

SEND Information Report

Saint James' Catholic Primary School

2025-2026

In the loving peace, justice and joy, we achieve

This report details how Saint James' Catholic Primary will implement the [SEN Policy](#) and support children and young people with Special Educational Needs and disabilities (SEND)



Approved by:	Dr Rachel Gould	Date: 01/09/2025
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This report will be reviewed annually and approved by the School Standards Committee.

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1. What should I do if I think my child has SEN?

St James' Catholic Primary School prides itself on being an opening and welcoming school, with an open-door policy for all parents and carers. Every child is made in the image and likeness of God. As such, Saint James' recognises that every single child is special and deserves to be treated with dignity and respect. Saint James' values the contribution that every child can make and welcomes the diversity every child brings to the community. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils regardless of their needs and abilities. All children with SEND are valued, respected and equal members of the school. Every effort is made to ensure that pupils identified as having SEND are fully integrated into mainstream classes and have full access to the curriculum and after-school activities.

As such, provision for pupils with SEND is a matter for the school as a whole.

"All teachers and key workers are teachers of pupils with SEN"

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Class teachers are available most days, on the door in the morning and afternoon. If you would like a private conversation, please ask the class teacher and you can make an appointment with them at another time.

You can also contact the office on enquiry@sja-lumenchristi.org.uk and arrange an appointment with your child's class teacher.

They will pass the message on to our SENCO, Dr Gould, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via the office email address.

St James' SENCO, Dr Gould, is also the Vice Principal.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will discuss this directly with you. Your child will then be added to the school's SEND register.

2. What types of SEN does the school provide for?

Saint James' Catholic Primary School will meet the needs of children with the following SEND:

- **Communication and interaction (C&I)**
- **Cognition and learning (C&L)**
- **Social, emotional and mental health difficulties (SEMH)**
- **Sensory and/or physical needs**

Our Catholic school strives to be an inclusive and proactive environment, where all children are encouraged to reach their potential. We aim to provide education to all pupils, including those with needs in the table below. Children are assessed on their own individual merit and need, in discussion with parents, SENAR and other professionals, the suitability of St James' Catholic Primary School as a placement for a pupil is subject to the individual pupil.

AREA OF NEED	CONDITION	DEFINITION
Communication and interaction	Autism spectrum disorder (ASD)	Children with Speech, language and communication needs have difficulty in communicating with others such as those with an ASD diagnosis. This could include difficulties with producing or responding to expressive or receptive language. They may have difficulty in uttering speech sounds, difficulties in understanding spoken language and communications from others.
	Speech and language difficulties	
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia	This refers to when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), specific learning difficulties (SpLD) such as dyslexia and dyspraxia, severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
	Moderate learning difficulties	
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)	This may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties and traumas. It also includes ADHD and attachment disorder.
	Attention deficit disorder (ADD)	
Sensory and/or physical	Hearing impairments	Some children will require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These include visual impairment, hearing impairment, multi-sensory impairment and physical impairment, which may require additional equipment to assist with learning.
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

3. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN. An early discussion will be held when identifying whether a child needs special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- The parents' and pupils' views are considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child (where possible) to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, the Communication & Autism Team, Pupil & School Support or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to decide on the next steps for your child.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

4. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO is Dr R Gould.

Dr Gould is our Vice Principal. She is the SENCO in school and holds the national SENCO qualification, alongside qualified teacher status.

All teachers and learning support assistants in school have CPD throughout the year around a range of activities and strategies to support and teacher children with SEN in the classroom. Recent training includes:

- Executive Functioning (ASD knowledge and awareness)
- ADHD knowledge and awareness
- IDL
- Wave one support in the classroom
- Adaptive teaching
- Behaviour management
- Speech and Language support – Communication Friendly Setting Project
- IXL
- Phonics Bug

This is not an exclusive list, and all training is ongoing and specifically tailored to the needs of the children in the school/class.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational Psychologists
- Pupil and School Support (PSS)
- Communication and Autism Team (CAT)
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS and Forward-Thinking Birmingham)
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations
- Zacchaeus Therapy Services
- Birmingham Virtual School

5. How will the school adapt its teaching for my child?

At Saint James' Catholic Primary School, we consider the needs of the whole child and will continue to assess and monitor your child using the graduated approach (see below) and the four-part cycle of **assess, plan, do, review**. Your child's class teacher is responsible and accountable for the progress and development of all the pupils in their class and will work with the SENCO to carry out a clear analysis of the pupil's needs.

