




|  Communication and Interaction needs | | |
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| Ordinarily available provision to support all pupils, including those with SEND in the Classroom | Targeted provisions to support pupils with identified needs Provisions are matched to support identified needs | Specialist provisions to support pupils with complex or high needs* Provisions are matched to support identified needs as outlined in EHCPs |
| <ul style="list-style-type: none"> ✓ Use of task planners; instructions in lists and/or lesson structure ✓ Use first name to address and gain their attention ✓ Key words identified; <i>maximum 4-6 per unit of work</i> ✓ Visual supports and aids including gestures E.g. saying “listening” whilst pointing to ear whilst also waiting for their attention. ✓ Explicit examples of desired outcomes; modelled answers ✓ Seating in order to reduce distraction and support learning. ✓ Check understanding by asking the student to tell you instructions in their own words. ✓ Use short, simple sentences and give information in small chunks, using clear, concise language. ✓ Create a system for indicating when a student hasn’t understood. E.g. an agreed signal. | <ul style="list-style-type: none"> ✓ Pupil Passport with individual pupil needs/support which is shared and accessible to all staff ✓ Time Out Card; use of our Reset space or Low-sensory regulation space. ✓ Early exit pass (alternative transition times and end of day) ✓ Early lunch pass ✓ Planned sensory and/or movement breaks ✓ Use of ear defenders &/or use of noise cancelling earbuds (provided by pupil) ✓ Adjusted seating plans ✓ Visual timetables ✓ Communication/cue cards ✓ Uniform adjustments ✓ Adjusted homework expectations ✓ Adjusted timetable (use of Inclusion space) ✓ Smaller supervised space for unstructured times ✓ Group changes ✓ Regular check-ins with Student Welfare Team | <ul style="list-style-type: none"> ✓ In-class additional adult support (shared or 1:1) ✓ Small group learning opportunities ✓ Wobble cushion/Ear defenders (school bought) & other specialist equipment to support sensory processing needs as recommended by professionals ✓ Gardening sessions (LOTG) ✓ Life skills intervention ✓ 1:1 Mentoring with C&I Specialist Learning Coach ✓ Emotional literacy support ✓ 1:1 or small group (up to 1:3) Speech and Language intervention ✓ Social, Emotional or Sensory Support Sessions; pupils who require greater time during the day within a low-demand environment in order to manage the demands of a secondary environment. ✓ Beginning and/or end of day check-ins with trusted adult ✓ Adapted curriculum offer or personalised curriculum plan |

Dawlish School SEND offer; current provisions available to pupils attending Dawlish College



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| <ul style="list-style-type: none"> ✓ Additional processing time given for student to respond ✓ Differentiate the level of questioning to suit the student. E.g. “what/where questions rather than “when/why” ✓ Confidence built through praise and support. ✓ Explicit teaching of new vocabulary. E.g. subject word lists ✓ Advance warning given and preparation for changes to routine and activity ✓ Reduce demands. E.g. provide controlled choices, simplify task or focus on one part of the task. | <ul style="list-style-type: none"> ✓ Assigned “Trusted Adult” ✓ Smaller space for assessments ✓ Changes to lesson expectations (such as “do now” tasks, cold-calling questioning) ✓ Alternative supervised spaces for breaktimes ✓ Referrals to specialist advisory teachers (C&I/SaLT) ✓ Referrals to School Nurse (Occupational Therapy) ✓ Joint working with external services including NHS, Social Services, School assigned Improving Attendance Officer & Local Authority Education Services ✓ Referrals to Educational Psychologist ✓ Access arrangements for exams (as allowed by JCQ regulations) | <ul style="list-style-type: none"> ✓ Bespoke plans (Behaviour, Safety, Care, Support, Relational) ✓ Use of Alternative Provisions such as SWIS, 1-2-1 Mentors, Support’Ed, Chances, Youth Arts and Heath Trust, EdClass (online learning) ✓ Group Speech and Language Intervention (based on screening data) ✓ Small group Yoga/mindfulness intervention (run by qualified Children’s Yoga instructor) ✓ Social skills groups ✓ Referral to Trust Speech and Language Therapist |
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|  Cognition and Learning needs | | |
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| Ordinarily available provision to support all pupils, including those with SEND in the Classroom | Targeted provisions to support pupils with identified needs Provisions are matched to support identified needs | Specialist provisions to support pupils with complex or high needs* Provisions are matched to support identified needs as outlined in EHCPs |
| <ul style="list-style-type: none"> ✓ Differentiated Work. ✓ Visual aids. ✓ Handouts and presentations to be on buff/cream/blue paper or backgrounds. ✓ Blue whiteboard markers to be used. ✓ Encourage the use of coloured overlays and coloured books as per passport. ✓ Encourage the student to highlight, underline, circle and scan. ✓ Access to word banks and technical glossaries for the subject. ✓ Writing frames and mind maps to be provided. ✓ Tasks modelled and scaffolded. ✓ Break tasks down into small steps. ✓ Use multiple examples of new concepts with examples from real life rather than abstract. ✓ New vocabulary clarified, displayed and referred back to. ✓ Feedback to celebrate the positives and how it can be developed and improved. ✓ Reading Wise vocabulary and reading support | <ul style="list-style-type: none"> ✓ Pupil Passport with individual pupil needs/support which is shared and accessible to all staff ✓ Use of laptop in literacy heavy lessons or to support writing ✓ Alternative forms of recording to show understanding. E.g. pictures, ICT voice recording ✓ Coloured overlays ✓ Coloured exercise books ✓ Printed versions of PowerPoints ✓ Ear defenders &/or use of noise cancelling earbuds ✓ Adjusted seating plans ✓ Communication/cue cards ✓ Adjusted homework expectations ✓ Adjusted timetable (use of Inclusion space) ✓ Group changes ✓ Group Reading/Spelling interventions (based on screening data) ✓ Assigned "Trusted Adult" ✓ Smaller space for assessments ✓ Referrals to specialist advisory teachers (SpLD) | <ul style="list-style-type: none"> ✓ In-class additional adult support (shared or 1:1) ✓ Small group learning opportunities ✓ Individually assigned laptop ✓ Gardening sessions (LOTG) ✓ Life skills intervention ✓ 1:1 Mentoring/Study skills ✓ 1:1 or small group (up to 1:3) Daily reading/spelling intervention ✓ Small group numeracy interventions ✓ Adapted curriculum offer or personalised curriculum plan which could include long term Work Experience placements (KS4 only) ✓ Bespoke plans (Behaviour, Safety, Care, Support, Relational) ✓ Use of Alternative Provisions such as SWIS, 1-2-1 Mentors, Support'Ed, Chances, Youth Arts and Heath Trust, EdClass (online learning) ✓ Sessions/Support from Specialist Teacher Dyslexia/Dyscalculia ✓ ReadingWise small group reading intervention |

