



Ordinary Provision in Classrooms

Basic Provision within every classroom at Cranbourne

Partnership with child & parents – talk to them! SEN should not be the first person to discuss issues with students

Know the students – read the PEEP, Passports, SEN register, Directory of need, Access arrangements.

Make adaptations as recommended by passport

Regular pitstops to check on students work. Move around the classroom

Use access arrangements in class where possible

Referrals for any issues – if there are obvious barriers. Look at data and refer students to SEN department if not making progress

Decide and asses exam access provisions

Dyslexia friendly font is used on all displays and presentations

Cream paper is used for all handouts for all pupils

Removing Barriers to Learning – Communication and Interaction

Adapt pitch & pace of teaching to suit the ability of the class

Model appropriate language

Cue the CYP in by using their name to gain their attention

Allow the CYP time to process before responding – 10 seconds

Chunk tasks

Allow processing time – think pair share

Sufficient time is allowed for the child to find the words they want to say.

Now & next – We are doing xyz now and abc next

Simple, explicit instructions (avoid Idioms or Metaphors)

Use pictures, symbols, dual coding

Sensory awareness – light, sound, temperature

Calm learning environment - distractions are limited within the learning space

Sensory Breaks

Warning of transitions or changes to routine

Consistency

Alternative methods of communication are in place to support (Notebook/Whiteboard)

Topic vocabulary is pre-taught – The Compass units can ensure this happens if details given

Recognise behaviour is a form of communication – don't just punish it – explore the reasons behind it.

Removing Barriers to Learning – Sensory and Physical

Seating plan

A range of communication – verbal, ppt, handouts.

Visual reinforcements

Know your students – hearing, sight, physical issues -pupil passports

Friendly classroom – clear area around the board to avoid distraction, seating that can see, hear and access all areas

Removing Barriers to Learning – Cognition and Learning

Clear & simple instructions – task lists,

Regular & positive feedback

Adapted resources – less copying from the board, do not reduce to A5, closed writing tasks, writing frames etc

Metacognition – ONE of the BEST!

Support self-esteem

Active learning – less teacher talk (this is a weakness for some)

Praise effort

Clear & simple instructions – task lists, check sheets

Removing Barriers to Learning – Social, Emotional and Mental

Short, sharp, clear tasks

Small group tasks

Play based activities

Buddy or peer mentoring!

Support self esteem

Active learning – less teacher talk

PACE technique

Acceptance of all in class

Reasonable adjustments for attention span

Choices for students to feel they have some control

Structure & routine – consistency

Differentiated voice. Tone & body language

Reduce anxiety where possible

Positive reinforcement

Effective feedback