The children's prior progress and attainment or behaviour is considered alongside the teacher's assessment and experience of the pupil. The pupils' views and the views and the experiences of the parents all form part of the cycle. Advice from external support services, if relevant, is sourced and the plans and subsequent assessments are reviewed regularly.



High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1:1 basis when needed and available.
- Teaching assistants will support pupils in small groups when needed and available.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy Colourful semantics Neli
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	IDL IXL
	Moderate learning difficulties	Plus 1
	Severe learning difficulties	Power of 2 Phonics Bug
Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement breaks Fidget toys Sensory Circuit
	Adverse childhood experiences and/or mental health issues	Nurture groups Zacchaeus Therapy Services Forward Thinking Birmingham
Sensory and/or physical	Hearing impairment	Seating plans
	Visual impairment	RNIB resources library Large line books and resources
	Multi-sensory impairment	As advised
	Physical impairment	As advised

These interventions are part of our contribution to Birmingham's and Worcestershire local offers

6. How will I be involved in decisions made about my child's education?

We will provide an annual report on your child's progress (in July).

Your child's class teacher will meet you at least two times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support. Dr Gould is available to discuss concerns at Parent Consultation but is available throughout the year (by prior arrangement).

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher. Please do this by emailing the office on enquiry@sja-lumenchristi.org.uk or ringing 0121 464 9700

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

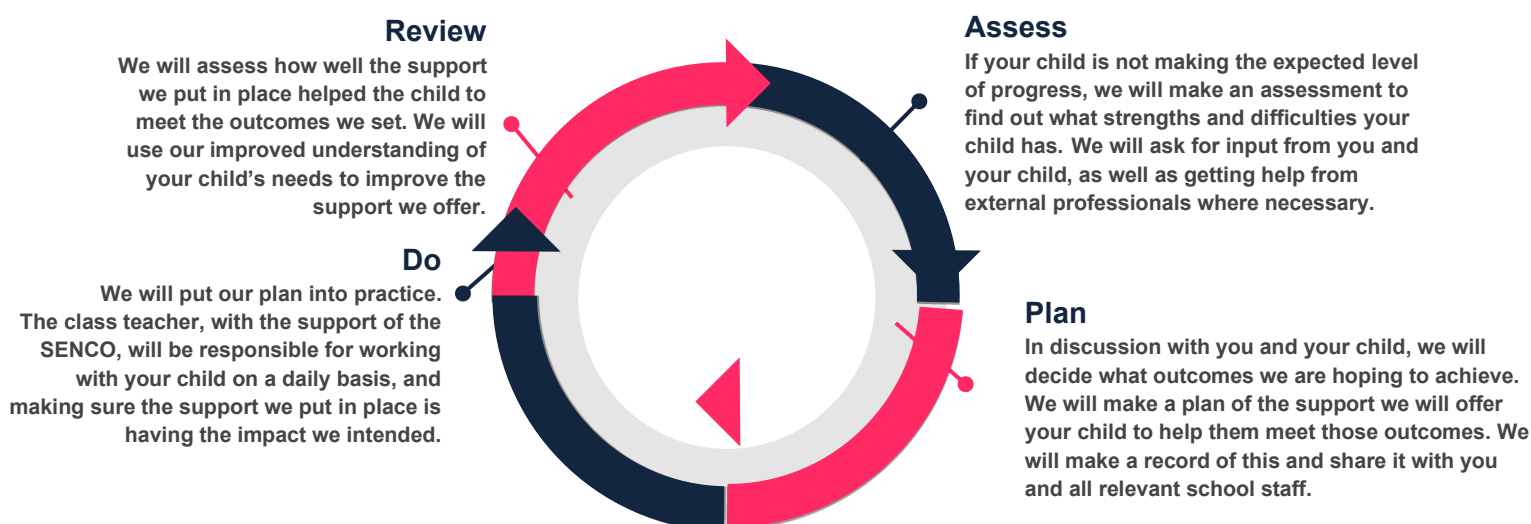
We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
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8. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

