

## Descriptors of SEN Support provision in the four broad areas of SEND

Cognition and learning			
Identified need	Provision and strategies	Advice/consultation in Ealing	Resources
Learning difficulties (MLD)	<ul style="list-style-type: none"> <li>Engage with settings to ensure positive transitions between all school phases and into the workplace</li> <li>Make reasonable adjustments to the learning environment seating, ICT resources, work-stations, visual timetables.</li> </ul>	<ul style="list-style-type: none"> <li>Educational psychologist;</li> <li>Speech and language therapist;</li> <li>Occupational therapist;</li> <li>Specialist teacher</li> </ul>	<ul style="list-style-type: none"> <li>Outreach support from Special schools in Ealing</li> <li>training within schools from therapists</li> <li>Training within Ealing</li> <li>EPTSA SEND training package</li> </ul>
Dyslexia	<ul style="list-style-type: none"> <li>Reduce and simplify the amount of reading required by summarising, or using text to speech software, or using diagrams etc. instead of text, bullet points, short paragraphs, colour, large font</li> <li>Working from the known – e.g. using or making resources based on pupils' own experiences and that use familiar vocabulary</li> <li>Develop vocabulary and understanding through modelling, questioning</li> <li>A range of sequencing activities, such as pictorial activity or story sequences, word and sentence sequences</li> <li>Limit copying tasks</li> </ul>	<ul style="list-style-type: none"> <li>Educational psychologist</li> <li>SPLD resource base at St Johns Primary</li> </ul>	<ul style="list-style-type: none"> <li>SPLD resource base at St John's Primary</li> <li>Driver Youth Trust Website</li> <li>Dyslexia Action training courses <a href="http://www.dyslexiaaction.org.uk/">www.dyslexiaaction.org.uk/</a></li> </ul>
Dyscalculia	<ul style="list-style-type: none"> <li>Give concrete reference materials wherever possible eg a number square or calculator</li> <li>Teach pupils to follow a given method with steps for problem solving</li> <li>Allow extra time to complete a task</li> <li>Encourage learners to make use of calculators when necessary</li> <li>Make use of ICT as an aid to learning</li> <li>Use headed columns for place value</li> <li>Use arrows to explain direction of computation.</li> </ul>	<ul style="list-style-type: none"> <li>Educational psychologist</li> <li>Specialist teacher</li> </ul>	<ul style="list-style-type: none"> <li>Outreach support from Special schools in Ealing</li> <li>training within schools from therapists</li> <li>training within Ealing</li> <li>EPTSA SEND training package</li> </ul>
Dyspraxia and developmental coordination disorder	<ul style="list-style-type: none"> <li>Give clear, simple instructions and constant reminders, both oral and written</li> <li>Incorporate recommended motor coordination exercises by OT into a PE programme</li> <li>Provide guide-lines to keep writing straight</li> <li>Organise games and activities requiring cooperation and turn-taking</li> </ul>	<ul style="list-style-type: none"> <li>Occupational Therapy Service Ealing</li> </ul>	<ul style="list-style-type: none"> <li>Occupational therapy in school provision</li> </ul>

## Communication and interaction

Identified Need	Provision and strategies	Advice/consultation in Ealing	Resources
<p>Speech and language impairment-</p> <ul style="list-style-type: none"> <li>• Attention and listening</li> <li>• inability to screen out what is unimportant</li> <li>• Lack of skill in controlling attention and therefore missing large chunks of information.</li> <li>• Phonology - Processing speech sounds and using them correctly,</li> <li>• Grammar - Organising words into sentences, using the correct grammatical structure</li> <li>• Word-finding Recalling the right word when they need to use it</li> <li>• Semantics Poor auditory memory skills –ultimately leading to an inability to express their own thoughts</li> <li>• Pragmatics using inappropriate language in different social situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily personalised/small group learning targeting identified areas of need</li> <li>• Games to develop listening and attention skills</li> <li>• Circle time to encourage social interaction and communication skills</li> <li>• Use specific games and activities to develop social communication skills.</li> <li>• Regular therapy programme to address specific speech and language needs</li> <li>• Identify ICT programmes</li> <li>• Identify a ‘buddy’ for the child with speech difficulties, very often children can communicate better through each other</li> <li>• Questions giving pupils opportunities to use language, how? Why? If –then. Avoid closed questions with yes/no answers</li> <li>• Encourage word association activities to develop word-finding skills</li> <li>• Communication Friendly classroom</li> <li>• Use of visual timelines</li> <li>• Now/next boards to support structuring the school day</li> </ul>	<p>Speech and language therapist Ealing</p> <p>SPLD resource base at St. Johns Primary</p>	<ul style="list-style-type: none"> <li>• Outreach support from Special schools in Ealing</li> <li>• training within schools from therapists</li> <li>• training within Ealing</li> <li>• EPTSA SEND package of training</li> <li>• ELKLAN training level 2&amp;3 (Teaching Assistants)</li> <li>• Talking Partners Intervention</li> </ul>
<p>Autism and ASC - autistic spectrum condition</p>	<ul style="list-style-type: none"> <li>• Use a daily visual timetable</li> <li>• Prepare the pupil well in advance for any changes in school routine</li> <li>• Deal with inappropriate behaviour calmly without raising your voice.</li> <li>• Use pupil’s name to ensure that s/he knows the instructions apply to them.</li> <li>• Use social stories to support a learner in specific social situations.</li> <li>• Be consistent in the management of behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Educational psychologist</li> <li>• Speech and language therapist;</li> <li>• Occupational therapist</li> <li>• Specialist teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Quantum Leap Mentoring</li> <li>• Springhallow outreach service (including AET Early years &amp; Post 16 16)</li> <li>• Autism education trust website and training schools programme EPTSA</li> </ul>

