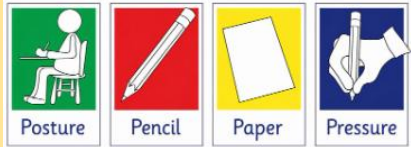
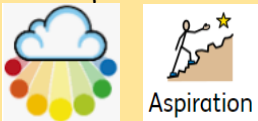


SEND Core Offer and Toolkit

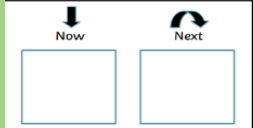
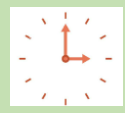
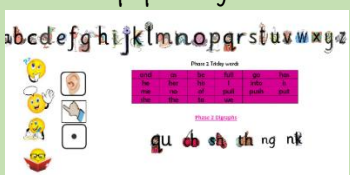
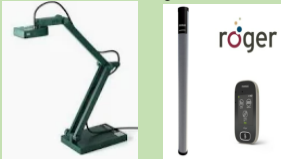
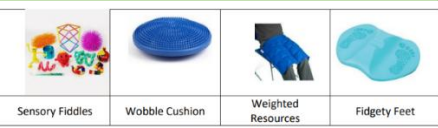
Our core offer for SEND pupils at Morton Primary Academy

	Independence and Access to Learning	Role of the Adult	Adaptive Planning & Teaching
Core	Oral rehearsal: practise saying ideas aloud until perfected, then write them down Provide Thinking Time, chunking of learning	 Learning environment protocol	Plan for adaptive teaching and needs of the children. Interventions are overseen and planned by teachers through Edu Key. 
	Enable Tables for maths provide concrete scaffolds and manipulatives to support understanding. Word mats/ banks reduce cognitive load. 	Modelling key learning using My Turn, Our Turn, Your Turn. Explicit Instruction is used to present new material in small steps. 	4P's on display for reminders in each classroom 
	Equipment: Desks are organised with only essential resources. Dual Coding provides accessible models & scaffolds for more difficult independent tasks.  Working Walls support learning process for maths and English.	Pre-teach vocabulary through Dual Coding & Widget to aid understanding of key vocabulary & concepts, including pre teaching. 	Flexible grouping: Collaboration supports & challenges peers.  Planned peer work is used to promote collaboration and support speech and language. "Perfect Partners" engage and support each other. Groups formed for an explicit purpose to remember a fact, concept or pre-teach new vocabulary.
	Talking Tins Technology: children to independently use technology to improve vocabulary use in their writing, correct spellings, improve understanding and dictate. 	Interventions within class to support next steps. Keep up in class 	Dual Coding: Gesturing Plan & teach gestures for key vocabulary. Front load vocabulary that will be required in new learning,
Toolkit	Flashbacks & questioning reactivate prior knowledge in working memory. Make connections to concepts and skills students have already learned. Revisit key knowledge through 'Flashbacks'.  Build confidence step by step – the size of each step depends on pupil's prior knowledge.	Help students organise their thinking before & during a lesson to classify and communicate ideas effectively, reducing cognitive load for writing. 	Provide Knowledge Organisers that are adapted to need and reading level. Plan for alternative ways to writing to demonstrate understanding in non-core subjects.
	Provide Working walls for English display vocabulary for the current unit of work.  Provide letter formation sheets, phoneme code and layout support (green dot start / end here)	Provide and connect to experiences such as field trips, visits, or other projects to secure knowledge & enrich learning (mapped in curriculum overviews & Djanogly Dozen)	Build background knowledge for the wider curriculum. Opportunities to revisit and make connections are explored through questioning and discussion.
	Self-Marking promotes reflection on progress: Purple Pen 	Feedback & Marking should take account of the pupils' ability to respond and move forward. It should go beyond a simple 'correct' instruction and instead model, clue, prompt or promote self-scaffolding. Self scaffold Prompt Clue Model Correct  	Adults know assessments and gaps in learning so that they can support next steps using regular review – key questions in every subject. Adults plan questions and focus on needs of children. Clear handwriting and planned instructions: short and clear, written down if needed.

