LONGTON LANE PRIMARY SCHOOL

‘*Believe and Achieve’*

APPENDIX 3

**Longton Lane Graduated Approach to Provision**

(Based on the St Helens Graduated Approach to meeting the needs of children and young people with SEND and the **current needs of the children with our school**. We will adapt this information with the needs of our children)

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| Universal Provision | Quality first teaching is provided for all our pupils on a daily basis and will address the majority of pupils needs. This includes differentiation in a number of ways. |
| Targeted Provision | This provision is targeted and is additional to what is provided for all children. This is normally in the form of small group interventions to accelerate progress of learners. These are not primarily for children with Special Education Needs and they do not have to be on the SEN Register to access these. Children will be identified through data analysis and/or teacher request. These children will be placed on the school provision map. |
| Additional Provision | This is targeted and personalised teaching for children with SEN who are identified as requiring additional support. This will be put into place for children who are not making progress through universal or targeted provision. These children will usually have an Individual Education or Behaviour Plan (IEP/ IBP). Children will be raised as a concern by class teacher, discussed at SEND P and C meeting and referrals made by SENCO. |

**Universal provision for all children covering all categories of need:**

Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory of Physical Needs

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| **Assessment, Planning and Review:** | **Learning Environment** | **Curriculum and Teaching** | **Parents/ Carers/ External Professionals and Resources** |
| - Be aware of the SEND policy and use consistently  - On- going review and monitoring of children  - Children and adult support aware of desired outcomes  - Records (including feedback and marking) used to establish next steps  - Involve children in their learning  - Use self- assessment  - Take an active part in PPM and provision mapping  - Use clear communication systems between school staff | - Guide children on how to access help  - Ensure appropriate resources are easily and readily available  - Seek children’s views regularly and act  - Establish a calm, predictable atmosphere with consistent routines.  - Ensure learning environment is organised to encourage all learners to participate  - Notice appropriate learning behaviour and acknowledge it  - Actively promote listening skills and have clear rules for such  - Actively promote pupils emotional/ social and mental well-being  - Use behaviour policy consistently  - Use staff trained to implement strategies to support positive behaviour (e.g. nurture lead)  - Consider appropriateness of intervention environments  - Consider sensory/ coping/ quiet time facilities | - Differentiate teaching and learning to ensure all children can access and progress.  - Use a multi-sensory approach  - Be aware of the diverse range of learning difficulties and needs  - Address external pressures in a timely manner e.g. teasing/ bullying/ fall outs  - Allow access to school quiet room or area  - Establish buddy system or peer support  - Use homework policy consistently for all  - ensure PSHE/ Mindfulness curriculum etc is planned and delivered consistently. | - Ensure parents, carers and children are in equal partnership with school  - Establish and support clear lines of communication between school and home  - Ensure parents and carers are aware of key learning in school via school policy for this  - Ensure effective transition arrangement across years and key stages |

**Universal, Targeted and Additional Provision Specific to Each Category of Need**

(See St Helens Graduated Approach for additional details and advice)

