



# SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND) POLICY

Approved by:	Governing Body	Date: May 2025
Last reviewed on:	May 2025	
Next review due by:	May 2026	

## **Striving for Excellence. Achieving Together.**

*Striving for excellence. Inspiring to achieve collaboratively through respect, happiness and creativity. We are independent and reflective for continuous improvement.*

### **Our School**

Harrington Hill Primary School is committed to ensuring that **all** children have an equal opportunity to develop and fulfil their potential. We believe that **all** children, including those identified as having special educational needs or disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community.

Our school motto is 'Striving for Excellence. Achieving Together.' At Harrington Hill, we want to raise the aspirations of all of our children regardless of whether they have any Special Educational Needs/Disabilities or not. We have high expectations for our pupils and will ensure that all children make progress in both their academic and social and emotional development. In accordance with the SEND code of practice, we focus on outcomes for the children not simply hours of support provided by additional adults.

### **The aims of our school are:**

1. To provide an inclusive education for all children.
2. To promote welcoming, positive and empathetic attitudes towards all pupils.
3. To secure sufficient and appropriate support for the pupil, the parents and the school. We work hard to create and maintain strong links with parents, health, social care and education professionals.
4. To promote the individual development of each and every pupil, allowing opportunities for all pupils to become independent, confident, enthusiastic and resilient learners.

### **This policy aims to ensure that:**

- The school offers high quality provision for children with SEND with the aim to remove barriers to their learning.
- All children are given equal access and opportunity to the curriculum and to value each child's achievement.
- Procedures for identifying children with SEND are known by key people in the school.
- We identify children with SEND as early as possible.
- There is involvement of parents and pupils as much as possible.
- We provide differentiation of learning within a balanced and broadly-based curriculum in a way which includes all children.
- Reviews, records and assessments follow the child through and beyond the school which are clear, accurate and up to date.
- We raise staff awareness and expertise.
- There are adequate resources for SEND.
- We maintain close links with support services, other schools and outside agencies.

A shared vision of inclusion permeates all policies. This policy should be read in conjunction with other policies that describe how we provide support, guidance and encouragement to learners in our schools. We have an Equality Policy, which sets out how the school is meeting the statutory duties to promote equality, and a Medical Needs policy, which sets out how we provide for pupils with medical needs, ensuring they are able to fully access the curriculum. We also have a Safeguarding and Child Protection Policy, which outlines our support for vulnerable children and children in our care. These are all available on the school website.

As part of our whole-school assessment process, we have termly pupil progress reviews. There are also additional policies to inform provision and support for our children. All are available on the school's website and include: The Teaching and Learning Policy and the Behaviour Policy

### Legislation and statutory requirements:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (DfE/DoH, 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE, 2013)
- SEND Code of Practice 0 – 25 (DfE/DoH, 2015)
- Schools SEN Information Report Regulations (2015)
- Statutory Guidance on supporting pupils at school with medical conditions (DfE, 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (DfE, 2013)

### Definition of Special Educational Needs

*"A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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."* 2015 Code of Practice

The SEND 0-25 Code of Practice 2015 describes four areas of need. It is recognised that some children will experience difficulties in more than one area:

#### 1. Communication and interaction

- **Developmental Language Disorder (DLD):** DLD is a brain difference that affects how people use and/or understand language. It is likely to be lifelong and can affect children's learning and social communication.
- **Autism:** Autism is a brain difference that can affect children's communication, social interaction, sensory processing and information processing.
- **Other Speech and Language needs:** Children may have difficulties with forming the speech sounds needed to communicate with others, or may have difficulties with using and understanding language which have causes other than DLD or autism.

#### 2. Cognition and learning

- **Mild, Moderate or Severe Learning Difficulties:** Children with learning difficulties have significant difficulties with accessing the curriculum and may require high levels of support and personalisation. They may learn at a much slower pace than their typically-developing peers.
- **Profound and Multiple Learning Difficulties (PMLD) or Complex Learning Difficulties and Disabilities (CLDD):** Children with PMLD or CLDD have severe learning difficulties combined with other disabilities that profoundly affect their ability to learn, communicate and be independent.
- **Specific learning difficulties:** Specific learning difficulties are brain differences that cause difficulties with particular aspects of learning, such as reading and writing (dyslexia), maths (dyscalculia), handwriting (dysgraphia) or coordination and movement (dyspraxia or Developmental Coordination Disorder). Children with specific learning difficulties often have

needs in areas such as memory, organization, sensory processing and time management.

