

HOW WE TEACH...



SEND

So that individual barriers to learning can be effectively removed.



ACCESS TO CURRICULUM

Scaffolding - Pre-teaching - Modelling



KNOW PUPILS & BUILD RELATIONSHIP

Engage in high quality conversations. Know an individual child's background. Plan activities with additional time.



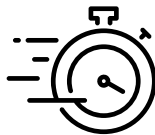
VISUAL AIDS

Word banks, picture banks, pictorial representation used. Use of films and clips. Visual timetables.



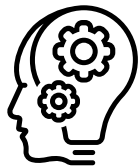
RESOURCES

Manipulatives. Sentence starters, language structure and word banks. Equipment - pen grips, coloured paper, IT.



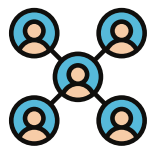
EARLY IDENTIFICATION

Quality first teaching + additional strategies.
Quality first teaching + advice and support from SENDCo.
Quality first teaching + external agency support & guidance.



PRIORITISE UNDERSTANDING

Understanding rather than task completion. Develop pupil voice. Alternative outcomes to demonstrate knowledge.



PLANNED GROUPINGS

Mixed ability talk partners. Mixed ability groups for activities. Groups or pairings to support social and emotional needs.



CIRCULATE > CHECK > REACT

Movement around classroom & interact with pupils. Check for misconceptions. Praise, support and targeted questioning.

WHAT IS IT?

Every child has carefully designed opportunities to achieve despite their individual barriers. There is no ceiling placed on a child's ability to learn or achieve.

WHY IS IT IMPORTANT?

High expectations are embedded for all pupils regardless of individual need. Inclusive quality first teaching is always prioritised over 'out of class' interventions meaning every teacher is a teacher of SEND. Staff members know EVERY child and understand their learning profile.

SUMMARY

Labels are not an excuse or a barrier to success therefore, teachers set challenges for all pupils, meaning their individual needs are met and barriers to learning are removed.