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| <ul style="list-style-type: none"> ✓ Sparx Maths additional independent online learning ✓ EdClass additional independent online learning | <ul style="list-style-type: none"> ✓ Joint working with external services ✓ Referrals to Educational Psychologist ✓ Access arrangements for exams (as allowed by JCQ regulations) | |
|  <h3 style="margin: 0;">Social, Emotional and Mental Health needs</h3> | | |
| <p>Ordinarily available provision to support all pupils, including those with SEND in the Classroom</p> | <p>Targeted provisions to support pupils with identified needs Provisions are matched to support identified needs</p> | <p>Specialist provisions to support pupils with complex or high needs* Provisions are matched to support identified needs as outlined in EHCPs</p> |
| <ul style="list-style-type: none"> ✓ Student Welfare Officer assigned to each year for pastoral care ✓ Relational approach; ✓ Think aloud; model thinking behaviours to support resilience “I wonder if…” ✓ Organisational support; timers, lists, equipment boards, modelled layouts for tasks ✓ Visual prompts to reinforce rules; be calm, clear and non-judgemental ✓ Structured routines and clear expectations. ✓ Consistent approach with rewards and sanctions. ✓ Seating plans to support positive behaviour ✓ Use choice and motivation to promote desired behaviour. | <ul style="list-style-type: none"> ✓ Pupil Passport with individual pupil needs/support which is shared and accessible to all staff ✓ Time Out Card; use of our Reset space or Low-sensory regulation space. ✓ Early exit pass (alternative transition times and end of day) ✓ Early lunch pass ✓ Planned movement breaks ✓ Use of laptop in literacy heavy lessons or to support writing/reduce fatigue ✓ Fidget tools ✓ Adjusted seating plans ✓ Visual timetables ✓ Doodle pad ✓ Scheduled time to contact parents during breaks from student office ✓ Adjusted homework expectations | <ul style="list-style-type: none"> ✓ In-class additional adult support (shared or 1:1) ✓ Small group learning opportunities ✓ Gardening sessions (LOTG) ✓ Life skills intervention ✓ 1:1 Mentoring/Emotional literacy support ✓ 1:1 or small group (up to 1:3) Speech and Language intervention ✓ Social, Emotional or Sensory Support Sessions; pupils who require greater time during the day within a low-demand environment in order to manage the demands of a secondary environment. ✓ Beginning and/or end of day check-ins with trusted adult ✓ Adapted curriculum offer or personalised curriculum plan which could include long |

Dawlish School SEND offer; current provisions available to pupils attending Dawlish College