If your child has a cognition and learning need, we will use the Birmingham Toolkit to assess your child and create targets for the coming half term based on their areas of need.



Delivered By:	Type of support available	Who receives this
Class teacher/Key worker input via good/ outstanding classroom teaching.	- The teacher/key worker will have the highest possible expectations for your child and all pupils in their class. This is referred to in school as "High Quality Teaching". See Appendix for high quality teaching strategies. - All teaching is based upon building on what your child already knows, can do, and can understand. This is achieved through ongoing assessment and focused marking of children's work. - Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like	All children in the school receive this

	using more practical learning or providing different resources adapted for your child. ● Putting in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task. This may include occasional support from a teaching assistant/key worker to help with a particular difficulty.	
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Targeted Support
Additional Support

Delivered by:	Type of support available	
A collaboration between the SENCo and class teacher on the basis of high quality evidence concluding that a pupil needs the additional targeted support.	● Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to 'close the gap' between your child and their peers. ● Parents/Carers will be immediately informed and will be a full partner in planning and reviewing additional support or interventions. The term intervention is used to refer to additional support that a child receives to help move them forward in a particular area of learning. This support is always time limited (it lasts for a certain number of weeks) and will have clear targets to help your child make more progress. ● The class teacher will plan with parents/carers, the pupil and the SENCo to put in place interventions that support your child's learning. ● Interventions may include small group work or individual sessions. ● We acknowledge that a few children will have special educational needs (SEN) at some time in their school career. Some of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. ● When considering the type of support individual pupils might need, all teachers have been advised to think in terms of two groups of pupils: ➢ "Underachieving and less experienced learners" ➢ "Pupils with a closely defined special educational need or disability" ● Pupils identified with special educational needs require a response from the school that goes beyond the necessary differentiation that should typically be available to every child in every classroom. ● Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain	

	command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. In assessing the SEND of children who speak English as an Additional Language, home language assessment may also be used where deemed appropriate to inform provision. • Children are not regarded as having learning difficulties solely because their home language is different from that in which they are taught. • Where children's behaviour has been identified as a cause for concern in line with steps taken to support pupils in the school behaviour policy, the school works with the principle that children's behaviour is often the product of other underlying needs, for example social interaction or communication needs. Care is taken to address these needs through work with the four school inclusion teams. • Where small group sessions are put in place they will be run by a Teaching Assistant, teacher or an outside professional (like a Speech and Language Therapist) using a recognised programme. These small group sessions are often referred to in school as 'interventions' and steps have been taken to ensure that there is a strong 'evidence base' underlying the interventions that we have selected to use. • All Teaching Assistants providing additional support to pupils in school have been provided with additional training. • At this point you will be fully involved in discussions and decisions.	
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At times, specialist professionals may work with your child to understand their needs and make recommendations, these may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific professional expertise.
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support.
- A group or individual work in school run by an outside professional.

You will always be involved in decisions about how the support will be used and what strategies that will be put in place. You will be provided with the contact details for any agencies or services outside the school who are or will work with your child. Throughout the year the school will also facilitate 'drop-in sessions' which allow parents to meet with the

professionals who support the school and to ask questions about the type of support that is provided in school.