**COMMUNICATIONA AND INTERACTION**

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| Universal | Targeted | Additional |
| **Learning Environment**  - Use visual cues across the environment such as visual timetables, labelled resources (in a range of languages if necessary).  - ensure working walls are current, visible and easy to use  **Curriculum and Teaching**  - Use non- verbal instructions e.g. hand signals for children to communicate their needs and for adults to give instructions  - Ensure talk for teaching is effectively directed to all learners and school policy on communicating (code of conduct) is consistently applied  **Parents/ Carers/ External Professionals and Resources** - Employ consistent and appropriate methods of communication with all parents, sharing information on speaking and listening achievements and concerns alongside those in other curriculum areas | **Learning Environment**  - Consider appropriate grouping to encourage development of social understanding and opportunities for structured conversation.  - Ensure seating position is appropriate for hearing and seeing adults as needed.  - Simplify verbal instructions and consider using non- verbal instructions  - Ensure environment and resources are well labelled and easily accessible.  - Consider using a visual timetable, prompt sheets etc  - Consider peer support to encourage social interaction  **Curriculum and Teaching**  - Record strengths and weaknesses and act upon them with regard to vocabulary, understanding, grammar, conversational and speed of processing  - Teach using visual aids and non- verbal cues aimed at supporting specific groups or individuals  - Ensure teaching is differentiated appropriately  - Implement recommendations from SALT such as vocabulary comprehension and inference, use of language, sentence structure, sequencing and active listening.  - Adapt access to tests e.g. rest breaks, prompts, extra time. Record impact in readiness for formal application for access arrangements as part of additional provision.  **Parents/ Carers/ External Professionals and Resources** - Approach senior or more experiences staff as necessary for support and guidance (e.g. SENCo or Paula Mitchell- ELKLAN trained)  - Establish clear working relationship with any SALT or external professionals, contribute as needed and implement advice given  - Consider completing SEND concern form to request referral to SALT  - Work closely with parents and carers. | **Curriculum and Teaching**  - Enable delivery of small group or individual intervention as per the provision map, following advice from SALT  - Consider pre and post teaching  - Consider significant use of ICT equipment  **Parents/ Carers/ External Professionals and Resources**  - Consider referral to SALT  - Consider referral to LASCS (criteria must be met)  - Consider referral to ND Pathway  - Apply for and implement access arrangements for tests as needed (rest breaks/ additional time etc). |

