

## SEND at Eastbrook Primary Academy

### Our Vision

*Everyone matters and every day counts.*

*We want all children to achieve their full potential. Children with SEND will feel valued and be fully included in school life at Eastbrook Primary Academy.*

*Inclusive lessons are at the core of our provision through high quality first teaching and reasonable adaptations to allow all children to access learning opportunities.*

### Eastbrook Primary Academy Core Offer

How we teach at Eastbrook Primary Academy:

- Clear and Consistent Routines
- Structured Lessons
  - every lesson chunked
  - short teaching inputs (my turn, your turn)
  - talk partners to discuss answers prior to feedback – speech and language needs paired with confident/articulate speakers or supported with visuals
  - modelling in every lesson – high quality and displayed (I do, we do, you do)
  - lessons begin with recaps sessions – working walls/displays for support
  - live marking for immediate feedback - identification of misconceptions and addressing of misconceptions in the moment
  - Access to concrete resources (maths)
- Post Teaching
  - identification of children not meeting LO
  - additional support allocated where required

Examples: (not a definitive list of everything we do at Eastbrook Primary Academy)

High Quality Teaching (Whole class/Core offer)	Additional School Intervention and support (building on HQT)	High Need (External services)
<ul style="list-style-type: none"> <li>• Live Modelling</li> <li>• Scaffolding or supporting learning (e.g. displays)</li> <li>• Variated questions</li> <li>• Key vocabulary displayed/explained</li> <li>• 1:1 and Small Group support</li> <li>• Carefully planning independent learning time</li> <li>• Consistent routines</li> <li>• High expectations for all</li> <li>• Culture of positive relationships</li> <li>• Saying pupils name, eye contact before giving instructions</li> <li>• Adults take time to listen to what children are saying and model positive listening behaviours</li> <li>• Additional thinking/processing time</li> <li>• Pairing children with confident speakers</li> <li>• Whole class visual timetables</li> <li>• Visual cues and prompts</li> <li>• Concrete resources</li> <li>• Writing frames/templates</li> <li>• Seating plans</li> <li>• AfL used throughout lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Range of school led interventions based on assessed need (zones of regulations, additional phonics, nurture, fine motor skills – dough gym, touch typing...)</li> <li>• Breaking down learning into smaller parts</li> <li>• Language should be reduced, chunked and simplified to support accurate retention</li> <li>• Different methods of recording – typing, filming, sound buttons</li> <li>• Pencil grips</li> <li>• Individual word banks/phonics sound mats</li> <li>• Wobble cushions (or other sensory supports)</li> <li>• Now and next boards</li> <li>• Reward charts</li> <li>• Scribing</li> <li>• Ear defenders</li> <li>• Adaptations for visuals – e.g. font size, images,</li> <li>• Individual visual resources (timetables etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Child-centred personalised curriculum/Individualized Schedules</li> <li>• Short sessions of high-quality Direct Instruction - explicit teaching</li> <li>• teaching on key learning skills</li> <li>• Interventions delivered in school following specialist plan (SALT/OT/EP)</li> <li>• Adult monitoring of pupil's physical and emotional well-being understanding that pupils with autism may not be able to do this for themselves</li> <li>• Sensory Room</li> <li>• Art Therapist</li> <li>• Speech and Language Therapist</li> <li>• ELSA</li> <li>• Specific 1:1 support</li> <li>• Liaising with West Sussex support (LBAT/ASCT)</li> <li>• Targeted off-site support</li> </ul>