



SEND at Wateringbury CEP School

Classroom adaptations to ensure that **ALL** children can learn.

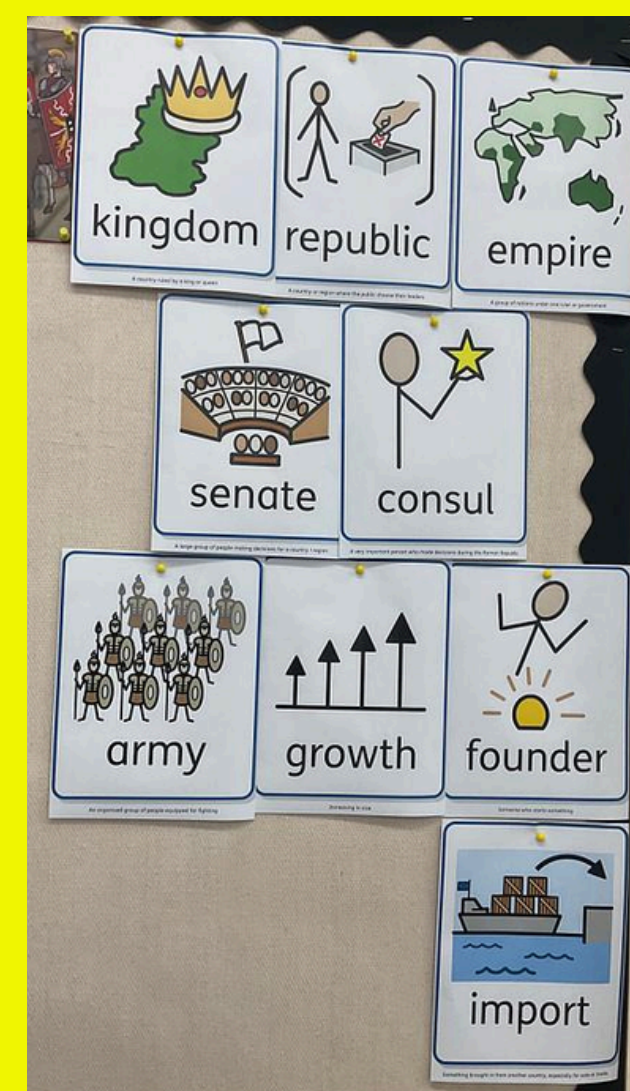
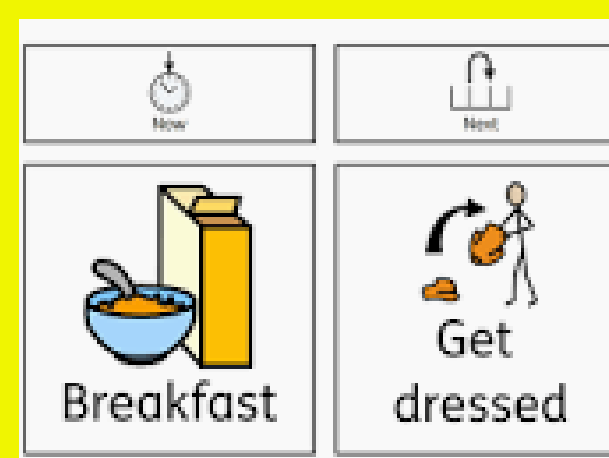
Autistic spectrum condition

- Now and next board/ cards and visual timetable.
- Clear routines and expectations
- Sensory tool box (e.g. ear defenders, chew toys)
- Key worker and buddy systems
- Social interaction and nurture groups e.g. lego therapy
- Zones of regulations
- Social stories, comic strip conversations and story boards are used to reflect.
- Simple instructions (verbal and written)
- Visual supports, pictures and symbols e.g. widget.
- Classrooms and tone of voice ordered and calm.
- Regular audit of sensory environment
- Social rules displayed and referred to explicitly.
- Help/ exit cards
- Sensory circuits
- Transitions carefully planned.
- Work linked to special interests
- Timers and learning breaks
- Support during unstructured times.



Speech and language difficulties

- ·Speech and language link are used to assess the children.
- ·Speech and language link programmes are used to deliver interventions.
- ·Staff are regularly trained using resources from the Kent speech and language pod.
- ·Teachers use visual supports to present information such as widget, pictures and/or videos and cued articulation.
- ·Key vocabulary and stories are pre-taught.
- ·Children are encouraged to use visual aids, twinkl symbols and whiteboards to communicate ideas.
- ·Word mats and story mats are used.
- ·The teacher will allow extra time for the child to process what has been said.
- ·Visual supports are provided, these include task boards, check lists, pictorial glossaries, pictures, demonstrations, story boards.
- ·The teacher will get the learner's attention before speaking – use of name.
- ·The teacher checks back that the learner has understood.
- ·Seating is planned carefully so that the learner has clear vision.
- ·Visual supports that encourage language sequencing – colourful semantics.
- ·The teacher will always provide the opportunity for a child to speak but will not expect it.



Colourful Semantics

Who?	What doing?	What?	Where?
 The boy	 is running	 with the dog	 in the park

SEMH

- Zones of regulation
- Boxall profile
- Key worker approach/ learning mentor
- Nurture interventions
- Safe space/ safe task
- Time out – use of personalised clocks and timers
- Personalised work station and careful seating
- Regular check ins or prompts
- Task management board – small targets and rewards.
- Provide support/ organised activities during unstructured times.
- Clear, consistent rules and expectations.
- Build strong and positive relationships between adults and child.
- Multi-professional approach
- Personalised graded behaviour chart.
- Individual support plan (ISP)
- Liaison and collaboration with home is essential.
- All transitions are carefully planned.
- Use known interests or hobbies to engage in activities and discussion.
- Given options and then take up time
- Regular movement breaks and exercise.
- Positive reinforcement of expectations through verbal scripts and visual prompts.
- Restorative approaches.

Cognition and learning

- Multi-sensory approach
- Pre-teach and consolidation of learning.
- Taskboard, sound mat, word mats, colourful semantics, coloured paper, coloured overlays, coloured backgrounds,
- Manipulatives, visual prompts, concept books to refer to with pre-taught concepts
- Scaffolds, word banks with pictures, working wall, word maps, lists, checklists, templates, storyboards
- Give the child time to process information before a response is needed
- Over learning, reviewing and revisiting
- Clear and simple verbal and auditory instructions.
- Large text, spacing, use of headings, sub-headings and bullet points.
- Make learning fun
- Talking tins, voice recorders, recording apps (twinkly symbols), alternative to copying whiteboard.
- Nesy, toe by toe, power of two, precision teaching.
- Alternative ways of recording.
- Metacognitive approaches.

Sensory, physical disability & complex medical needs

- Children sit facing the front so that they can clearly see the teacher's face.
- The lights in the classroom are not too bright, flickering or fluorescent.
- There are multisensory learning opportunities.
- Sensory circuits before school and after lunch.
- Use of sensory resources: sloped writing board, ear defenders, weighted blankets, removing clutter and distraction from the table.
- Up-to-date training
- Seek advice from external professionals, for example occupational therapy and specialist teachers.
- Take account activities that the learner cannot participate in during planning to avoid exclusion.
- Discuss with the learner and their family what helps them in the classroom and at home.
- We ensure that all clubs are inclusive.
- Teachers regularly check in with the child throughout lessons to ensure they understand.
- Adaptations to the school building are made to ensure it is easily accessible to children with a range of needs.
- The school have access to specialist equipment.
- Risk assessments are completed to ensure all children are safe.