Funded by:	Type of service
Directly funded by school	• Teaching Assistants • Zacchaeus worker
Through 'Access 2 Education' we provide additional support for staff, parents and pupils through the following agencies	• Educational Psychologist Service (EPS) • Pupil School Support (PSS) • City of Birmingham School (COBS) • Communication and Autism Team (CAT) • Physical Difficulty Support Service (PDSS) • Sensory Support Service
Provided and paid for by Health Service	• Occupational Therapy • School Nurse • NHS Speech and Language Therapists
Voluntary Agencies	• National Autistic Society • NSPCC



If, despite all the above support, your child needs further or more specialist input the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer on Birmingham City Council's website at: [Birmingham's Local Offer \(SEND\)](#) Worcester City Council Website at <https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer>

This will occur where the complexity of need or a lack of clarity around the needs of your child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

Steps to Education Health and Care Plans

1. The application for an Education, Health and Care Plan will combine information from a variety of sources including: you, your child, teachers, the SENDCO, Social Care and Health professionals. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.
2. This information will be shared with the Local Authority at the point at which a request is made for an Education and Health Care Plan. After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you).
3. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. You have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.
4. If an EHC Plan is not approved, then the school will be asked to continue with the SEN Support in School.
5. If the application is approved by the Local Authority, then an EHC Plan will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan.
6. The EHC Plan will state in detail your child's strengths, needs and the provision that is required to meet the long- and short-term outcomes that are being sought.
7. The school must make its best efforts to put in place the support identified in the EHC plan.
8. A review of an EHC Plan will be conducted annually in which you, your child, teachers and other agencies (including health and social care professionals) will be invited to attend to discuss and review the progress of your child, set new outcomes and amend the EHCP where necessary.

9. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip.

All pupils are encouraged to take part in sports days, nativities, school plays, assemblies and religious services including Masses and Prayer Services.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. This is always in consultation with parents and outside agencies, and we will sometimes request for parental support for activities outside of the school grounds.

10. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of the play leaders and be a prayer partner to promote teamwork/building friendships and leadership skills.

- We provide extra pastoral support for listening to the views of pupils with SEN by providing sessions with Mr Brookes, our Zacchaeus Therapy Services.
- We have links with Forward-Thinking Birmingham and STICK where your child can be directly referred for individual SEMH support.
- We have a 'zero tolerance' approach to bullying. We prevent bullying by having a whole-school approach to promoting kindness and respect, regular RHE lessons and assemblies on empathy and inclusion, staff training on spotting and addressing bullying and clear behaviour expectations and restorative practices.

11. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Create transition books for pupils to have which show the new classroom and teacher they will have in the following school year (where necessary).

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO of the secondary school will be invited to a meeting with our SENCO/Year 6 teacher. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Access any extra transition days on offer in the secondary school they are going to be attending.

12. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Birmingham's local offer. Birmingham publishes information about the local offer on their website:

<https://www.localofferbirmingham.co.uk/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

West Midlands

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)

- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

13. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

<https://www.localofferbirmingham.co.uk/send-support-and-information-2/resolving-concerns/>