**AUTISTIC SPECTRUM DISORDERS**

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| Universal | Targeted | Additional |
| **Learning Environment**  - The learning environment at Longton Lane strives to be ASD friendly.  - Discuss any changes to the environment with the class and ask for suggestions  - Emphasise visual resources to support learning  - Maintain a clam environment with the use of neutral colours (classrooms have hessian display backgrounds). Avoid over stimulation  - Be aware of the sensory needs of children  - Ensure adequate and appropriate lighting and seating arrangements, avoiding extremes in temperature, noise etc  - Be aware of the impact of environments such as the hall, assemblies, playground, outdoors, PE, corridors, toilets etc  - Have access to coping tools/ quiet areas/ mindfulness activities within the classroom and have routines for accessing them  **Curriculum and Teaching**  - Build positive relationships based on respect and trust with all children and model this at all times  - Get to know each child and their individual ways, take account and plan in response  - Be prepared for teaching and avoid sudden changes that may put children under stress  - Create and stick to routines and be as consistent as possible regardless of who is teaching  - Use clear, plain language which can be expanded upon but ensures all children understand  - Avoid too many metaphors when explaining or modelling  - Have clear boundaries and stick to them  - Use a multi- sensory approach to teaching  **Parents/ Carers/ External Professionals and Resources**  **-** Discuss ASD friendly strategies openly and promote their positive impact on all learners regardless of diagnosis  - Use resources from training e.g. TEACHH techniques and SENCO has a range of resources and information | **Learning Environment**  - Have clear routines and embed them- use consistently and expect all adults to do so too  - Environmental language should be clear and instructions expressed clearly  - Teach methods for transitions e.g. bag packing, getting ready to go home, setting up for the day, setting and following a timetable  - Group children flexibly to support social interaction and communication  - Set the environment up and be consistent in how it looks. Avoid regularly moving furniture, displays, areas etc  - Consider using individual or group visual timetables, prompts/ instruction sheets, visually identified learning outcomes and instructions, PECS  - Consider peer support at identified times e.g. unstructured times  - Consider access to work station  **Curriculum and Teaching**  - Be consistent with good quality first teaching for all  - Plan opportunities for social and emotional development  - Teach specific rules, routines and expectations  - Plan opportunities for social interaction and communication, flexible thinking and independence (this is quality first teaching- use 20 powerful strategies)  - Implement behaviour policy and reward systems consistently  - Group work to promote: use and understanding of language, acquisition of literacy/ numeracy skills/ use of social language and understanding of social norms (social stories)  - Explanations should be explicit and consistent  - Be aware of behaviour and the meaning behind it eg non- compliance may be a difficulty with flexible thinking and anxiety  - Group or individual teaching of vocabulary, inference, active listening  - Plan for unstructured time and necessary support (LSA, peer, buddy, clubs, access to indoors, quiet space, coping tools)  **Parents/ Carers/ External Professionals and Resources**  - Use training resources (TEACHH training) and request additional information from SENCO  - Allow access to areas and resources such as quiet room, calming tools etc  - Develop and use a wide range of written or drawn visual supports for tasks and organisation. Use also to manage change  - Develop and use wide range of practical resources such as: vocabulary lists, instructions  - Use a home- school diary  - Act on advice and input from Ed Psych, LASCS, OT, SALT as needed  - Develop and share pen pictures with all staff working with children  - Plan educational visits carefully and modify as needed to ensure ASD friendliness | **Learning Environment**  - Allow considerable opportunities fr individual or small group support including withdrawal from class based on IEP  - Provide access to work station and individual resources  - Raise awareness with all staff to watch for signs of bullying, teasing or anxieties caused by difficulties with social communication and interaction  - Implement sensory diet in an appropriate environment  - Consider raising peer awareness of ASD and their understanding  - Consider access to pastoral support particularly at break and lunchtimes (clubs, buddy, nurture room etc)  - Record behaviours using STAR tools and act on findings via IEP and SEND concern forms to SENCO  **Curriculum and Teaching**  - Meet and greet with key worker  - IEP or Pen Portrait should include clear outline of strengths and weaknesses and be shared with all adults working with child  - Individual visual timetable, now and next board, work station etc  - Develop use of TEACCH approach  - Use rule based learning with immediate feedback  - Implement sensory diet as per OT recommendations  - Use a wide range of classroom supports  - Plan targeted interventions such as: supporting movement around school, use of the lunch hall, familiarisation book when moving to new class, social stories etc  **Parents/ Carers/ External Professionals and Resources**  - request additional information or advice from SENCO e.g. referral criteria for ND Pathway  - Request or attend training re ASD  - Complete and use a detailed analysis of strengths and weaknesses regarding the triad of impairments  - Refer to and/ or work with professionals from external organisations such as: LASCS, OT, School Health, ND Pathway, Ed Psych  -Refer to LASCS for KS2-3 transition support, additional support during KS 1and 2  - Refer to The Bridge Centre for support and training in FS2 |