Social, emotional and mental health

Identified need	Provision and strategies	Advice/consultation in Ealing	Resources
	<ul style="list-style-type: none"> <li>• Consistent, calm and positive behaviour management</li> <li>• Individual Behaviour Plan</li> <li>• Frequent opportunities for small group and some individual work based on identified need</li> <li>• Additional support at times of need, eg outdoor areas and break times, or specific lessons</li> <li>• Proactive liaison with parents/carers to review and discuss their child’s needs and agree actions that will take place in school and home</li> <li>• Simplify instructions/communication and check understanding</li> <li>• Increase opportunities for movement breaks</li> </ul>	<p>Advice from Ealing Primary Centre:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• CAMHS</li> <li>• Healthy Schools</li> </ul>	<p>Support from Ealing Primary Centre</p> <ul style="list-style-type: none"> <li>• Outreach support from Special schools in Ealing</li> <li>• Mental Health First Aiders/Champions/Leaders within schools</li> <li>• Clinical Psychology in Schools (CLIPS)</li> <li>• Early Intervention Project (EIP)</li> </ul>

## Sensory and physical needs

Identified need	Provision and strategies	Advice/consultation in Ealing	Resources
	<ul style="list-style-type: none"> <li>• Premises: Schools designed and built to fulfil the accessibility requirements of the Equality Act 2010. Provision should include: lift with low level control - disabled toilets - hand rails on stairs - child height handles on doors - wide doorways - clear signage - fully accessible outdoor/indoor space/showers</li> <li>• Sensory integration, could include, Sensory tent, toilet adaptations, OT LSA for individualised PoS, sensory circuit, sensory garden</li> </ul>	Occupational Therapy - Physiotherapy - Sensory and Language Impairment Team (SLIT) to support children with visual and hearing impairments	Ongoing support from Ealing hearing and Visual impaired service
Hearing Impairment	<ul style="list-style-type: none"> <li>• Visual cues and lip-reading</li> <li>• Use of hearing aids/fields</li> <li>• Use of sign language</li> <li>• Ensure the pupil is wearing his or her hearing aids.</li> <li>• Be aware of background noise and keep background noise to a minimum</li> <li>• Ensure the pupil is seated where she can see and hear the teacher clearly</li> <li>• Make sure that you have the pupil's attention before starting to talk. Eye contact is important</li> <li>• Face the child and maintain a distance between you of about 1 – 2 metres to allow for lip reading</li> <li>• Try not to cover your face or walk around while you are speaking</li> <li>• Avoid having your back to the window as it creates a shadow</li> <li>• Use facial expressions to convey clues to what you are saying</li> </ul>		
<p>Visually impaired - an eye problem or to reduced vision resulting from brain damage</p> <p><b>Totally blind</b> - having no sight at all.</p>	<ul style="list-style-type: none"> <li>• Check that glasses are worn, and that they are clean!</li> <li>• Keep the classroom tidy to avoid accidents</li> <li>• Keep floors free of clutter and tell the pupil if there is a change to the layout -</li> <li>• Allow more time for hands-on experiences, verbal explanations and completing tasks</li> <li>• Use colour coding to encourage the pupil to locate or put away equipment</li> <li>• Provide the pupil with their own books rather than expecting them to share</li> <li>• Provide the pupil with their own copy of the text/power point slides with enlarged print (good contrast and layout are often important as the size of print). Usually font size 14</li> <li>• Use enlarged text and inform exam boards/STA if special papers are required.</li> <li>• Read out writing on the board and draw attention to the spelling of new and unfamiliar words: an individual desk copy of board work may be needed (allow extra time for completing written work if appropriate)</li> <li>• Expect the same standards of behaviour but remember that these pupils may not see well enough to interpret the teacher's gestures or facial expressions. A 'look' may not be enough to correct their behaviour!</li> <li>• Put specific strategies given by external agency into practice in the classroom</li> </ul>		