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| <ul style="list-style-type: none"> ✓ Use the language of choice, volume matching and emphasising the positive behaviours. ✓ Use P.A.C.E. approach to interactions: <ul style="list-style-type: none"> ○ Playfulness ○ Accepting ○ Curiosity ○ Empathy | <ul style="list-style-type: none"> ✓ Adjusted timetable (use of Inclusion space) ✓ Smaller supervised space for unstructured times ✓ Group changes ✓ Regular check-ins with Student Welfare Team ✓ Assigned “Trusted Adult” ✓ Smaller space for assessments ✓ Changes to lesson expectations (such as “do now” tasks, cold-calling questioning) ✓ Use of community engagement opportunities such as Hope Church Volunteering ✓ Alternative supervised spaces for breaktimes ✓ Referrals to specialist advisory teachers (SEMH) ✓ Referrals to School Counsellor ✓ Referrals to NHS Mental Health in Schools Team (MHST) ✓ Joint working with external services including NHS, Social Services, School assigned Improving Attendance Officer & Local Authority Education Services ✓ Access arrangements for exams (as allowed by JCQ regulations) | <p>term Work Experience placements (KS4 only)</p> <ul style="list-style-type: none"> ✓ Bespoke plans (Behaviour, Safety, Care, Support, Relational) ✓ Use of Alternative Provisions such as SWIS, 1-2-1 Mentors, Support’Ed, Chances, Youth Arts and Heath Trust, EdClass (online learning) ✓ Social skills groups ✓ Small group Yoga/mindfulness intervention (run by qualified Children’s Yoga instructor) ✓ Referrals to Educational Psychologist ✓ Referrals and use of Ivy Trust Learning Support Centre ✓ Use of Inclusion Learning Space |
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|  Sensory and Physical Needs | | |
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| Ordinarily available provision to support all pupils, including those with SEND in the Classroom | Targeted provisions to support pupils with identified needs Provisions are matched to support identified needs | Specialist provisions to support pupils with complex or high needs* Provisions are matched to support identified needs as outlined in EHCPs |
| <p>Visual</p> <ul style="list-style-type: none"> ✓ Students seated to see the board clearly. ✓ Seat students at the front of the class with their backs to the window. ✓ Large, bold formats which are simple and uncluttered. ✓ Understanding of student regularly checked. ✓ Background noise kept to a minimum. ✓ Handouts are clear and uncluttered ✓ Font size 14 on handouts, 24 on PowerPoints and 40 words a slide. <p>Hearing</p> <ul style="list-style-type: none"> ✓ Be aware of hearing aids. Discreetly check they are working. ✓ Keep background noise reduced to improve the acoustic environment. ✓ Seat students so they can access lip reading or subtitles on audio/visual materials. ✓ Identify student's contribution to the lessons and repeat them. | <ul style="list-style-type: none"> ✓ Pupil Passport with individual pupil needs/support which is shared and accessible to all staff ✓ Extra time given to complete tasks and downtime to reduce the effects of visual stress. ✓ Large print resources to be used which have good quality print. ✓ Planned sensory and/or movement breaks ✓ Planned breaks for OT exercises ✓ Use of laptop ✓ Coloured overlays ✓ Coloured exercise books ✓ Printed versions of PowerPoints ✓ Smaller space for assessments ✓ Changes to lesson expectations (such as "do now" tasks, cold-calling questioning) ✓ Use of community engagement opportunities such as Hope Church Volunteering ✓ Alternative supervised spaces for breaktimes ✓ Use a voice amplifier where appropriate | <ul style="list-style-type: none"> ✓ In-class additional adult support (shared or 1:1) for scribing/reading ✓ Small group learning opportunities ✓ Individually assigned laptop ✓ Wobble cushion, writing slopes & other equipment to support physical or sensory needs as recommended by professionals ✓ Provision of specialist equipment ✓ Individual Health Plans ✓ Classroom access ✓ School Nurse Team ✓ Outside agency referrals and advice |

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| <ul style="list-style-type: none">✓ Always stand still when teaching, facing the student and not the board.✓ Clear speech; avoiding raised voices (which inhibits ability to lipread) | <ul style="list-style-type: none">✓ Support from specialist advisory teachers where involved (HI and VI/ROVIC)✓ Joint working with external services including NHS, Social Services, School assigned Improving Attendance Officer & Local Authority Education Services✓ Ensure you are aware of the student's sensory needs as per their passport.✓ Good communication with the student so you are aware if they are not coping and need support.✓ Access arrangements for exams (as allowed by JCQ regulations) | |
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**** Complex or high needs are defined here as pupil with Educational Care and Health Plans or those who we are anticipating will be issued with a plan therefore unless in exceptional circumstances specialist provisions are only available for pupils with an EHCP or specialist externally funded support (such as from VI or HI Advisory Service or Devon County Inclusion Team)***