



St Matthew's Church of England Primary School

SEND Support

Cognition & Learning

Special Educational Needs - Individual Strategies & Tailored Programmes ...with support from the SENDCo and other professionals, class teachers are responsible for implementing tailored support strategies to meet the needs of pupils with SEND.

Strategies May Include...

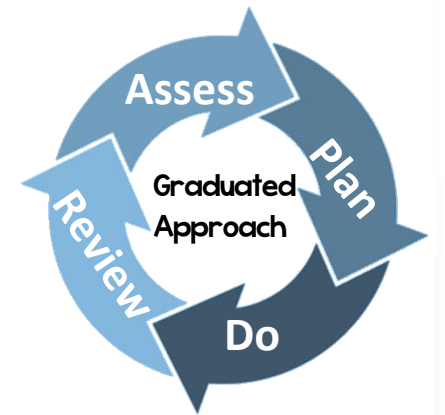
1:1 Interventions...

- Catch-up Literacy
- Catch-up Numeracy
- Plus 1 & Power of 2
- Precision Teaching
- The Word Wasp / Hornet
- Attack Read/Spell
- Dyscalculia Workbook
- Bearing Away
- Dancing Bears
- Apples and Pears

- Access to 1:1 adult support in the classroom
- Individual timetable
- Small-steps curriculum
- Access to a workstation
- Use of own laptop or tablet to access learning & writing (e.g. Clicker)
- TEACCH / structured work approach
- Use of technology such as iPads / talking tins to support note taking and composition.

Outside Agency Support...

- Educational Psychology
- Dyslexia Outreach
- SENDAT outreach
- CISS (County Inclusive Support Service)
- Family Services (for children with an EHCP)



Extra Support / Time-limited Intervention & Measured Impact ...with advice, the class teacher is responsible for implementing strategies to enable under-achieving pupils to reach their full potential.

Group Interventions including...

- Booster groups
- Wordshark
- Numbershark
- KS2 Phonics
- Let's Look – visual discrimination
- Cloze procedure workbook

- Stop It! punctuation workbook
- The Five Minute Box
- Talking Maths
- STILE tile work
- Sound Linkage

Strategies may include...

- Access to 1:2 / small group adult support in the classroom
- Planning support for work (e.g. mind-map, story board, talking tins, verbal rehearsal with an adult)
- Task cards and checklists
- Opportunities for overlearning

- Differentiated learning opportunities
- Teacher & Teaching Assistant support
- Modelling of new concepts
- Phased phonics (KS1)
- Continuous provision (Reception)
- Carefully considered seating plans
- Pupil Progress meetings to inform differentiation and planning

- Consideration of different learning styles
- High expectations of all pupils
- Accelerated Reader (KS2)
- Concrete resources accessible during Maths
- Opportunities for paired learning and group work with peers of different abilities
- Use of high quality texts
- Daily Story Time

- Lunchtime club
- After school clubs
- Golden Time
- Teacher awareness of a range of learning needs and appropriate strategies
- Access to ICT for certain writing tasks

Quality First Teaching ...the Class Teacher is responsible for meeting the needs of all children

- Access to writing equipment (e.g. triangular pens/pencils, pencil grips)
- Opportunities for outdoor learning
- Whole-class visual timetable

Every teacher is a teacher of children with Special Educational Needs.