**COGNITION AND LEARNING**

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| Universal | Targeted | Additional |
| **Learning Environment**  - Use visual timetables to support understanding  - Use writing frames or other scaffolding devices appropriate to age and need  - Provide support resources to encourage independent learning e.g. word mats, phonics charts, 100 squares and other concrete resources appropriate to topic  - Consider the use of technology to support learning  - Ensure working walls and resources are fit for purpose and support the needs of all learners  **Curriculum and Teaching**  - Ensure all teaching is planned and taught carefully, assessed and evaluated effectively and next steps are matched to children’s needs  - Plan effective differentiation whilst maintaining high expectations for all learners  - Use AfL effectively to give real time support and intervention within lessons  - Identify children according to need. Plan for teacher to work with those needing accelerated progress  - Use reactive intervention in a small group with LSA  - Ensure reading areas are effective and supportive of learning and plan for their use to immerse children in reading and vocabulary  - Plan teaching and learning opportunities to cater for diverse needs and learning styles  **Parents/ Carers/ External Professionals and Resources** - Communicate effectively an in a timely manner regarding how parents can support learning  - Comply with and support school policy on homework  - Be available to discuss parental concerns re learning in a timely manner  - Use celebration assemblies to highlight what makes a good learner and successes in learning | **Learning Environment**  - Consider how children are grouped and sat to enable peer support and mentoring  - Create a multi- sensory environment and direct children to use areas as needed to support their learning e.g. access to specific concrete resources in maths or use of coloured overlays for reading  - Consider tailoring learning objectives to groups or individuals as necessary and having them on tables/ books/ walls.  - Consider the design of the environment around and the seating of particular groups or individuals e.g. visual resources stuck to tables, sitting next to working wall or adult support.  **Curriculum and Teaching**  - Plan small group focus work with opportunities for revision and over learning  - Consider use of specialist resources and schemes for groups or individuals e.g. RWI 1:1, Word Blaze, IDL,  - Consider use of bespoke group or individual intervention e.g. writing, reading, maths, SPAG booster groups, pre- teaching of concepts to particular children or groups  - Identify and remove barriers to learning, depending on age and situation such as:  - vision or hearing difficulties  - concentration/ attention difficulties  - home circumstances  - emotional, social or mental difficulties  - physical readiness to learn (diet, sleep etc)  - motor control issues  - organisational skills  - Adapt access to tests e.g. rest breaks, prompts, extra time. Record impact in readiness for formal application for access arrangements as part of additional provision.  **Parents/ Carers/ External Professionals and Resources**  - Request advice from specialise trained staff or external professionals such as SENCO/ LSS/ Ed Psych etc  - Use of ICT to support learning  - Actively involve home re using ICT resources e.g. IDL at home, TT Rockstars | **Learning Environment**  - Ensure the use specially adapted equipment or resources on advice from specialists e.g. sloped desk, coloured overlay  **Curriculum and Teaching**  - With reference to IEP plan for specific and focussed interventions such as:  - RWI 1:1  - Precision teaching (LSS)  - Visual/ auditory memory intervention (Memo)  - Daily interventions with over learning  - Word Blaze  - IDL  - Assess small steps using age appropriate learning objectives (may be from previous years)  **Parents/ Carers/ External Professionals and Resources**  - Referral to outside professionals and services such as:  - Educational Psychologist  - Learning Support Service  - Apply for and implement access arrangements for tests as needed (rest breaks/ additional time etc).  - Consider application to PAP for additional funding if MLD is diagnosed |

