

## St Luke's Church of England Primary School - SUPPORT FOR INCLUSION AND SEND - 2025-2026

The table below outlines St Luke's Church of England Primary School's ordinarily available (UNIVERSAL) provision - this is the standard available provision offered to all pupils within our educational establishment. Also, within the table, it outlines St Luke's Church of England Primary School's targeted support offer – this represents the next level of support that some pupils may require this is usually delivered through targeted time-limited interventions that are regularly reviewed.

### Cognition and Learning Difficulties

#### Universal Support – High quality teaching

- Reduce cognitive load through application of Rosenshine's 10 Principles of Instruction and removing extraneous 'clutter' in slides and/or explanations
- Reduce cognitive load using 'Concrete, Pictorial and Abstract' approach and consistent 'tools'
- Provide guided practice through an 'I do, We do, You do' approach
- Ensure there is a whole class visual timetable
- Have opportunities for pre-teaching to expose children to key aspects of learning
- Build on and revisit prior learning (e.g. Flash-Back 5 approach)
- Give step-by-step instructions - break learning and tasks down into smaller steps which support children to stay in the Zone of Proximal Development through Curriculum choices.
- Provide formative feedback within lessons to support the children's progress within the lesson
- Check pupil's understanding by asking them to repeat back what you have said or asked them
- 'Stretch' higher quality responses by not praising first response, but leaving space for children to extend their thinking and answers
- Give extra time when needed, allow pupils to work at own pace and allow breaks between task
- Give pupil enough thinking time to process information (up to 10 seconds)
- Give pupil opportunities to 'think, pair and share' and plan in 'talk time' with peers (careful pairings/trios)
- Over-rehearse everyday language e.g. ordinal, sequential and temporal vocab with all pupils

#### Targeted 'SEN Support'

- Personalised 'emotional regulation' visual supports (e.g. visual resource to ask for specific help e.g. "That was too fast / Too many words / I'm confused")
- Allow presentation through alternative ways to writing (e.g. using multi-media, a scribe or use of technology)
- Pre-teach new vocabulary or concepts before the lesson
- Provide specific visual supports (e.g. support sentence construction with 'Colourful Semantics')
- Use 'Task Manager' boards to visually show steps in a task - keep WAGOLL close to pupil
- Use 'Now and Next' boards to visually break down step for groups and individual children
- Provide duplicate visuals to supplement class displays e.g. taped to child's desk
- Consider a less 'busy' or visually stimulating space
- Use 'Call to Action' Groups to support with misconceptions
- Offer a multi-sensory approach to the curriculum
- Support from Inclusion Team / Pastoral Team

#### Targeted Interventions:

- Pre-teach / overlearn new vocabulary or concepts 1:1 or in a small group

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- Explicitly teach key words including etymology of words
- Model what you want the pupil to do (e.g. providing quality WAGOLs; demonstrations; shared writes and clear success criteria)
- Adapt teaching by using scaffolds to enable independence, including:
  - Cloze procedure tasks
  - Sentence starters / stems
  - Pictures to support sentence structure
  - Sound mats
  - Word banks / word mats
  - Tool kits
  - Dual coding
  - Widgets
  - Other visual aids
- Support written tasks with MindMaps, writing frames, prompt cards, word lists etc
- Use discussion, visual tools and props to encourage talk and support writing (e.g. talk tins / buttons and iPads)
- Use technology to support recording written answers (e.g. Chromebooks, Laptops or iPads)
- Ensure that classroom displays are clear, meaningful and engage the pupil
- Ensure classroom expectations and rules are clear, with instructions and visuals to support
- Ensure learning environments are organised, clutter free and clearly labelled
- Carefully deploy staff within the year group and class to support all

- Group and 1:1 daily readers with Teaching Assistant or reading volunteer
- ELS Phonics Group Intervention
- ELS Phonics 1:1 Intervention
- Word Skills Group
- 1:1 Precision Teaching of spellings, timetables etc. (targets Literacy / Numeracy)
- Colourful Semantics Group
- Group Kinetic Letters Handwriting Intervention
- 1:1 Kinetic Letters Handwriting Intervention
- 1:1 Nessy Intervention

### **'Targeted' Partnerships / Local Offer:**

- Class teacher & Inclusion Team parent partnership
- Pupil Learning Plan (reviewed 3 times per year with parents)
- Involvement of external agencies (e.g. CLP Assessors)
- Targeted assessments e.g. BPVS, HAST, Wellcomm, YARC)

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### Communication and Interaction

