



# Range of Support Available



Wherever possible provision is made within the context of the mainstream classroom. Hylands School is an inclusive school and considers all teachers to be teachers of SEND.

## Universal Approach

Listed below are the strategies which may be employed in our school to support children within the areas of need as categorised in the SEND Code of Practice.

## SEN Support

If your child requires support in addition to the Universal Approach, they may also receive the support listed below.

These lists are not exhaustive and there may be other strategies that we are able to employ for an individual child's need/s.

## COGNITION AND LEARNING

### Universal Approach

- High expectation of children and appropriate challenge for all
- Clear learning objectives and differentiated outcomes, clear instructions
- Clear feedback and next steps in their learning – children involved in the process and given time to respond
- Behaviour for Learning at the heart of lessons/school ethos
- Displays in classrooms to support key learning points
- Time to talk things through with a Talk Partner or compose an answer before feeding back to the class
- Writing frames or alternatives to written recording when writing is not the primary objective
- Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals
- Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc
- Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, “Assessment for Learning” principles in place
- Personalised and differentiated teaching, including questioning
- Learning presented in small chunks
- Intervention given in class to overcome misconceptions



# Range of Support Available



- Differentiated curriculum planning, activities, delivery and outcome
- Visual timetables
- Use of writing frames
- Structured school and class routines
- Homework club
- After school subject interventions
- Modelled outcomes
- Academic peer mentor
- Time out card

## SEN Support

- Use of the Haven
- Precise teaching specific to their need
- Use of appropriate technology
- Literacy / numeracy interventions in 1:1 or small groups with HLTA/TA support
- Bespoke timetable

## COMMUNICATION AND INTERACTION

### Universal Approach

- Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language
- Increased visual aids / modelling / scaffolding
- Visual timetables
- Use of symbols
- Structured school and class routines
- Time to consider and formulate verbal answers
- Teacher selected peer groupings
- Considered seating plan in lessons
- Staff checking understanding
- Staff checking on task
- Use of dictionary / thesaurus



# Range of Support Available



## SEN Support

- Pastoral Mentor
- Input from Specialist teachers
- Visual organiser
- Social Stories
- Bespoke timetable
- Social group interventions
- Use of appropriate technology

## SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

### Universal Approach

- Whole school positive behaviour policy
- School mentor
- Pastoral mentor
- Peer mentor
- School counsellor
- Visual prompts for staff regarding student's emotional state
- Tutor / Head of Year as key adult
- Fidget pass

### SEN Support

- Social Stories
- Social Skills group
- Zones of Regulation
- Time out card
- Use of the Haven
- Use of appropriate technology
- Individual reward system
- Home – School record (daily)
- Additional year 6 transition support
- Specialist teacher liaison
- Referrals to external agencies



# Range of Support Available



## SENSORY AND/OR PHYSICAL NEEDS

### Universal Approach

- Flexible teaching arrangements
- Staff aware of implications of physical impairment / sensory impairment
- Writing slopes
- Pencil grips
- Use of appropriate technology
- Specific staff training
- Use of the lift
- Fidget pass

### SEN Support

- Physio or other specialist therapies if appropriate and practical
- Additional handwriting practice
- Individual support in class during PE / amendments to involvement in PE lessons
- Reasonable adjustments to environment to support access
- OT input
- Sensory breaks
- Use of the Haven
- Time out card
- Zones of Regulation
- Specialist teacher liaison
- Use of appropriate technology