**SOCIAL, EMOTIONAL AND MENTAL HEALTH DISSICULTIES**

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| **Universal** | **Targeted** | Additional |
| **Learning Environment**  - Build positive relationships with all children  - Display and refer too school expectations for behaviour and school values regularly to embed them  Group children with SEMH in mind  - Evaluate SEMH needs of the class regularly throughout the day and act as necessary to support behaviour and well being  - Be available during unstructured times  - Record behaviours in class and during unstructured times in class log  - Support self and all adults in identifying stages of behaviour in all learners  - Create culture of respect and openness with clear boundaries and expectations implemented sensitively  **Curriculum and Teaching**  - Ensure PSHE and Mindfulness is taught as per weekly timetable  - Ensure curriculum and teaching takes into account the SEMH needs of the class and be willing to adapt as needed e.g. after breaks/ during assessment weeks etc  - Implement school behaviour policy consistently including rewards and sanctions    **Parents/ Carers/ External Professionals and Resources**  - Contribute positively to parent events e.g. coffee mornings/ fairs etc  - Encourage school nurse drop ins | **Learning Environment**  - Encourage (where appropriate) the building of a relationship between child/ group and a key adult  - Specifically group children appropriately to support well –being e.g. with or away from certain other children, close to door, quiet room, coping resources etc  - Personally evaluate SEMH needs of identified individuals regularly throughout the day and particularly at vulnerable times such as transitions and unstructured times  - Record behaviours in class and during unstructured times in class log and begin (when needed) to record certain behaviours using STAR tools. Act on findings  - Proactive intervention and reactive intervention to address issues as they arise including opportunities for discussion with adults  - Encourage individuals to use specific resources to alert to stages of behaviour or feeling e.g. felling thermometer, coloured cards etc  - Nurture room access during lunchtimes- Lego Club  - Use playground friends system effectively  **Curriculum and Teaching**  - Plan intervention based on IBP or Provision Map targets in small groups or with individuals  - Consider completing assessments to enable careful planning for SEMHD such as:  - Emotional Literacy Audit  - BOXALL profile  - Signs of Safety  - Plan and deliver extra class PSHE/ Mindfulness etc sessions targeted at specific groups or individuals  - Adapt teaching to cater for groups or individuals e.g. tandem input, chunked learning, non- verbal  - Make adaptations to curriculum or teaching time to allow sensory breaks or coping breaks  - Use of behaviour monitoring chart with identified sanctions and rewards.  - Use concrete resources to support emotional well- being e.g. fiddle toys, weighted blankets, scented items etc  - Adapt access to tests e.g. rest breaks, prompts, extra time. Record impact in readiness for formal application for access arrangements as part of additional provision.  **Parents/ Carers/ External Professionals and Resources**  - Involve parents in SEMHD through home school communication (planner, book etc) detailing positives and negatives and factors that may affect behaviour in school e.g. sleep patterns, contact with others etc  - Support parents in implementing systems consistent with school behaviour at home e.g. reward charts, shared celebration of achievements at home and school  - Review progress regularly with parents  - Seek advice from professionals such as SENCO Ed Psych, CAMHS and Barnardos resources | **Learning environment**  - Allow small group/ individual in class support to reinforce rules/ routines/ behaviours etc  - Provide opportunities for small group or individual withdrawal to an alternative environment e.g. another class, concentration station, quiet room  - Discuss use of provision base with SLT e.g. Minerva or RHS inclusion base (Reflection)  - Discuss and support use of nurture intervention with SENCO/ SLT  - Use Team Teach de-escalation and positive handling strategies to support learners  - Ensure IBPs reflect environmental needs e.g. work stations, quiet rooms  - Ensure stages of behaviour are identified and recorded for all staff  **Curriculum and Teaching Methods**  - Allow flexible pupil/ adult ratio in class  - Plan for and enable small group intervention regarding IBP targets and as per provision map e.g. social stories  - Plan therapeutic interventions and support e.g. lunchtime clubs, additional mindfulness practice, buddy systems  **Parents/ Carers/ External Professionals and Resources**  - Referral to BIT  - Counselling  - Referral to Educational Psychology/ CAMHS/ Barnados/ school health/ community paediatrics  - Daily home school communication  - Consider use of outside provision e.g. PACE, Minerva  - Application to provision agreement panel for additional funding  - Apply for and implement access arrangements for tests as needed (rest breaks/ additional time etc). |