#### Universal support – High quality teaching

- Teach classroom routines and revisit visual timetable throughout the day
- Use a class now and next board to support understanding of routine, if needed
- Give general verbal warning / preparation time to all children before ending an activity.
- Give step-by-step instructions - break learning and tasks down into smaller steps which support children to stay in the Zone of Proximal Development through Curriculum choices.
- Model key language structure and sentence construction orally, repeating back key instructions or key words to the children
- Carefully considered seating plans
- Pair pupil with strong language model
- Classroom quiet area (e.g. reading corner, can be used for talking and listening activities)
- Specific teaching of vocabulary (e.g. ELS Phonics and Spelling) and use the 'My Turn, Your Turn' approach
- Access to language around emotional literacy (e.g. character's emotions, reflection sheets)
- Provide key vocabulary and word lists – explicitly teaching etymology of words
- Strong and cohesive Phonics / Reading Curriculum with opportunities for reading practice daily (e.g. choral reading, paired reading)
- Rich vocabulary is embedded within the curriculum
- Use discussion and visual cues (e.g. actions, objects, photographs, pictures and symbols) to support spoken and written communication
- Use props to encourage talk (e.g. talk buttons / tins, audio recorders, cameras, iPads)
- Deliberate focus on oracy and planned opportunities for talk, discussion and drama
- Use age-appropriate language: expose all children to a high standard of vocabulary and grammar.
- Teach children about technical vocabulary and language as part of the curriculum offer

#### Targeted 'SEN support'

- Personalised 'emotional regulation' visual supports (e.g. visuals taped to desk, key ring with key visuals)
- Personalised visual timetables for key groups of children or individuals to use
- Personalised Now and Next Boards for key groups of children or individuals to use
- Support transitions between activities through individual visual timetable.
- Place sand-timer close to child to support your whole-class warning that an activity will be ending.
- Individual workstation / desk
- Pre-teach new vocabulary or concepts before the lesson
- Pre-teach new vocabulary
- 'Colourful Semantics' or Widgeit Visual prompts to support sentence construction
- Support questioning using 'Colourful Semantics' resources e.g. 'Who' or 'What doing?' visuals
- Use 'Task Manager' board to visually show steps in a task - keep WAGOLL close to pupil, ideally on desk
- Provide duplicate visuals to supplement class displays (e.g. taped to child's desk)
- Consider a less 'busy' or visually stimulating space
- Access to 'fidget' toys or a 'movement break'
- Support from Inclusion Team / Pastoral Team

#### Targeted Interventions:

- ELSA (1:1 or small group intervention)
- Lego Therapy Group
- Drawing and Talking Group

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- Adapt teaching by using scaffolds to enable independence, including:
  - Sentence starters / stems
  - Pictures to support sentence structure (oral and verbal)
  - Sound mats
  - Word Banks / Word maps
  - Tool kits
  - Dual coding
  - Widgets
  - Other visual aids
- Speak clearly, avoid speaking too quickly
- Give pupil simple messages to deliver (verbal and written) to allow for rehearsal of communication skills
- Use effective questioning e.g. Blank's Levels of questioning, giving time to respond
- Model your expectations provide a whole class 'WAGOLL' or use commentary to explain your thinking and why you are doing certain things
- Ensure that classroom displays are clear, meaningful and engage the pupil
- Ensure classroom expectations and rules are clear, with instructions and visuals to support
- Clear and explicit expectations around behaviour within the classroom and use of consistent behaviour strategy (Track-It Lights)
- Ensure learning environments are organised, clutter free and clearly labelled
- Use scripts to support interactions and behaviour expectations
- Ensure school values are referred to daily
- Carefully deploy staff within the year group and class to support all
- Visual cards to support with basic needs / wants (e.g. toilet, food, or I need a break cards)

- Word Skills Group
- ELS Phonics Group Intervention
- ELS Phonics 1:1 Intervention
- Additional Phonics Groups / Sessions
- Sensory Processing Checklist/ Sensory Circuits
- Attention for listening group
- Attention Bucket Intervention
- Wellcomm Language Intervention
- Targeted Word Skill Group
- Targeted Speech Sound Support
- 1:1 Speech and Language Interventions

### **'Targeted' Partnerships / Local Offer:**

- Class teacher and Inclusion Team parent partnership
- Pupil Learning Plan (reviewed with parents once per term)
- Involve external agencies (e.g. CAMHS, SaLT)
- Targeted assessments (e.g. BPSV, Speech and Language Assessment, Wellcomm Assessment)