- **Other difficulties with learning and understanding:** Children may have difficulties in areas such as memory, processing speed or understanding visual information.

### 3. Social, emotional and mental health

Children with social, emotional and mental health difficulties (SEMH) may need support in areas such as:

- **Social relationships**
- **Understanding and regulating their emotions**
- **Attention and focus** including Attention Deficit Hyperactivity Disorder
- **Mental health difficulties** such as anxiety or depression
- **Self-harming**, substance misuse, eating disorders or physical symptoms which are medically unexplained.

### 4. Sensory and/or physical/medical needs

Some pupils require special educational provision because they have a disability which prevents or hinders them from accessing the curriculum. This might include:

- **Pupils with a vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI).**
- **Sensory processing difficulties:** these pupils experience difficulties with processing their sensory responses.
- **Physical/Medical difficulties:** the school's medical needs policy further sets out how the needs of these pupils are met.
- **Difficulties with fine or gross motor skills.**
- **Medical needs:** the school's medical needs and accessibility policy further sets out how the needs of these pupils are met.

## The Safeguarding of Children with SEND

It is recognised that children with SEND are more likely to be at risk of harm. Staff at Harrington Hill receive regular Safeguarding training and updates. As part of this, staff should know their duty to monitor and protect children with SEND, in line with the statutory guidance 'Keeping Children Safe in Education' ([KCSIE](#)) and Working Together to Safeguard Children ([Working Together to Safeguard Children](#)) - as well as the school's Child Protection & Safeguarding Policy.

Support from specialist staff may be sought in the event of a disclosure in order to support communication - particularly where a child may have a communication or learning difficulty. At all times, this will remain confidential and be supervised by a member school Safeguarding Team.

## Attendance

We recognise that nationally, children with SEND on average have lower attendance than their

typically-developing peers. Therefore, we rigorously monitor attendance in conjunction with parents and outside agencies to ensure that children are safe and attending school. Furthermore, the success of additional support and interventions is dependent on good attendance.

We recognise that, for some children with SEND, attending school can be challenging and affect their wellbeing. We aim to identify children who are struggling to attend, or who are at risk of Emotionally-Based School Non-Attendance, early. We work in close collaboration with parents/carers and outside agencies to support children to attend regularly. This may involve reasonable adjustments such as changes to the timetable, identifying key adults in school and alternative transition arrangements for the start and end of the day. On occasion, referrals to the Home Tuition Service may be made in conjunction with the parents/carers.

We also recognise that for some children their medical needs may affect their attendance. In this situation we work closely with parents to minimise the impact on the child's progress.

### **Special Educational Needs Coordinator (SENCo) at Harrington Hill**

The person responsible for leading and co-ordinating the day-to-day provision of education for children with SEND at Harrington Hill is: **Pete Brodie**

#### **The SENCo is responsible for:**

- The management of the day-to-day operation of the school's SEND policy.
- Liaising with and advising class teachers, teaching assistants and non-teaching staff.
- Co-ordinating provision for children with SEND.
- Maintaining the school's SEND register and overseeing the records and reviews for all children with SEND.
- Liaising with parents and carers of children with SEND and setting up meetings with them.
- Contributing to the in-service training of staff, including around SEND/inclusion issues.
- Liaising with external agencies including the Educational Psychology Service (EPS), Hackney Learning Trust Inclusion Team, medical services and other primary support agencies.
- Ensuring that class teachers are identifying those children with SENs. That they are being monitored and appropriate documentation filled in. It is the class teacher's responsibility that strategies being suggested for SEND Support pupils are implemented.
- Ensuring that all staff who work with SEND children are aware and meet the needs and targets of the children and their individual targets/education programmes. Co-ordinating Annual Reviews of children with EHC plans.
- The allocation and effective use of the SEND budget.

The SENCo, Head of School and Executive Headteacher meet as necessary, to discuss SEND provision and inclusion in the school.

