



SEND @ KggS

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

SEND Code of Practice 2015

We support a variety of needs at KGGs, the highest areas of need identified on our SEND register are currently, Communication and Interaction which includes students with Autism, also called Autism Spectrum Disorder (ASD) and Cognition and Learning which includes students with Attention Deficit (Hyperactivity) Disorder (ADHD) and Specific Learning Difficulties such as Slow Cognitive Processing.

Specific Learning Difficulties - Dyslexia and Slow Cognitive Processing

Dyslexia is an underlying language processing difficulty. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed. It mainly affects the skills involved in accurate and fluent word reading and spelling. Not all students with Slow Processing are diagnosed with Dyslexia but the support we can provide to help students can be accessed regardless of diagnosis.



See Toolkit Strategies: 1, 2, 3, 4, 5, 7, 11, 13, 14, 17 and 18

Read more about how to support learners with Dyslexia here:

<https://www.bdadyslexia.org.uk/advice/educators>

Autism (ASD)

Autism is a lifelong, developmental condition that affects the way a person communicates, interacts and processes information. Autistic people find it hard to communicate and interact with others; understand how other people think or feel; can become overwhelmed, uncomfortable or stressed by sensory stimuli including loud noises; get anxious or upset about unfamiliar situations or take longer to understand information.

See Toolkit Strategies: 2, 5, 6, 8, 9, 11, 14, 15, 18 and 19.

Read more about how to support learners with Autism here:

<https://www.autism.org.uk/advice-and-guidance>

<https://autisticgirlsnetwork.org/professionals/>



Attention Deficit (Hyperactivity) Disorder (ADHD)

ADHD is a disorder defined through analysis of behaviour. People with ADHD show a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with day-to-day functioning and/or development.

This could include often having trouble holding attention; difficulties with organisation, avoiding tasks that require mental effort over a long period of time (such as schoolwork or homework), losing things necessary for tasks and activities, fidgeting with or taps hands or feet, or squirming in seat.



See Toolkit Strategies: 2, 5, 6, 7, 9, 10, 12, 13, 14, 18, 19 and 20

Read more about how to support learners with ADHD here:

<https://adhduk.co.uk/>



Kggs

OAP Toolkit



1

Avoid Unnecessary Copying out

- Provide students, where possible, **copies of slides to annotate**.
- Distribute **pictures of the whiteboard** where teacher notes have been made.
- Use **cloze passages** as opposed to asking that learners copy whole paragraphs.
- Ensure students **write for a reason** & that this reflects the way in which students have processed the information.
- Allow students to **highlight key parts of dense texts**, articles, or key pages photocopied from a textbook.
- Providing **sentence-starts** for sentences that summarise key parts of a text, to support the skill of summarising.
- Demonstrate how students should or could make notes in your subject.

2

Monitor Teacher-Talk

- Break teacher talk into **manageable chunks**.
- Be clear to students about which points need to be noted down in writing.
- Provide clear **learning objectives** at the start of the lesson.
- **Re-iterate key points** after period of teacher-talk.



4

Support Text Processing



- Set up **skimming and scanning activities** with lengthy texts, problems or equations.
- Discourage students from colouring in a whole paragraph when highlighting.
- Give clues as to which paragraph contains information required.
- Number paragraphs to aid skimming and scanning.
- **Model how to select and retrieve information** and blend information.
- Demonstrate how to navigate and select information online.
- Use **post-it notes to summarise** key points on each page.

5

Give Thinking Time

- Regularly provide **thinking time** before asking for verbal contributions.
- **Avoid putting students on the spot** without the chance to think for a moment.
- Use **'think, pair, share'**.



6

Offer advice on Using Exam Time

- Advise how much time should be allocated to different questions.
- **Allow reading time** in line with access arrangements.
- Suggesting **strategies** such as 'a mark a minute' as appropriate for each subject.
- Acknowledge use of exam time looks different for everyone.



3



Subject-Specific Vocabulary & Spellings

- **Display key/tricky words** in classroom.
- Use **memory recall aids** such as mnemonics.
- **Chunking** key, long or tricky words into syllables.
- Think carefully about how many new words can be learnt in one go.
- Carefully select and **limit number of spellings corrected** when marking.
- Encourage students to keep and practise a log of personal spelling errors.