## St Luke's Church of England Primary School - SUPPORT FOR INCLUSION AND SEND - 2025-2026

### Social, Emotional and Mental Health

#### Universal support – High quality teaching

- Consistent behaviour support strategies in all environments (e.g. Track-Its)
- Use non-verbal cues to deal with minor behaviour issues (e.g. raised eyebrows, being silent, making eye-contact, using gestures such as thumbs up)
- Consistent reference to school values – develop resilience (e.g. learn from 'mistakes', 'yet')
- Consistently follow the school's Behaviour Policy
- Model good behaviour for learning and have positive peer role models
- Focus on the positives and provide rewards for children following expectations (e.g. positive phone calls home, stickers and postcards), in addition to Green Track-It rewards
- Use whole-class Sensory Circuits; Movement Breaks or Stormbreak Shine activities
- Add in Calming Breaks throughout the day (e.g. breathing, Yoga activities)
- Teach anger-management and anxiety-management strategies (e.g. count to 10, deep breathing, use a stress ball, sit on hands)
- Catch the pupil doing the right thing, use positive praise, focus on the pupil's talents, strengths and interests
- Use visual timetables and pictorial instructions
- Prepare pupils in advance for any change in routines and give warning of transitions
- Seat pupil at the front of the classroom away from distractions or busy areas (e.g. doorways/windows)
- Defuse confrontation with humour –
- Change the subject, provide a genuine reason for a movement break by asking the pupil to deliver a message, give them a classroom responsibility
- Incorporate turn-taking and cooperative learning activities into lessons
- Use role play, hot seating and drama activities
- Give one instruction and one task at a time, don't overwhelm the pupil
- Provide time-out in a quiet, calm, distraction-free area of the classroom

#### Targeted 'SEN support'

- Targeted Behaviour Plans for key children around the school identifying proactive strategies, triggers and how to support children in times of crisis.
- Targeted 'Soft Start' to the day
- Personalised 'emotional regulation' visual supports (e.g. visuals taped to desk, key ring with key visuals)
- Personalised visual timetables for key groups of children or individuals to use
- Personalised Now and Next Boards for key groups of children or individuals to use
- Support transitions between activities through individual visual timetable.
- Place sand-timer close to child to support your whole-class warning that an activity will be ending.
- Individual workstation / desk
- Consider a less 'busy' or visually stimulating space
- Access to 'fidget' toys or a 'movement break'
- Support from Inclusion Team / Pastoral Team

#### Targeted Interventions:

- Personalised Group Sensory Circuit
- 1:1 Sensory Circuit
- Personalised Group Stormbreaks
- 1:1 Stormbreaks
- ELSA
- Lego Therapy
- Drawing and Talking
- Nurture Lunch
- 1:1 interventions for specific challenges (e.g. bereavement meetings)

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- Link classroom learning to 'real life' examples (e.g. explicit links within the Curriculum)
- Have general class 'Check-Ins' at key transitions throughout the day with a familiar adult
- Incorporate social stories into lessons where appropriate to help them understand feelings and to develop empathy
- Clear routines and expectations within the classroom
- Teach classroom routines and revisit visual timetable throughout the day
- Use a class now and next board to support understanding of routine, if needed
- Have a strong Jigsaw PSHE Curriculum / Anti-Bullying Approach
- Explicitly teach emotional literacy throughout the Curriculum by identifying characters emotions, feelings and decisions made (e.g. within texts, exploring characters or within History)
- Provide a Worry Box within the classroom for any child to raise concerns
- Access to Calm / Safe Spaces throughout the classroom and school for children to use
- Quieter space for eating lunch (e.g. Nurture Lunch)
- Daily meet and greet by familiar adults
- Carefully deploy staff within the year group and class to support all
- Visual cards to support with basic needs / wants (e.g. toilet, food, or I need a break cards)
- Trauma awareness (e.g. PACE)

- Timetabled 1:1 support by Learning Assistant
- Temporary Reduced timetable

### **Targeted' Partnerships / Local Offer:**

- Pupil Learning Plan (reviewed with parents at least three times a year)
- Educational Psychologist assessment
- EHCNA request
- Direct work with CAMHS
- Temporary placement in appropriate 'Alternative Provision'

