

## Appendices

### Appendix 1: Send Code of Practice

[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)

### Appendix 2: Teacher Standards

[https://assets.publishing.service.gov.uk/media/61b73d6c8fa8f50384489c9a/Teachers\\_Standards\\_Dec\\_2021.pdf](https://assets.publishing.service.gov.uk/media/61b73d6c8fa8f50384489c9a/Teachers_Standards_Dec_2021.pdf)

### Appendix 3: NCPS SEND non-negotiables

#### SEND Classroom Non-negotiables

Below is a list of classroom non-negotiables to support the needs of children with SEND. Please ensure these are fully implemented as appropriate for the needs of your cohort.



|  |                                  |   |
|--|----------------------------------|---|
| <b>Communication &amp; Interaction Needs</b> | <b>Large visual timetable</b>    | Images / widgets need to be at least A5 size and seen from any position in the room. Avoid using the external windows for display purposes.   |
|  | <b>Teacher talk</b>              | Reduce unnecessary teacher talk – ensure interactions are clear, chunked if necessary and supported with visuals as needed.   |
|  | <b>Teacher-pupil positioning</b> | It is very important that all pupils can see and be seen to support their communication. Teachers/TAs should face the class/child when interacting and avoid talking whilst turning their back to child/class. Do not stand in front of the windows or move around too much when talking to the class.  |
|  | <b>Low noise</b>                 | To support communication and interaction ensure appropriate volume when accessing clips/music. Low, calming noise can sometimes support pupils' regulation but consider any children with processing/attention or hearing impairments.  |
|  | <b>Low impact displays</b>       | To avoid visual overstimulation and confusion ensure displays are as neutral as possible in colour and placed at the correct height for children to access and decode them.   |
|  | <b>Vocabulary</b>                | Vocabulary used by adults must be matched to children's level of need. Vocabulary support can be given through room displays and vocabulary mats. Avoid using the external windows for display purposes.  |
|  | <b>Adaptive / assistive aids</b> | Children with hearing/visual impairments should be considered in the classroom to ensure they can communicate and interact. If adaptive aids are used (spectacles, hearing aids, magnifying tools, communication apps, soundwaves, FM microphones etc.) staff must be familiar with their use and ensure they are used consistently to remove barriers to learning. |

Children who struggle with communication and interaction needs can display frustration, low self-esteem or appear to be confused and struggle to understand/process instructions. They can struggle to interact with peers and maintain effective social relationships too. Please be alert to children who may experience difficulties in this area and speak to the SENCO for help and advice if needed. Many of the quality first teaching strategies for ASC are relevant in this area and can be used in the classroom to support teaching and learning.

|                                       |   |  |
|---------------------------------------|---|--|
| <b>Cognition &amp; Learning Needs</b> | <b>Chunked tasks / instructions</b>       | Work should be differentiated as appropriate, with tasks chunked up or aids such as talking tins, word maps, vocabulary lists, writing frames etc used to support task completion. Staff are aware of blank levels and any children who struggle to understand complex instructions or interactions. |
|                                       | <b>Resources and equipment</b>            | Resources organised on tables where children can find them consistently, children know how to access and use key resources that they need.   |
|                                       | <b>Deployment of TA's</b>                 | TA's used to supplement the work of the teacher, rather than replace it.   |
|                                       | <b>Pre-teach / interventions</b>          | System if pre-teach or other support in place, set up on provision mapping and evaluated at key dates across the year. Feedback analysis from SENCO in terms of impact at each assessment point.   |
|                                       | <b>Help stations</b>                      | Organised and consistent area in which children can access additional resources and help if they need it to complete tasks.  |
|                                       | <b>Clear and clutter free room</b>        | Rooms need to be organised, visually calm and clear to ensure children are not distracted or overwhelmed.  |
|                                       | <b>PPP's</b>                              |  |
|                                       | <b>Cohort Overview</b>                    |  |
|                                       | <b>Class &amp; Intervention timetable</b> | Need to be displayed and in plastic wallets on the back of every classroom door. It is teacher responsibility to make sure that all documents are kept up to date throughout the academic year.  |

Children who struggle with cognition and learning can display poor memory skills or take a long time to process and understand instructions. They may display anxiety, low confidence or frustration or may fail to complete work. You may see indications of specific learning difficulties such as dyslexia, dyspraxia, or dyscalculia. You may see evidence of slow progress or difficulties with reading, spelling, vocabulary, and comprehension. Please be alert to children who may experience difficulties in this area and speak to the SENCO for help and advice if needed. Use the resources on the shared drive for quality first teaching guides and support for these difficulties.