SEND Core Offer and Toolkit

Our core offer for SEND pupils at Morton Primary Academy

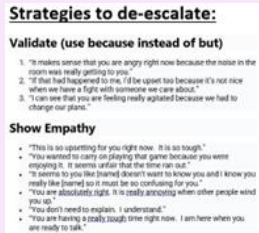
Communication & Interaction

	Independence and Access to Learning	Role of the Adult	Adaptive Planning & Teaching
Core	Pupils are prepared for transitions from home to school and from school to home. Routines and transitions are familiar.	Clear classroom rules and routines are established. Clear visual signs agreed: clapping, clicking etc. Capture children's attention before starting and insist. 	Values are displayed and referred to in every classroom providing a common language for independence. 
	A visual timetable should be provided on the wall for all pupils to access and refer to throughout the day. This is discussed each morning and any changes made clear.  	Clear expectations coming into the classroom: checklist if needed. Children should have task to do on entry or music/calming activity.  Calm, uncluttered classroom environments with clearly labelled areas/resources.	Work is chunked and adapted so that students are not overwhelmed: 
Toolkit	Provide IT support when required for independent tasks 	'Meet & Greet' each morning provided from the school playground to the classroom.  'Download the day' prepares pupil for home handover and reduces 'masking'.	Routines and transitions within the school day are modelled & managed so that all pupils know what to expect and to remove negativity and 'nagging'. 
	Enable Table in each classroom with resources to support English and Maths. 	Explicit, clear and concise instruction supported by BSL/widget if needed. 	Numbers, number words and possibly dot patterns should be displayed in an age-appropriate form.  
	Phonic, letter formation and key words on the table scaffolds and model pupil targets. 	Key words adapted for each unit with reference to knowledge organisers. Provide visuals to support vocabulary: 	Vocabulary should be displayed clearly. Clear planning/teaching should show how adaptations are made for pupils to support language acquisition.
	Visualisers and Sound field system 	Display & use the '5 Stages' behaviour framework. Restorative conversations used at stages 2-5 to prepare pupil for following session. 	Metacognition and self-regulation strategies, including My Turn, Our Turn and Your Turn. Use of alternative means of recording should be encompassed in teaching where needed.
	Finished work tray should be provided to give closure to tasks. 	Children can have another activity to do. 	Time limited tasks and next steps/independent activities are planned. 
	Fidget and sensory toys are available. 	Teach the children how to use effectively 	Plan in sensory breaks and activities. 
	Ensure all pupils are seated according to their needs, including flexible grouping for collaboration and interaction.	Movement of TAs within the classroom is developed to get a balance of support and independence.	Forward plan seating and working groups and use of TA

SEND Core Offer and Toolkit

Our core offer for SEND pupils at Morton Primary Academy

Social, Emotional & Mental Health

	Independence and Access to Learning	Role of the Adult	Adaptive Planning & Teaching
Core	Relationships with staff enable children feel safe and values.  Welcome classroom and predictable routines that children can refer to on a visual timetable.	Quiet praise using school values Calm and consistent approach used by all staff. Speak slowly, lower the volume and lower your pitch.	Adapt to needs and provide regulation opportunities to 'decompress' Check in throughout lessons for key children
	Rules and routines are clear through 'living and showing our values'. Expectations are known with reasonable adjustments.	Children with behaviour plans: staff know them and consistently use strategies	Use timers to support focus and complete tasks at desired rate. Chunking of tasks that enable success and children have planned breaks
Toolkit	School Council, Diversity Team & Sustainability Team provide a voice for pupils and demonstrate that they are listened to. Sensory rooms located in Year 4 and Year 5 available to all pupils who voted on the names: Star Space & Cosy Corner.	Choices: Use the language of choice to soften instructions and reduce 'answering back' opportunities. 'You can...or you can...' 	Lunchtime Games: Teaching Assistants and Mid-Days with planned activities and routine.
	Adaptions in the classroom: Music used when appropriate to provide a calm learning environment and lift mood. Worry Jar Ear defenders improve calmness, wellbeing and focus	Playground buddy bench provides a visual indicator for help and support and the area is manned by an adult. Provide sensory breaks recognising indicators of sensory overload: frequent toilet breaks	De-escalation strategies – using 'because' instead of 'but' and show empathy. Specific strategies for behaviour plans.
	Rewards for positive behaviours and demonstration of intrinsic school values: Stickers, Dojo Dollars, Values Awards with parent invite & visits to Head Teacher, Assistant Head Teacher & Learning mentor to celebrate success. 	Praise in public and reprimand in private when possible: adapt for behaviour plans and knowledge of pupils (find public recognition uncomfortable) Recognise that behaviour is not the child. If a child is misbehaving, label the behaviour and not the child.	School values and recognition of intrinsic behaviours support teaching and learning, and positive behaviour and culture around school. Aspiration, Confidence, Determination, Enthusiasm, Kindness & Respect.
	Fidget toys are provided if they will improve concentration or wellbeing – especially for pupils with ADHD. Blue tac or something small may be preferable	Work with leaning mentor to structure individual behaviour plans, including bespoke rewards and consequences.	Restorative conversations are structured and consistent- all staff have prompt questions on lanyards.
	New /supply staff are aware of the needs of the children.	Training for mental health lead and pastoral lead to support children and staff wellbeing and mental Health.	Seating plan and flexible grouping: Seat pupil near the front with their back to the class, between two good role models and well away from other pupils / walkways etc.