The school's **Speech and Language Therapist** is: Rita Leci

The school's **Educational Psychologist** is: Fintan McCullagh

The school's **Specialist Teacher for ASD & Complex Needs** is: Joshua Watson

### **The Role of the Class Teacher**

The class teacher has a key role in the special needs process as they are usually the first to become aware of any difficulties a child may be experiencing.

#### **All class teachers should:**

Provide an appropriately differentiated curriculum and challenging learning experiences for all children.

Keep the SENCo informed of the progress and any issues concerning a child in their class with SEND.  
Work closely with the SENCo to ensure appropriate provision is in place  
Liaise regularly with the parents of pupils with special needs.  
Keep themselves informed of the individual needs of all pupils in their class; monitor, review and plan accordingly.  
Write and review personalised support plans with the SENCo, and put these into action in their class.  
Co-ordinate any support from individual support teachers, TAs etc in consultation with the SENCo.  
Meet regularly with Teaching Assistants and involve them in planning  
Attend staff training on SEND / inclusion issues.

## **Admission arrangements**

We welcome children with SEND into our school.

For pupils with an Education Health Care Plan (EHCP), the school will receive notification from the Hackney Learning Trust that our school has been named on their Plan as their proposed setting. All other requests for places for children with SEND, who do not have a EHC plan, are processed using the Local Authority admission criteria for allocating places for all children.

## **Our school induction arrangements for children with SEND include:**

- Meetings with the parents, any previous education settings and any other professionals
- Home visits and setting visits
- Preparing support plans and agreeing provision in advance
- Settling in visits
- Staggered starts
- Social stories and visual timetables

We are committed to working in partnership with parents to ensure a smooth start to their child's time with us.

## **Facilities and equipment for children with SEN**

Our school is a two-storey building. All areas of the building are fully accessible for those with mobility difficulties. We have a lift to enable access to the bottom and top floor. There are also disabled toilets available on both floors, we will always make sure that we make any reasonable adjustments we can by e.g. holding meetings and assemblies on the ground floor where it is needed. We can also move our classes if we need to in order to accommodate a child who joins our school who can only access the ground floor. All resources required e.g. computer room, library and the dining hall, are located on the ground floor.

## **Sensory room:**

We have a sensory room on the ground floor, which is accessible by wheelchair. The sensory room is used in a variety of different ways; for targeted interventions (around sensory needs or language development), for sensory breaks for children with autism, for children with Social, Emotional and Mental Health needs to feel calm and safe and express how they are feeling, and as a space for working with children who have experienced trauma.

## **Identifying Special Educational Needs:**

At Harrington Hill we aim to provide for children with different needs through careful planning, assesses and reviewing provision and progress. Children with special educational needs or disabilities are taught alongside their peers. Lessons are planned to cater for the needs of all children including those with special educational needs or disabilities. All teachers plan lessons based upon children's prior learning and the steps they need to progress. Support staff are used flexibly to support learning. Teachers review the progress of all children, including those with SEND, termly with the Leadership Team, following which, changes to practice and provision may be made.

We record all pupils' progress as part of our monitoring and assessment practices. In the Foundation Stage these include Reception Baseline Assessments, child observations and Tapestry profiles. In Key Stage One and Two, we have termly assessments to track progress in English and Maths. Class teachers communicate any concerns early on to parents/carers. We hold termly pupil progress meetings where progress and attainment, as well as social and emotional development, are discussed with the Class Teacher, Phase Leader, Head of School and SENCo. Together we consider all of the information gathered alongside national expectations and expectations of progress.

The school takes great care over the identification and assessment of children whose first language is not English. We do not assume that lack of progress in English means that a child has a special educational need. However, we are aware that for some children new to English, slow progress may be a result of a special educational need.