**SENSORY AND/ OR PHYSICAL NEEDS**

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| **Learning Environment**  - Support the school in ensuring your classroom and all working environments conform with accessibility requirements for all  - Access to sensory resources and equipment  - Plan the environment so that it encourages calmness and does not over stimulate children e.g. neutral colours, fresh air, appropriate lighting, smells  - Encourage all children to go outside at break and lunchtimes  - Allow access to quiet areas  **Curriculum and Teaching**  - Consider planning ‘brain breaks’ into the timetable for the benefit of the whole class  - Plan timetable with sensory issues in mind e.g. when calm or more boisterous activities should take place.  - Plan and differentiate PE, handwriting , art, DT etc with the same considerations given to English/ maths etc  **Parents/ Carers/ External Professionals and Resources**  - Use parent meetings to learn about any sensory seeking behaviours or physical needs  - Ensure class transition includes discussion regarding this | **Learning Environment**  - Consider personal access to sensory or fidget toys tailored to need e.g. weighted cushion for deep pressure sensory seekers, fiddle toys for restless hands, allowance of shoe removal or alternative seating  - Consider adapting areas of the classroom for use as a quiet area or escape area eg pop up tent, bean bag, access to reading area  **Curriculum and Teaching**  - Differentiate planning and resources for identified groups or individuals in all subjects requiring physical skills.  - Support as needed with physical skills e.g. dressing and undressing, personal care (whether this is targeted or additional provision will be dependent on ARE)  - Implement a sensory diet for identified children- monitor impact in preparation for additional provision requirements  - Ensure teaching and curriculum caters for children with sensory needs. Give consideration to use of certain sounds, smells, textures, food tasting, use of different environments e.g. outdoors, hall etc  - Adapt access to tests and assessments across the curriculum if needed and monitor impact as evidence for additional provision  **Parents/ Carers/ External Professionals and Resources**  - Use LSA as needed for support  - Ensure home- school communication is effective in relation to on-going targets, issues, programmes etc  - Consider assessing children to begin InSync programme and carry out based on assessment outcomes  - Use of sloped writing equipment, pencil grips, seat adaptations, toilet seat adaptations  - Ensure parents are kept informed of any ongoing concerns particularly if additional provision is likely to be needed. | **Learning Environment**  - Specific adaptations such as furniture arrangement, heights of desks, chairs etc  - Access to significant individual/ small group support  **Curriculum and Teaching**  - Complete InSync programme  - Use ICT such as word processing, ipad APPS (ask SENCO)  - Significant support with:  - practical lessons  - personal care  - movement around class and school  - Make reasonable adaptations to teaching and curriculum for children with significant sensory needs e.g. to avoid certain stimuli such as noise, smells, environments  - Apply for access arrangements for tests (SENCO)  **Parents/ Carers/ External Professionals and Resources**  - Consider referral to Occupational Therapy following completion of InSync  - Consider use of an identified member of staff to support specific physical needs  - Effective communication between school and home using recorded methods (planning or book) |

**HEARING IMPAIRMENT**

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| Universal | Targeted | **Additional** |
| **Learning Environment**  - When setting up the classroom environment, give consideration to seating of all children so that they are facing the area you most often teach from but that they can easily adjust their seating if needed.  - Give consideration to the acoustics: hard floors, lack of soft furnishings can impair hearing for children  **Curriculum and Teaching**  - Ensure you are visible to all children when teaching and that your mouth can be seen- avoid talking whilst writing on the board  - Articulate words clearly using clear mouth movements so all children can related sounds articulated to the position of the mouth  - Plan a range of multi -sensory learning opportunities  - Implement school focus on immersing children in vocabulary across the curriculum  **Parents/ Carers/ External Professionals and Resources**  - Be aware of any children with diagnosed or reported hearing problems or historical hearing problems (older children may have had problems in earlier years e.g. ENT, grommets, ear infections etc)- check previous SEN registers on T Share and discuss with previous teachers or SENCO. Note these children and monitor. Ask parents. | **Learning Environment**  - Ensure you and other staff are aware of any hearing loss and its implications in school 9e.g. language and vocabulary acquisition, poor attention and concentration skills)  - Use Hearing Systems e.g. radio systems consistently  - Support children to use their hearing technology independently, following professional guidance  - ensure provision is made for checking equipment, charging equipment etc  - Ensure seating arrangements are appropriate and effective- monitor and ask pupil  - Ensure environment (working walls, displays etc) support and consolidate new vocabulary, language and verbal concepts  - Adult or peer support in reinforcing and clarifying class discussions  - Reduce background noise and develop an acoustic friendly classroom  - Consider peer support or buddy system at playtimes  **Curriculum and Teaching**  - Plan opportunities to reinforce listening and other skills  - Consider pre- teaching of some concepts particularly those involving language and vocabulary  - Carefully monitor development of language and literacy skills  - Use audio-visual equipment to support learning  - Teach active listening skills  - Ensure that when teaching you are visible, speak clearly, check you have been heard and understood  - Plan multi- sensory learning opportunities, avoiding over reliance on auditory methods  - Plan pre- teaching opportunities  - Deliver group sessions focussing on: active listening, vocabulary, use of language, sentence structures, social language  - Implement access arrangements and adjustments during assessments e.g. extra time, reader, prompt, rest breaks etc and monitor impact. Collect evidence for use when applying for formal access arrangements  **Parents/ Carers/ External Professionals and Resources**  - Request or attend specific training e.g. on use of radio systems  - Work closely with home to ensure equipment is available, in good working order and used appropriately  - Work with and on the guidance from HI team, request contact info via SENCO  - Ensure you are trained in how to use any equipment. The HI team provide this automatically but if you require a refresher, please ask  - Implement SALT or any other programmes recommended by HI team or other external professionals | **Learning Environment**  - Audit the environment with reference to HI friendliness and make adaptations as needed  - Ensure additional specialist equipment e.g. radio aid systems are working and comply with their use as the teacher  **Curriculum and Teaching**  - Use Hearing Systems e.g. radio systems consistently when teaching and adjust settings when working with groups, whole class, leaving the room etc  - Identify a key adult to make regular checks on understanding throughout each lesson  **Parents/ Carers/ External Professionals and Resources**  - Request or attend specific training e.g. on use of radio systems  - Work closely with home to ensure equipment is available, in good working order and used appropriately  - Consider a request for in school support from HI team member to work on  specific targets  - Individual interventions e.g. ELKLAN, SALT  - Apply for access arrangements for tests |