SEND Core Offer and Toolkit

Our core offer for SEND pupils at Morton Primary Academy

Sensory & Physical			Independence and Access to Learning	Role of the Adult	Adaptive Planning & Teaching
	Core		Advice from specialist teachers should guide independence	Advice from specialist teachers should guide support given.	Advice from specialist teachers should guide planning and teaching
			Hearing Impaired: Sound field system used for pupils in the Enhanced Resource Facility as advised by Teacher of Deaf and Communication Support Worker. 	Hearing Impaired: Seating plan through out to minimise noise levels, remove background noise from open windows or IT equipment.	Hearing Impaired: Colour / dual coding: Tasks colour coded and dual coded to increase visual support and reduce hearing demand. 
			Hearing Impaired: Use pupils name before giving an instruction or talking directly to them. For HI pupils this can be a touch on the shoulder.	Hearing Impaired: Vocabulary provided with supported opportunity to develop vocabulary – pre-teach, support in lessons, highlight for them, re-visit and explain. 	Hearing Impaired: Visuals provide the child with pictures, objects, photos, and video content to support teaching
	Toolkit		Visually Impaired: Copy: Give the child printed copies of any information being shared in the appropriate format (enlarged if required) & do this for testing.	Visually Impaired: Takes notes for the pupils when required.	Visually Impaired: Convey in spoken words and BSL for visual and hearing-impaired children respectively.
			Visually Impaired: iPad / IT: Child taught to use the support as necessary.	Visually Impaired: Lighting: Ensure the child is not facing bright lights / there are no bright lights behind teacher or the board.	Visually Impaired: An awareness of visual fatigue with consideration of necessary rest breaks after long periods of concentration. Tactile opportunities: Can the child touch / feel something instead of watching?
			Visually Impaired: Magnifying glasses or viewing lenses.	Visually Impaired: Print size on the board or provided materials is accessible.	Visually Impaired: Coloured Overlays to minimise visual distress
			Sensory: Breaks are taken with changing seats, active tasks in the classroom, movement breaks, cleaning the board and handing out materials.	Sensory: Facilitate access to sensory room and access to resources such as Dough Disco.	Sensory diet: Opportunities for a variety of sensory experiences planned into the school day (Dough Disco, water play, light and music, Forest Schools) Sensory circuits: alert, organise and calm. Activities to prepare for the school day through meet and greet.
			Physical: Life access to classroom and learning spaces.	Physical: Follow advice from Occupational Therapists, physiotherapists, and other professionals,	Physical: Plan and facilitate rest breaks to minimise fatigue. Extra time is given to aid lesson contribution or facilitate transitions.
			Physical: Pencil grips available. Physical: Use Talking Tins to record note taking or use a laptop if the physical process of writing is painful.	Physical: Support: Keep checking in with the child and pre-empt when they may need physical support. Ensure all risk assessment have been read and agreed to before physically moving a child.	Physical: Inclusive teaching with all planning and teaching thought out with all pupils in mind to ensure access s by all including EE, outdoor experiences, and educational visits.