Concerns that a child may have SEND may be flagged up by the child's parents or carer, the class teacher, an external agency working with the child or another member of the school staff. If a teacher has a concern about a child, they complete a referral from to the SENCo, outlining what difficulties the child is having, for how long and what has already been put in place. When a child is flagged up as a concern, the school follows the graduated response recommended by the Department for Education. Three stages of support are available for pupils, as described below:

### **Stage 1: Quality First Teaching (Universal)**

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants and other professionals. High quality teaching, adapted for individual children, is the first step in responding to children who have or may have SEND. At Harrington Hill, we have developed an agreed toolkit of adaptive teaching strategies that can be used in the classroom (see appendix) to ensure all children receive high quality teaching. The SENCo will meet with the teacher and support staff and discuss appropriate strategies and in class support that the pupil might benefit from. The child will be added to the school's Additional Needs register with the consent of the parents. The pupil will be carefully monitored and assessed to ensure that they are making sufficient progress. Support at this level may include:

- Individual visual timetable
- Visual task board: Now/next/then...
- Sitting the child at front during carpet sessions
- Planned targeted support for specific group
- Additional adult support on carpet – visual and verbal support
- Differentiated and/or scaffolded tasks
- Calming/fiddle objects – e.g. stress balls
- Word banks/lists
- Behaviour reward chart (linked to clear targets)

### **Stage 2: Targeted Support:**

If the concerns continue for a period of longer than one term and the stage 1 intervention provided by the class teacher is not having a sufficient impact, then specialist support will be considered. Generally, a child's attainment will be below national expectations in one core subject and/or they may exhibit difficulties in one of the following areas:

- Speech and Language difficulties
- Inability to focus and attend in class
- Significant gross and fine motor difficulty

- Significant other physical or medical difficulties
- Significant social, emotional or mental health difficulties

Targeted action is taken. This is additional to or different from those normally provided as part of the school's differentiated curriculum. Parents will be invited to meet with the SENCo and the class teacher. The class teacher and SENCo will decide on appropriate support in collaboration with parents/carers. This may include:

- Language group intervention
- Memory group intervention
- Additional 1:1 reading
- Additional phonics catch-up
- Circle of friends
- Lego therapy
- Special equipment or materials provided (e.g. handwriting grips, coloured overlays or sensory aids)
- Support Plans (which clearly outline strategies, targets and provision for the pupil)
- Support from the Pastoral Team
- Deployment of staff to provide additional support to individuals or groups

The provision we make will be recorded and shared with the parent/carer and the child.

### Stage 3: Specialist Support

If a child continues to make little or no progress despite interventions, our school will draw on one or more specialised assessments from external professionals and agencies. These could include:

Speech and Language Therapist

Educational Psychologist

#### Specialist Teacher for ASD & Complex Needs

Specialist Teams for visual, hearing and physical impairment

First Steps (CAMHS)

Re-Engagement Unit

Complex Communication Clinic.

Occupational Therapist

Referral for assessment (eg Autism, ADHD, learning disability)

New targets are written for the child in consultation with the parents to incorporate the advice from the external agencies.

### Support Plans

We have developed a wide range of ways to support children with special educational needs. These are personalised to meet the needs of the individual child. All children, who are identified as having special educational needs, have a personalised support plan written for them at the beginning of the year. When creating a support plan for a child identified as having special educational needs, we look at the following key areas:

#### Thinking and Learning



#### Self-help and Independence



#### Behaviour and Wellbeing



#### Communication and Relationships



#### Sensory and Physical



The support plans describe what we will do to support a child and what we hope the support will achieve. The support plans are written in a child friendly format so the children are able to take ownership of their targets and also use the plans to guide them in reaching them. These are then shared with parents via the Provision Mapper online platform and/or during a requested meeting with the SENCo (including termly SENCo surgeries and parents evenings). The children's support plans

are agreed and reviewed termly between the parents, child and appropriate members of school staff.

## **Statutory Assessment/Education Health and Care Plans**

If following further intervention and review in consultation with parents/carers and external agencies, the child does not make adequate progress and is thought to have significant, lifelong and complex needs, the school will consider requesting a Statutory Assessment for an Educational, Health and Care (EHC) Plan. An EHC Plan is a legal document that describes a pupil's special educational, health and social care needs. It explains the extra help that will be given to meet those needs, and how that help will support the pupil to achieve what they want to whilst at school, and as they transition into adulthood. A child will only obtain a Statutory Assessment or EHC Plan if the school is able to ascertain that the child has significant, long term and complex needs. The Local Education Authority (Hackney Education) sets out the criteria for this.