|  |                               |  |
|--|-------------------------------|--|
| <b>Social, Emotional &amp; Mental Health</b> | <b>Large visual timetable</b> | Images / widgets need to be at least A5 size and seen from any position in the room, so children understand the routine of the day and feel secure. Avoid using the external windows for display purposes. |
|  |                               |  |

|  |   |  |
|--|---|--|
|  | <b>SEMH Prompts, checklists, and scales</b> | 5-point scales or emotional checklists/help supports should be personalised to meet the needs of the identified pupils in your class and displayed on their desks/available for everyday use as needed. Other support mechanisms can be used (wrist bands/alert object). These will need to be reviewed and adapted regularly depending on the need of the pupils. |
|  | <b>Language and interactions</b>            | Language used by adults should be positive and restorative. Staff should avoid restorative conversations/emotional conversations when children are dysregulated and be aware of facial expression, tone, NVC/gestures.   |
|  | <b>Low noise</b>                            | To support communication and interaction ensure appropriate volume when accessing clips/music. Low, calming noise can sometimes support pupils' regulation but consider any children with processing/attention or hearing impairments.   |
|  | <b>Safe spaces</b>                          | Areas around class or agora in which children can access some time out if needed.  |
|  | <b>Consistent rules and routines</b>        | Class rules completed with class and displayed around the room – referred to consistently by staff. Routines and timetables locked in and used consistently to minimise feelings of anxiety.   |

Children who struggle with social, emotional and mental health issues can struggle in many areas. They can often struggle with friendships and relationships, withdrawing and seeming switched off or disinterested. At times anxieties can be so overwhelming that memory and daily functioning are impaired as the brain kicks into survival mode. Children can also act out, becoming argumentative, resistant or physically challenging. You may see evidence of poor work completion, daydreaming, issues with comprehension or communication. You may see children accumulating more regulation points on Class Charts or struggling at a certain point of the school day, e.g. breaks or lunchtimes. Please be alert to these issues and speak to the SENCO for advice or support or the pastoral team to discuss how we can support this child.

|                                     |                              |  |
|-------------------------------------|------------------------------|--|
| <b>Sensory &amp; Physical Needs</b> | <b>Hearing impairment</b>    | Children need to be positioned in the classroom so that they can hear the teacher when speaking and any videos/music shown needs to be clear and understandable. Be aware of volume, louder is not always clearer for children with adaptive aids. Staff must wear any adaptive aids (FM systems etc) to ensure children can access teaching. Be aware of how these children access group work and when individual children are feeding back to whole class. Repeat/write up spoken words if needed so all children can hear and understand them. Ensure all verbal instructions / conversations are given whilst facing the class and do not talk or give instructions with your back to the children.<br><b>SENCO will support with any child who has needs in this area.</b>  |
|                                     | <b>Vision impairment</b>     | Children need to be positioned in the classroom so that they can see the teacher when speaking and any videos/digital content needs to be clear and understandable. If sight loss is significant reading texts need to be adapted and worksheets / written work needs to be written in a clear font. Some children need exercise books with bold writing lines to support handwriting. Be aware of movement around school and peripheral, bottom vision issues. Children may need a RA in place to support safety/access issues. Children may need viewers or other adaptive aids to support them. Be aware of writing on a whiteboard/screen and ensure it is visible. Avoid displays on windows and do not stand in front of the window when talking to class. Ensure all verbal instructions / conversations are given whilst facing the class and do not talk or give instructions with your back to the children.<br><b>SENCO will support with any child who has needs in this area.</b> |
|                                     | <b>Physical disabilities</b> | Ensure environments are clear and clutter free and children have space to move around safely. Consider fire evacuation needs and RA will be put in place if necessary. Consider movement around school, using the stairs, lunch hall and playgrounds as part of any RA. Ensure appropriate adaptive equipment is used and stored safely in class as needed. <b>SENCO will support with any child who has needs in this area.</b>   |
|                                     | <b>Multi-sensory needs</b>   | Regular sensory breaks / sensory diet work in place. Adaptive aids such as zooma chairs, wobble cushions, chewellery etc as directed by SENCO. Be aware of over stimulation.   |
|                                     | <b>Aids and equipment</b>    | Ensure all pupils have the appropriate resources to support their learning and that children have access to required adaptive equipment to support needs, e.g., ear defenders, wobble cushions, chewellery etc.  |

Children who struggle with sensory or physical needs can struggle in many areas. Children with HI/VI can struggle to understand/process instructions, struggle with peer relationships/friendships as they find it difficult to keep up with other children. Sometimes the busyness of class or playground can be overwhelming and children struggle with anxiety or SEMH issues too. Speak to SENCO for advice and guidance on support in this area.

#### Appendix 4: NCPS Send Graduated Approach

<https://primarysite-prod-sorted.s3.amazonaws.com/northwood-community-primary-school/UploadedDocument/93490309-ed23-49de-ab45-917c0b2bab3f/northwood-send-graduated-response-2021.pdf>

#### Appendix 5: Adaptive teaching

<https://primarysite-prod-sorted.s3.amazonaws.com/northwood-community-primary-school/UploadedDocument/191a757c-9411-4caf-a6d8-14e5d79488d3/adaptive-and-inclusive-simplified-diagram.png>

<https://primarysite-prod-sorted.s3.amazonaws.com/northwood-community-primary-school/UploadedDocument/fa8288fd-e130-4247-87a7-9e88b79c8bef/adaptive-and-inclusive-teaching-detailed-diagram.png>