## St Luke's Church of England Primary School - SUPPORT FOR INCLUSION AND SEND - 2025-2026

### Sensory and/or Physical

#### **Universal support – High quality teaching**

- Face pupils when speaking so they can lip read (HI)
- Refrain from talking while you are writing on the board (VI, HI, MSI, PD)
- Ensure pupils can see the interactive whiteboard, TV, PC monitor and the speaker (VI, PD)
- Dim bright lights to reduce glare, use window blinds or re-seat pupil (VI)
- Reduction in the 'brightness' and 'busyness' of displays / working walls within the classroom environment
- Produce written text in a range of alternative multi-media formats
- Use subtitles on TV, video clips and provide written transcripts (HI)
- Use visual or talking timetables (VI, HI)
- Ensure learning resources for pupils' use are accessible and clearly labelled (VI, PD)
- Use facial expressions, gestures and other body language to communicate (HI)
- Provide extra time for completing tasks and tests
- Ensure misunderstandings, mistakes or misconceptions are dealt with sensitively and positively
- Ensure safe movement around the classroom for wheelchair or walking frame users (PD)
- Ask students where they would like to sit to optimise communication, make sure they are near the teacher and away from heavy traffic areas or distracting areas (e.g. doors, windows, things that generate background noise)
- Pair pupils up with other peers, enable them to work in supportive group of peers (VI, HI, MSI, PD)
- Make sure that hearing aid users are wearing their hearing aids (HI)
- Sequence topics so that new material is related to prior knowledge (VI, HI, MSI)

#### **Targeted 'SEN Support'**

- Use visualiser, enlarged text, or put text into an audio player (VI)
- Provide a reader, where appropriate
- Use a hearing loop, lapel microphone or radio microphone (HI)
- Allow pupil to use alternative means of recording e.g. laptop
- Provide support with dressing / undressing for PE in agreement with pupil and parents
- Give brain breaks between learning activities
- Pre-teach new vocabulary or concepts
- Provide adaptive equipment e.g. writing slopes, magnetic grippers
- Provide a pupil or adult scribe / aid of the child's choice to support with practical organisation
- Use of different colours for different paragraphs / sections in Power Point resources to aid tracking / place finding / information retrieval
- Provide a summary of the lesson/activity in advance, listing your expectations.
- Support from Inclusion Team / Pastoral Team

#### **Targeted Interventions:**

- Additional snacks to mitigate against fatigue
- Care Plan and Risk Assessment
- Additional support during educational visits
- Personalised timetable of support
- Implementation of external agency recommendations, often through timetabled interventions e.g. OT, physio, HI advisory teacher
- Personalised Group Sensory Circuit
- 1:1 Sensory Circuit

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| <ul style="list-style-type: none"><li>• Write all homework assignments and class instructions on the whiteboard</li><li>• Ensure the classroom environment is an optimum temperature for concentration</li><li>• Visual cards to support with basic needs / wants (e.g. toilet, food, or I need a break cards) (VI, HI)</li><li>• Access to Calm / Safe Spaces throughout the classroom and school for children to use</li><li>• Carefully deploy staff within the year group and class to support all</li><li>• Use specific writing tools to support sensory development (e.g. Chunky pencils or Kinetic Letter Pencils and pencil grips)</li><li>• Have a strong Jigsaw PSHE Curriculum which promotes understanding of self.</li><li>• Ensure classroom expectations and rules are clear, with instructions and visuals to support</li><li>• Ensure learning environments are organised, clutter free and clearly labelled</li><li>• Use of sensory resources (e.g. ear defenders, fiddle toys, wobble cushions, pencil grips, resistant bands)</li><li>• Reduce classroom distractions and ensure that displays are not overwhelming or overstimulating.</li><li>• Use whole-class Sensory Circuits; Movement Breaks or Stormbreak Shine activities</li><li>• Add in Calming Breaks throughout the day (e.g. breathing, Yoga activities)</li><li>• Use the Kinetic Letters programme to support children develop their physical skills (both gross and fine motor)</li><li>• Be aware of the 8 senses and ensure they are catered for (especially vestibular and proprioceptive skills)</li></ul> | <ul style="list-style-type: none"><li>• Personalised Group Stormbreaks</li><li>• 1:1 Stormbreaks</li><li>• ELSA</li><li>• Lego Therapy</li><li>• Drawing and Talking</li><li>• Nurture Lunch</li></ul> <p><b>'Targeted' Partnerships / Local Offer:</b></p> <ul style="list-style-type: none"><li>• Class teacher &amp; Inclusion Team parent partnership</li><li>• Pupil Learning Plan (reviewed with parents at least three times a year)</li><li>• Involvement of external agencies (e.g. Hearing / Visual Support Team Team, School Nurse)</li><li>• Signpost parents to support groups in Local Offer</li><li>• Educational Psychologist assessment</li><li>• EHCNA request</li></ul> |
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