**VISUAL IMPARIMENT**

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| **Universal** | Targeted | Additional |
| **Learning Environment**  - Ensure all visuals/ displays/ working walls etc are easily accessible to children.  - Fonts and backgrounds should be vision friendly (dark blue/ black on a buff/ beige or light coloured background usually works best but ask the children!)  - Give consideration to use of smartboards/ ICT in class and in halls etc- fonts and backgrounds (see above), distance of seating away from the board, length of time looking at the board, flickering bulbs etc  **Curriculum and Teaching**  **-** Ensure handouts use a suitable font and size.  - Use technology wisely and do not over rely on it. Make sure presentations are clear, consider colours, size and type of font. Can everything be seen/ read from various parts of the room  - Plan multi- sensory learning to avoid over reliance on visuals  **Parents/ Carers/ External Professionals and Resources**  - Be aware of any children who do or should wear glasses, or have worn glasses in the past- check previous SEN registers on T Share and discuss with previous teachers or SENCO. Note these children and monitor. Ask parents.  - Create a classroom culture where glasses are expected and respected, encourage children to wear them and remind each other to  - Inform parents if glasses are routinely not being brought in or worn, become broken  - Inform parents asap if you have concerns over a child’s vision- sensitively suggest a routine eye test (most children will not have had an eye test since FS2) | **Learning Environment**  - All staff aware  - Audit environment to ensure reasonable adjustments can be made to: lighting, seating, clear signage, high contrast colours (not necessarily bright), good listening conditions.  **Curriculum and Teaching**  - Plan use of presentation and recording equipment carefully  - Work with external professionals and on their advice to ensure the following: children are pre prepared for lessons and receive post learning intervention as needed, presence of practical learning opportunities, use of typing, recording equipment and other technology, support in PE or fast activities  - Implement access arrangements and monitor impact as evidence for formal application (large print, coloured backgrounds, additional time)  **Parents/ Carers/ External Professionals and Resources**  - Take advice and act on it from specialists e.g. use of sloped boards, magnifiers, dark pencils, large prints, bright equipment, lap top, voice recorders etc | **Learning Environment**  - Consider referral for support with mobility and independence training  **Curriculum and Teaching**  - Regular opportunities to use and learn specialist equipment eg Braille  - Regularly assess strengths and weaknesses and act  **Parents/ Carers/ External Professionals and Resources**  - Ensure access to VI team and work with them in providing specialist support and resources  - Ensure you are trained in the use of any specialist equipment or techniques (SENCO)  - Ensure you monitor the impact of VI on social, emotional and mental health and act as needed |