Appendix

High Quality Teaching Checklist

Whole Class	Independent / Group Work
Access to teacher and any resources used has been planned for, e.g. a number line or grid or text visible to all or made accessible in other ways, background noise avoided where possible, light source in front of teacher not behind	Tasks clearly explained or modelled – checks for understanding, tasks cards or boards as reminders, time available and expected outcomes made clear
Purposeful seating arrangements to support learning or language difficulties	Children's different needs for explanation are recognised: children can choose to start if they feel they understand or wait for further explanation if they do not
Rules and routines for the lesson taught and displayed and referred to regularly; specific praise for the children keeping the rules	Work mats available on tables (alphabet arc/number line/High Frequency Words)
All children clear about objectives of lesson	A distraction-free area has been set up for children who need it to work in / privacy boards available
All children clear about structure of lesson and day, e.g. visual timetables are on display	Children have been taught strategies which mean they can continue to work without direct teacher help if they get stuck; prompts to remind them are on display
New or difficult vocabulary clarified, written up, displayed, revisited	Tasks link back to earlier (or later) objectives where these are appropriate for child and group.
Using different coloured texts on boards for alternate lines/key words	Tasks simplified or extended, e.g. short, concrete text used by one group or long, abstract text by another, numbers to 100 by one group or to 20 by another
Thinking time – up to 10 seconds may need to be allowed. Teacher checks for understanding of instructions, e.g. by asking a child to explain them in their own words	Tasks made more open or more closed according to children's needs
Support in place for children who cannot 'hold things in their heads' – sticky notes, jottings, individual whiteboards	Arrangements (buddying, adult support, taping) made where necessary to ensure that children can access written text and instructions
Questions pitched so as to challenge children at all levels, e.g. define paragraph (for higher attaining), define sentence (for lower attaining)	Alternatives to paper and pencil tasks used where appropriate; Effective use of ICT as an access strategy, e.g. speech or sign supported software, on-screen word banks, predictive word processing
Individuals targeted for particular questions, e.g. one child to add 24 to 52, a less able child to then add 25 to 52	Scaffolding (e.g. problem solving grids or writing frames or clue cards) provided where needed
Use made of alternatives to questions to invite a response, e.g. making suggestions from which the children can choose, speculating, making a personal contribution from own experience	Variety of pupil groupings used so that children are able to draw on each other's strengths and skills; Children taught to work together in groups

Questions used to ensure the rest of the class are listening, e.g. 'Does anyone have a question for Gupta?' 'Who thinks the same as Jo?' 'Who thinks differently?'	Effective use of additional adult support, e.g. learning objectives clear, independence rather than dependence promoted, peer interaction encouraged. Emphasis on progression (DISS best practice)
Children clear about the timescale for the question, e.g. 'This is one for a quick response.' 'This is one which needs several minutes to think about.' 'This is one I want you to work at for ten minutes.'	Individual's learning objectives, e.g. positional language, number facts, punctuation, prediction are picked up on
Time and support given before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding until child can answer correctly	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possible shared between classes.
Contribution of all children valued – secure and supportive learning environment where there is the safety to have a go, to make a mistake	Left handed equipment e.g. scissors, appropriate seating arrangements including sit and move cushions
Children help and support each other with ideas; they give one another space in which to think and respond to questions	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possible shared between classes.
Contributions reflected back by teacher in expanded form or expanded on by other children	Left handed equipment e.g. scissors, appropriate seating arrangements
Multi-sensory teaching approaches (visual, verbal, kinaesthetic)	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possibly shared between classes.
Time out (talking in pairs or other groups) used to maintain attention, link to children's own language and experience	Left handed equipment e.g. scissors, appropriate seating arrangements including sit and move cushions
Buddying used for seating and paired or partner work, e.g. more settled child paired with a child who finds concentration difficult, more able with less able	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possibly shared between classes.
Interactive strategies used, e.g. children having cards to hold up or own whiteboards or coming to the front to take a role	Left handed equipment e.g. scissors, appropriate seating arrangements
Visual and tangible aids used, e.g. story sacks, real objects, signs and symbols, photographs, pegs on a coat hanger, variety of number lines, counting sticks, computer animations	An expectation that pupils will accept responsibility for their own learning and work independently.
Strategies which children need to use (e.g. for problem solving or text composition) made very explicit	Regular use of encouragement and authentic praise

Abstract concepts made concrete, e.g. word problems in mathematics turned into pictures or acted out or modelled with resources	As a result of all of the above we expect our all pupils to: ✓ Show high levels of engagement with their learning ✓ Take ownerships and responsibility over their learning ✓ Be motivated and enjoy their learning ✓ Develop a growth mind-set and rise to challenges ✓ Become increasingly independent and resilient learners ✓ Make good or outstanding progress
Children who need it being pre-prepared or pre-tutored where this would help them to access the lesson	
Additional adults, if present, are actively involved throughout in supporting or assessing learning	
Unobtrusive system to signal when help is needed	