7

Support Organisation & Memory

- Clear guidelines about **organising** notes and folders.
- Provide **allocated space** to store books/folders.
- Allow **folder-tidy-up-time**.
- Avoid having to stick in at the same time as teacher-talk.
- Use **storyboards** to break down a process or problem.
- **Publish deadlines** clearly and in advance.



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Pre-Learning

- Provide slides/notes that can be skim-read prior to lesson.
- Provide definitions of key concepts before the lesson to create feeling of familiarity.
- Provide key words or spellings.
- Allow students class or homework time to research areas to be taught.
- Share outline of upcoming lessons.
- Use SharePoint and teams to support pre-learning.

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Value Rough Work

- Avoid using rough books and instead organise books chronologically.
- Value and praise planning draft work.
- Avoid copying up rough drafts into best unless absolutely necessary.
- Encourage students to add to and edit notes rather than aiming for perfectionism.



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Multi-Modal Delivery

- Use a range of different mediums to re-iterate same ideas.
- Video & Audio explanations alongside texts and verbal explanations to deepen learning.
- Use student voice to find out what helps them to learn.

9

Re-Phrasing and Reiteration

- Ask questions or deliver instructions in different ways.
- Paraphrasing or getting students to put instructions in their own words.
- Routinely checking understanding of tasks ‘remind me what I want you to do before we start’.
- Summarise key learning points after each task.
- Routinely reviewing the key points from last lesson at the start of the next lesson.



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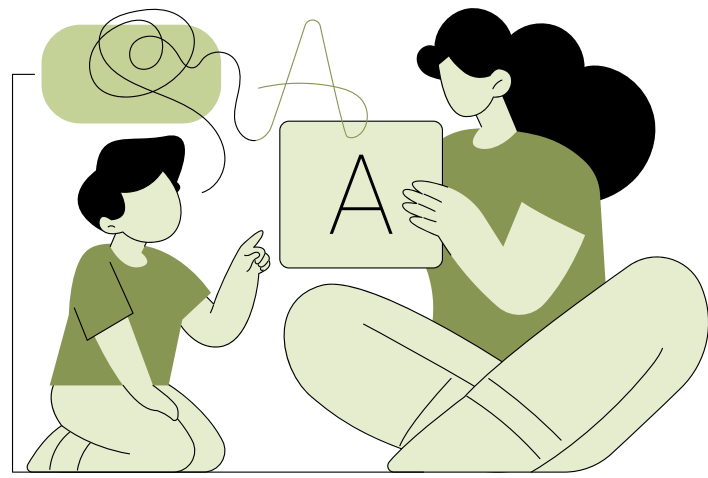
Deconstruct Exam Questions

- Model identification and processing of command words
- Teach learners to highlight key words & annotate sources
- Explicitly distinguish the difference between imperatives such as ‘state’, ‘explain’ and ‘evaluate’ in a subject specific context.
- Support students in creating their own exam questions.

14

Incorporate Images & Sound

- Allow students to add symbols or images to notes.
- Use audiobooks where appropriate.
- Encourage students to create colourful notes.
- Provide opportunities for students to experiment with different note making e.g. mindmaps or bulletpoints.



12

Kinaesthetic Activities

- Create activities to model and demonstrate tricky ideas of abstract concepts.
- Make links between practical activities and theoretical work explicit.
- Create opportunities for students to move around.
- Allow fun activities to make learning points memorable.



15

Teacher-Modelling

Modelling of how:

- Good sentences are composed.
- Problems, or a solution to a problem are set out on the page.
- Revision cards and aids are made.
- To retrieve and recall information for revision.

Valuing mistakes and modelling how to correct these and misconceptions.



