – see Complaints policy

English as an additional language - see EAL Policy

How to Make a SEND Referral

Our school SEND referral process should allow you to make a well-supported referral, allowing for a speedy and relevant outcome.

If you are encountering difficulties with a pupil within the classroom or believe them to be not making sufficient or expected academic progress, **do** the following:

- **Talk** to the pupil's form tutor and/or section head. Perhaps there is a pastoral context that is relevant to this pupil. Perhaps other teachers have also reported their concerns and you can talk to them about possible strategies to support the pupil.
- **Talk** to your head of department. Discuss whether or not the pupil should be placed on the department Graduated Response tracker.
- If so, **discuss** what graduated responses (strategies) you will implement in the classroom.
- **Implement** the agreed graduated responses for **a minimum of 6 weeks teaching time**

If after the 6 weeks, the challenges have not reduced or progress has not been evidenced, please then use the forms link below to make your referral.

You should be able to use the information you have gathered through your department tracker and the graduated responses you have implemented to help you complete the form. If you haven't followed these guidelines, it may be difficult for us to proceed with your referral.

<https://forms.office.com/Pages/ResponsePage.aspx?id=9EPCA0QPBUaIZ76rlxEQ01CQMvK7CpPqCK4HajLee1UQ0pKVtIxQ0FPNk84QTg5V1hWWUI5SjRRTi4u>

We will do our best to update you on the progress of your referral but- You can check on the SEND/EAL Teams Channel *Referral Tracker* tab to see what stage in the process the pupil is currently at. Please also continue to try out and implement new strategies.

On the next page are some simple suggestions around graduated responses/strategies. Please also refer to the [Teacher Handbook SEND - January 2024.pdf](#) in the SEND/EAL Teams Channel files section. Here you will also find more detailed information about various SEND features. I would encourage you to pay particular attention to **Executive Functioning** and **Working Memory** in the 'Areas of Need' folder. Tackling these two areas is key to many of our pupils who may find academic work/school life challenging. Look also at the information in the '**What is Adaptive Teaching**' folder.

What could be a Graduated Response idea?

Chunked dual-coded instructions- written and spoken

Clear expectations- written on the board/provide a small checklist that can sit on the pupils' desk

Reduce teacher talk

Pre-teaching (of tier 2 and 3) **vocabulary**- see the EAL vocabulary section for lots of information on this

Pace and intent- Chunk lesson activities into clear components

Praise- this should not be underestimated, use commendations, reward cards/stamps

Responsibility- give the pupil a sense of worth/engage them in your classroom by handing out books, collecting homework, taking the lead in a group task

Useful language (spoken and written)- offer this each lesson through the board, on a mini whiteboard (think sentence starters and more), see the EAL section for further information

Opportunity for knowledge retrieval and overlearning- starters/plenaries

Worked examples and memory aids- don't provide a glossary on a ppt slide and then change the slide, produce word mats, use post-it notes, mini whiteboards, writing frameworks

Minimise distractions- insist on silent working

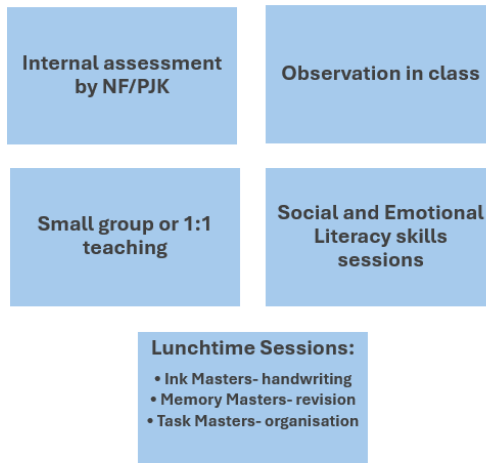
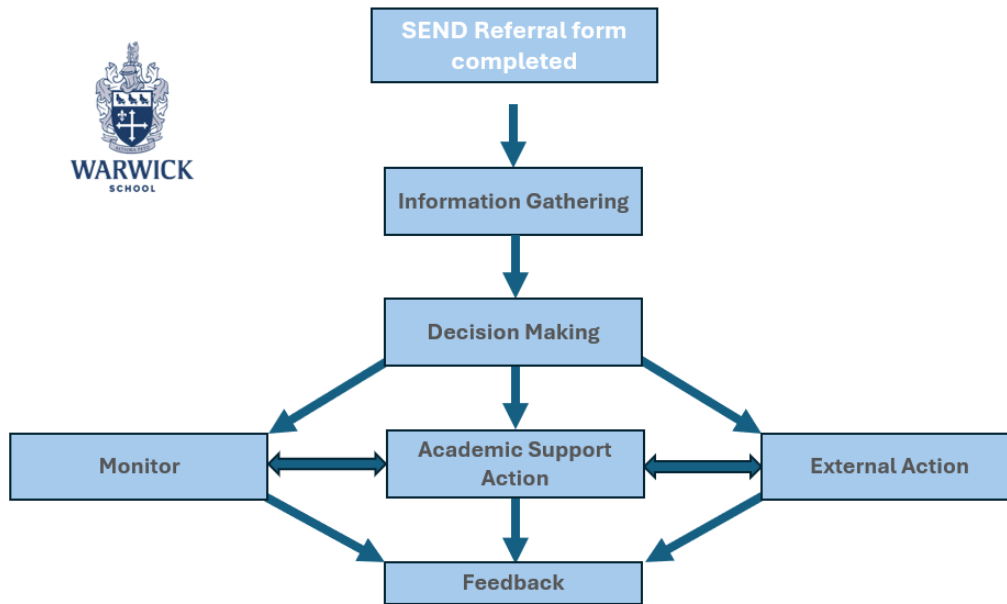
Establish and practice **routines** for task transition

Movement breaks- especially important for those who find staying on task a challenge or who are fidgety

Preferential seating- reassess that seating plan, would the back be better than the front if they keep turning around

Extra time to complete tasks

Pre-planned time for in-class **teacher assessment and adaption**- a show of hands, concept checking questions, show response on a mini whiteboard, move around the classroom.



Academic Support Actions