

## St Paul's Catholic School's SEND Provisions

*"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN"*  
(SEN Code of Practice 6.37)

### Universal Adaptation & Quality First Teaching In Classes

Strategy	
<b>Cognition and Learning</b>	
Visual aids	
Use of ICT	
Voice recorder	
Reading ruler, coloured overlays/paper	
Adult scribe	
Writing frames	
Word lists/banks/sentence stems	
Practical maths resources	
Instructions broken down/chunked	
Task tracker	
Additional processing/thinking time in answering questions/warnings of wait time/coming to you next	
Repetition of information/instructions	
Pre-teaching sessions	
Receive text prior to lesson/pre learning home tasks	
Timers	
Reduce task/output/expectation of breaks between chunks of work	
<b>Communication and Interaction</b>	
Visual Timetable	
Now and Next	
Advanced warning for transitions	
Preparing child for change to routine	
Prompts for active listening	
<b>Social, Emotional and Mental Health</b>	
Personal reward system	
Buddy system for break/lunch	
Time out cards / movement break agreements	
Emotion fan/thermometer	
Seating to reduce distraction	
Emotional Literacy check ins and classroom display	
Choice and motivation to promote desired outcome	
Safe place / calm zone agreed use and protocol	
<b>Physical and Sensory</b>	
Specific seating position	
Classroom/seating modified (e.g. foot-raise, theraband, privacy screen, writing slope)	
Enlarged font/worksheets	
Own copy of material	
Pencil grip / ergonomic pencil	
Finger spacer	
Handwriting paper / Tinted book	
Fiddle resources	
Weighted lap cushion or wobble cushion	
Ear defenders	
Individual workstation	
Movement breaks	
<b>Planned Sensory circuits</b>	
Other:	
<b>Notes/Additional Comments/Monitoring</b>	

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