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Numeracy Support



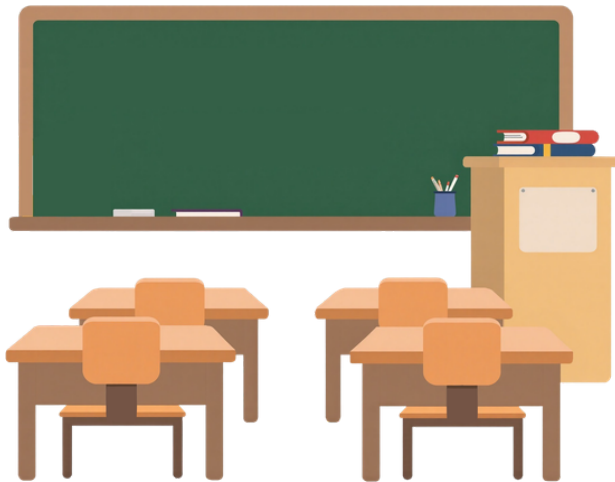
- Provide **formula sheets** where appropriate.
- **Model calculations** step-by-step
- Use **concrete resources** and **visual representations**.
- Encourage estimation before calculation.
- Allow use of **multiplication grids** or **number lines** where appropriate.

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Literacy Support

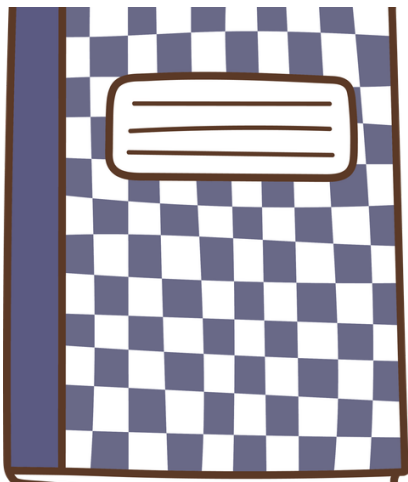


- Teach unfamiliar vocabulary explicitly.
- Provide **sentence starters**.
- Offer **writing frames** and **paragraph structures**.
- Use **glossaries** for technical vocabulary.



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Reasonable adjustments



- Allow **additional time** to complete classwork where appropriate.
- Use **assistive technology** where available.
- Provide **enlarged** or **adapted** resources if needed.
- Permit **alternative methods of recording work** (e.g. typing, voice-to-text, diagrams where appropriate).
- Allow use of **coloured overlays** or **reading rulers** if helpful.

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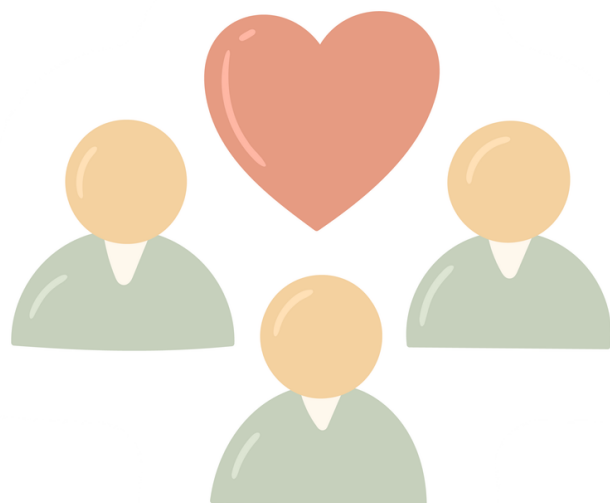
Classroom Environment

- **Seat students strategically** to minimise distractions.
- Ensure students can clearly see the board and hear instructions.
- Maintain **consistent classroom routines**.
- Give **advance warning of changes** to routines.
- Use **predictable** lesson structures.
- Reduce unnecessary classroom distractions where possible.
- Provide access to a **quiet workspace** if appropriate.

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Social, Emotional and Mental Health

- Build **positive relationships**.
- **Praise effort** as well as achievement.
- Use **calm, consistent behaviour management**.
- Provide opportunities for **movement breaks** where appropriate.
- Offer a **safe adult** to check in with.
- Use **restorative conversations** following incidents.
- **Recognise signs of anxiety** and respond sensitively.



This toolkit has been compiled to highlight to teaching staff the different strategies that they can and already use with students in their lessons as part of the Ordinarily Available Provision (OAP) at KGGS. OAP refers to the inclusive, high-quality teaching and everyday reasonable adjustments that we make within our classrooms to support all students including those with SEND.