### **The 'Assess, Plan, Do, Review' cycle at Harrington Hill:**

Harrington Hill follows the graduated response of support to pupils with SEND, following the four-step process (assess, plan, do, review) set out in the SEND Code of Practice.

#### **Assess**

Where a pupil has been identified as having SEND, the SENCo will carry out an analysis of the pupils needs in collaboration with the class teacher, TA and parents/carers.

#### **Plan**

Where it is decided that Wave 2 or 3 interventions are necessary, the school will work with the parents/carers and pupil to agree on a set of targeted outcomes for the pupil, and the interventions and support to be put in place to support the pupil in achieving these outcomes.

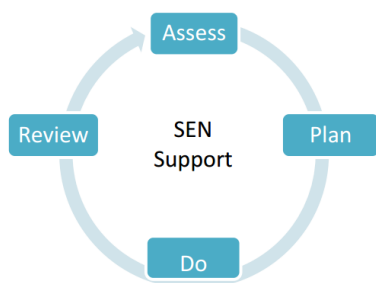
#### **Do**

The interventions and support plan agreed in the planning stage will be put into action.

#### **Review**

The provision put in place for a child is reviewed termly or most regularly if necessary. Termly pupil progress meetings. Targets are assessed, and new targets are set as appropriate.

Provision is adjusted as appropriate following the review meetings. Annual Reviews for children with EHC plans are held once a year. For children under 5, EHC plans are reviewed every 6 months. If there are significant concerns around the progress of a pupil with an EHC plan, an emergency annual review may be held, in order to ensure the provision outlined in the plan is meeting the pupils needs. Interventions are monitored and tracked to ensure they are effective and are having the maximum impact possible on pupil progress.



### **How we train our teachers and support staff:**

We understand the importance of training in special needs, inclusion and disability equality. We recognise that teaching and support staff will need regular training on aspects of SEND and inclusion in order to update policy and inform practice.

We hold weekly training sessions for all teaching staff and our school structure allows for 'on the job' training for all. In addition, support is personalised for staff and parents based on their need. For example, teachers new to teaching have additional training sessions and a mentor to support them in their first two years of teaching. Teachers working with a child with a specific special need may have additional training and support from the SENCo or another member of the Senior Leadership Team or parents who have identified a concern at home may receive additional help either from a member of school staff or an appropriate external service e.g. Speech and Language or Educational Psychology. All staff discuss their individual training needs at performance management review meetings. The SENCo holds weekly TA meetings in which training is provided. We have whole school training on particular issues and we invite external trainers into school to provide training and support to staff.

### **How we work in partnership with parents and carers:**

We work very hard to maintain good home school links. Parents and carers are always welcome to speak to Class Teachers or any member of the Senior Leadership Team if they have any concerns. We understand the importance of working in close partnership with parents and carers of children with SEND and work hard to ensure there is good communication. Parents/carers are valued as the people who know their children best and their views and needs are taken into consideration.

Parents/carers are also involved in making a positive contribution to the education of their children through:

- Good communication including telephone, email and face to face conversations;
- Working towards person-centred planning for SEND and Annual Review meetings;
- Home-school communication books (where appropriate);
- We regularly meet parents/carers to discuss any questions and/or concerns that they may have about their children's education;
- Coffee mornings for parents of children with SEND;
- A systematic effort to support parents/carers through periods of transition – e.g. by clearly explaining procedures, paying visits to new settings (internal or external),
- Signposting parents/carers to appropriate services to address their needs;
- A link to the local offer is available on our website for parents and carers and the SEND Information Report explains what is ordinarily available at Harrington Hill.

### **Working with external agencies:**

The school works successfully with many outside agencies:

**Educational Psychologist (EP):** The EP meets regularly with the SENCo during termly Multi-Agency Planning (MAP) meetings to agree a programme of support for the school and advice on individual children.

**Speech and Language Therapists (SaLTs):** We have one SaLT working in EYFS and KS1 and one working in KS2. They are on site once a week. The SENCo works closely with the SaLTs to identify children and offer necessary support and provision. The SaLTs also provide regular staff training and daily advice to teaching and support staff. They also provide resources for interventions.

**Specialist Teacher for ASD & Complex Needs:** The Specialist Teacher works with the SENCo to plan and review provision, train/advise teachers and support staff and to help individual pupils through delivering specialist programmes and interventions as agreed by the school.

