



St Matthew's Church of England Primary School

SEND Support

Sensory & Physical

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.

Outside Agency Support...

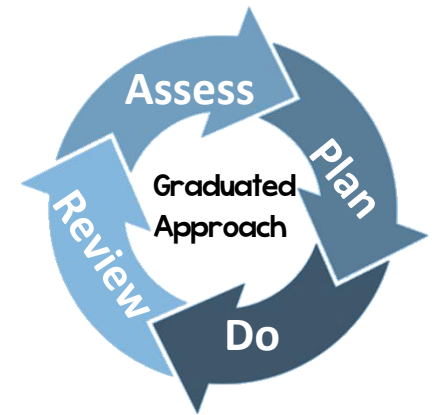
- Occupational Therapy
- Physiotherapy
- Educational Psychology
- SENDAT outreach
- CISS (County Inclusive Support Service)
- Family Services (for children with an EHCP)

Strategies may include...

- Access to 1:1 adult support in the classroom
- Use of own laptop or tablet to access learning & writing (e.g. Clicker)
- Use of technology such as iPads / talking tins to support note taking and composition.
- Access to resources (e.g. writing slopes, wobble cushions, fiddle toys)
- Sensory resources (including chews, weighted blankets/pillows/ear defenders)
- Additional time during assessments / access to a scribe

Interventions...

- Individual Gym-Trail programme
- Write from the Start
- Sensory Circuits
- Nesy Fingers
- Dance Mat Typing



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.*

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
- Coloured Overlays
- Additional time for writing tasks
- Use of technology (e.g iPads and laptops) to support recording ideas
- Resources such as specialist scissors / pencils

Group Interventions including...

- Fine motor skills group
- Handwriting practice
- Let's Look – visual discrimination activities
- Gym Trail group
- Typing practice

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

- Differentiated learning opportunities
- Teacher & Teaching Assistant support
- Modelling of new concepts
- Continuous provision (Reception)
- Carefully considered seating plans
- Use of aids encouraged
- Consideration of different learning styles
- High expectations of all pupils
- Concrete resources accessible during Maths
- Opportunities for paired learning and group work with peers of different abilities
- Pupil Progress meetings to inform differentiation and planning
- 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
- 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.