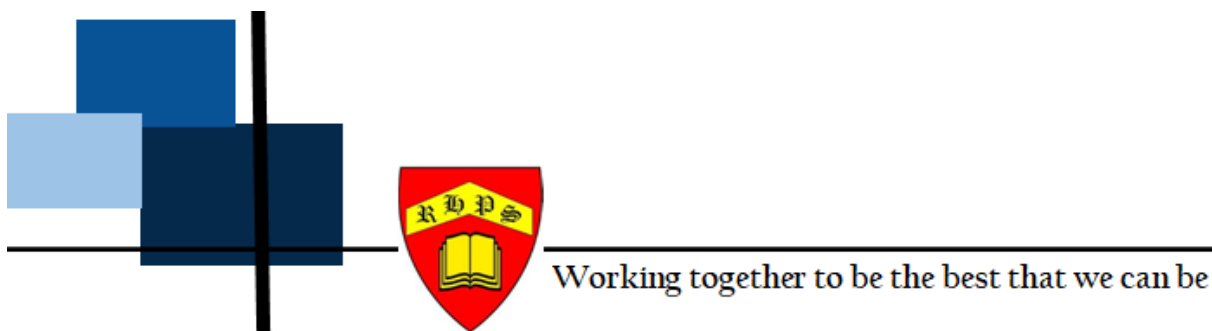




Russells Hall Primary School

4 main areas of need

At Russells Hall Primary School (RHPS) we strive to achieve

Excellence through success in academic, creative, physical and social activities, in a stimulating environment which encourages personal independence and mutual respect.

Learning together to be the best that we can be.

At Russells Hall we do our best to ensure that necessary provision is made for all pupils including those with SEND and those needs are made clear to all who are likely to teach him/her. The school does its best to ensure that all teachers are able to identify and provide for SEND pupils.

Teachers should take the lead role in meeting special educational needs. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (SEND CofP 2014)

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

In order to make academic progress we first need to know our children well. Our children are all unique and by understanding their individual needs this will help us to support them moving forward by embracing and harness their strengths and identify barriers to learning.

We must remember that some children will present with challenges in more than one area, some will have difficulties in all areas and some children's difficulties will change along with their development.

COMMUNICATION AND INTERACTION – Speech language and communication needs SLCN & Autistic Spectrum Disorder ASD

Children who find it difficult to interact with the people and the world around them. For example:

- Talking to other adults and/or children
- Talking about a topic
- Making friends & keeping friends
- Following rules
- Dealing with noise, smells or other sensations
- Understanding what other people mean
- Getting equipment organised
- Any change to normal routine
- Understanding long sections of speech
- Using correct expression in speech and writing
- Copying from the board
- Being able to follow and respond to instructions

Reasonable adjustments

- Actively teach social skills
- Teach child active listening skills
- Directly teach non verbal cues
- Break down tasks/instructions
- Consider classroom seating if they struggle to copy from board
- Check in from adults during lessons
- Provide speech and language therapy/intervention
- If formally diagnosed - liaise with AOS

COGNITION AND LEARNING – Specific learning difficulties e.g. dyslexia, dyscalculia, dyspraxia.

Moderate learning difficulties. Severe learning difficulties

Children who find learning, thinking and understanding harder than most other pupils. For example:

- Taking longer to learn important skills
- Finding it difficult to remember things
- Finding it hard to understand how to use letter sounds to read and spell
- Processing difficulties
- Retaining information
- Working independently
- Learning, using and retaining new vocabulary
- Processing new information
- Holding information in working memory
- Accessing the demands of the curriculum
- Planning and organising work

Reasonable adjustments

- Consider seating position
- Breaking work into manageable chunks
- Provide child with a completed model
- Provide a task board
- If appropriate provide a reader or scribe
- Allow extra time
- Allow rest/movement breaks
- Allow ear defenders to reduce noise/distractions

SOCIAL, EMOTIONAL AND MENTAL HEALTH - Mental health issues, depression, eating disorders, anxiety disorders, disorders such as ADHD, ADD, ODD, Attachment Disorder.

Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life. For example

- Following rules set by others
- Sitting still
- Listening to and following instructions
- Understanding how they feel
- Making friends
- Dealing with their difficulties in a way that does not cause harm to themselves or others
- Taking responsibility for the things they do
- Maintaining focus and attention in class
- Attending school regularly
- Accepting negative feedback/sanctions
- Maintaining positive peer relationships
- Showing resilience when it comes to learning tasks
- Staying regulated when in the classroom
- Turn taking
- Shouting out
- Remaining seated during a lesson

Reasonable adjustments

- Catch the pupil being good and reinforce
- Seek opportunities for the child to show strengths
- Give pupil jobs around the classroom
- Provide the child with trusted adults
- Structured activities during break time
- If appropriate - counselling/ELSA/pastoral support
- Independent behaviour plan/strategies/sanctions
- Provide a calm space/calm box
- Appropriate independent reward system
- Warn child about transitions – verbal or visual
- Providing staff with ADHD training and strategies
- And any other supportive training opportunities

SENSORY AND/OR PHYSICAL NEEDS - Visually impaired, multi-sensory impairment, hearing impairment, physical disabilities

Children have a disability that make it difficult for them to manage their everyday life without changes to their environment or support.

- Hearing what others in the classroom are saying
- Moving around without the aid of a walking aid or wheelchair
- Using equipment without changes or support
- Understanding vocabulary of the lessons
- Understanding wider communication from adults
- Identifying where sound is coming from
- Maintaining focus and attention
- Working memory and auditory memory
- Maintaining positive peer relationships

Reasonable adjustments

- Provide with fidget toys, stress ball, wobble cushion, weighted blanket
- Provide pencil grips
- Allow movement breaks
- Provide writing slope board
- Relax uniform requirements
- Allow movement around school when corridors are quiet
- Provide adult support, or alternative room, during lunch time

Other general reasonable adjustments

- Teacher/TA check in
- Homework support
- Support and model organisational skills
- Liaise with parents regularly
- Provide class visual timetables or independent timetables

Schools have a statutory duty under Equality Act 2010 to take such steps as is reasonable to have to take to avoid substantial disadvantage to a child with a disability.