**The school nurse:** The school nurse meets the SENCo and designated Medical Needs person regularly to review medical needs, concerns and update Medical Care Plans. The School Nurse is able to liaise with parents to offer advice around pupil's medical needs.

**CAMHS:** We work closely with professionals from the Child and Adolescent Mental Health Service (CAMHS) to ensure thorough assessments of the needs of children who have been referred to the service. We ensure that we provide accurate and meaningful information to

support the assessments.

**WAMHS:** As part of the Wellbeing and Mental Health in Schools (WAMHS) Project, we have a CAMHS worker in school once a fortnight and supports the school in a variety of ways to improve the wellbeing and mental health of our pupils and staff.

**MHST:** The Mental Health Support Team (MHST) also work with the school as part of the WAMHS project. They provide workshops for parents and pupils and run weekly, targeted group interventions.

**Re-engagement Team:** We work with the re-engagement team to support individual children with social, emotional and behavioural issues that are affecting their learning.

## How we support pupils with SEND in their transition to secondary school

When children with EHCPs are in Year 5, the SENCo meets with the child and the parents/carers to discuss possible secondary school provision in the summer term. The SENCo of the new school is invited to attend either an Annual Review or SEND review in the Summer Term when the pupil is in Year 6.

For children with special educational needs, the SENCo will pass on all relevant information to the SENCo of their chosen secondary school at the transition forums in Hackney.

When a child transfers to another primary school we pass on the SEND records and the SENCo will, if possible, speak to the teacher with responsibility for SEND at the new school.

## How we support pupils with SEND in their transition between year groups:

There are a number of measures in place that support a smooth transfer of **all** children to the next school year. In addition to these, we have the following measures for children with SEND:

- The SENCo ensures that all **records** are passed to the next class teacher.
- At the **hand-over meeting** in the summer term the current class teacher shares detailed information with the new class teacher and support staff.
- Behaviour plans** are communicated with the class teacher and if needed with the whole school.
- We put in place **additional strategies** for individual children as required - e.g. extra visits to the new classroom, photo books, buddying with older child, extra opportunities to work with new teacher or support staff prior to transition.
- Use of **social stories** are used to ease transitions.

## How we fund our SEND provision:

The school receives funding for pupils with SEND from the Local Authority. In addition, the school is committed to using part of its delegated budget to support children with SEND. We endeavour to meet the needs of all children with SEND from within our allocated resources. The school requests Statutory Assessment/Education Health and Care Plans for any child we believe has significant, lifelong and complex needs in order to receive additional funding to better meet the pupil's needs.

## How we monitor the impact of our provision for pupils with SEND:

Pupil progress and the effectiveness of our provision is monitored in a number of ways:

- Teachers are able to identify pupils early who need additional support
- Teachers and teaching assistants can provide support using a range of intervention programmes. These interventions are evaluated each half term

- Teachers show clear differentiation in their planning, which also reflects high but realistic expectations of pupils' progress
- Regular SEND reviews to monitor the effectiveness of provision
- Analysis/tracking of data
- Pupil feedback
- Formal assessments carried out by SENCo
- Inclusion Learning Walks
- Lesson observations
- Data related to specific interventions – e.g. on-entry/exit assessments
- Reports and assessments from outside agencies
- Teaching Assistant feedback on intervention programmes and progress
- Teacher assessments
- Monitoring of Support Plan targets by teachers and Teaching Assistants
- Parents views - formal and informal
- Use of pre-key stage levels for children with SEN working at pre-national curriculum levels
- Evaluation of Support Plans
- Annual Reviews of EHC Plans

## **Complaints**

If a parent/carer has any concerns, questions or complaints around SEND, they should first discuss these with the SENCo or Head of School. The school will endeavour to resolve the issue or provide reassurance as necessary. If a parent/carer is not satisfied with the response to their complaint, they may wish to make a formal complaint. This can be done by following the school's Complaints Procedures policy

## **Links with other policies:**

This SEND policy is linked to the following policies:





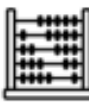



- Child Protection and Safeguarding Policy
- Accessibility Plan
- Equality and Inclusion Policy
- SEND Information Report
- Behaviour Policy
- Mental Health Policy
- Anti-Bullying Policy

Copies of these policies are available from the school office or on the school's website

## APPENDIX A



# Adaptive Teaching Toolkit

Strategy	Definition	Example	Research Evidence
 <b>Flexible Grouping</b>	Allocating groups temporarily, based on current level of mastery.	<ul style="list-style-type: none"> <li>-peer support</li> <li>-responding to sensory needs</li> <li>-informed by formative assessment</li> <li>-heterogenous grouping</li> <li>-additional instruction</li> </ul>	<a href="#">Flexible grouping</a> <a href="#">Cooperative Learning</a> <a href="#">Mixed attainment groups</a>
 <b>Clarify what 'good' looks like</b>	Showing children examples of what to do and how to do it.	<ul style="list-style-type: none"> <li>-visualiser</li> <li>-modelling/remodelling</li> <li>-WAGOLL</li> <li>-Comparative Judgement/split screen</li> <li>-think aloud</li> </ul>	<a href="#">John Hattie: Generating Learning Intentions and Success Criteria</a> <a href="#">Comparative Judgement</a> <a href="#">Importance of modelling</a> <a href="#">Think Aloud</a>
 <b>Instructional step teaching</b>	Breaking teaching into manageable steps and intermediate goals.	<ul style="list-style-type: none"> <li>-visual steps</li> <li>-one problem at a time - removing irrelevant info.</li> <li>-checklists</li> <li>-task manager</li> <li>-Your turn/My Turn</li> <li>- 'Have a go'</li> </ul>	<a href="#">Teaching Walkthrus</a> <a href="#">Five Ways to Secure Progress Through Modelling</a> <a href="#">Rosenshine's principles in Action</a>
 <b>Teaching key vocabulary</b>	Ensuring children are explicitly taught a large and rich vocabulary.	<ul style="list-style-type: none"> <li>-pre-teach</li> <li>-displaying key vocabulary,</li> <li>-teaching explicitly with visuals ino Widget, actions, songs,</li> <li>-knowledge organisers</li> <li>-memory aids</li> </ul>	<a href="#">EEF Reading House: Vocabulary</a> <a href="#">Bringing Words to Life</a>
 <b>Adaptive Resourcing</b>	Enhancing teaching and learning through effective resourcing of lessons.	<ul style="list-style-type: none"> <li>-TAs</li> <li>-concrete, pictorial, abstract</li> <li>-word mats</li> <li>-scaffolds sheet</li> <li>-sentence starters</li> <li>-carousel of activities</li> </ul>	<a href="#">Understanding Adaptive Teaching</a> <a href="#">EEF Teaching Assistants</a>
 <b>Reshaping the task</b>	Altering and refining a task to ensure 'desirable difficulty'.	<ul style="list-style-type: none"> <li>-targeted hinge questions</li> <li>-live marking</li> <li>-catch and intervene</li> <li>-address misconceptions</li> <li>-going back a step</li> </ul>	<a href="#">Dylan William 'Hinge Question'</a> <a href="#">Hinge Qs</a>
 <b>Revisit key learning</b>	Bringing information to mind to enhance and boost learning.	<ul style="list-style-type: none"> <li>-whiteboards recap</li> <li>-key questioning</li> <li>-reflection time</li> <li>-knowledge harvest</li> <li>-early morning work daily review</li> <li>-knowledge recall question</li> <li>-flashcard prompts</li> </ul>	<a href="#">Rosenshine's principles in Action</a> <a href="#">Rosenshine PDI research</a> <a href="#">5 Ways to do Daily Review</a>
 <b>No opt out</b>	Maximising active participation whilst providing the teacher with a broader picture of pupil understanding.	<ul style="list-style-type: none"> <li>-my turn your turn</li> <li>- thinking time</li> <li>-no hands</li> <li>-reduced teacher talk</li> <li>- 'have a go'</li> <li>-paired talk</li> <li>- 'dual coding' (slide prompts/icons)</li> </ul>	<a href="#">Teaching Walkthrus</a> <a href="#">'Teach like a champion' No Opt Out</a> <a href="#">Dual coding guide</a>