



The Royal School

Wolverhampton

SEND Policy and Information Report

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Special Educational Needs Policy and Information Report

1) Aims

Our SEND policy and information report aims to:

- To ensure that reasonable adjustments are made for pupils with a disability and that action is taken to increase access to the curriculum and the environment.
- To ensure that children and young people with special educational needs and disabilities engage in all activities of the school alongside pupils who do not have SEND needs.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement: <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required and to respond to the four broad areas of need: communication and interaction, cognition and learning, social, emotional and mental health, sensory/physical needs.
- To request, monitor and respond to parents', carers' and pupils' views in order to achieve high levels of confidence and partnership.
- To ensure that staff have the expertise to meet pupil need by ensuring that they can access well-targeted professional development.
- To support pupils with medical conditions to be included in all school activities. This involves consultation and collaboration with health and social care professionals in order to meet the medical needs of pupils as and when necessary.
- To work collaboratively with the Local Authority and other outside agencies to ensure a multi- professional approach to meeting the needs of all vulnerable learners across the school.

2) Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report

3) Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from that made generally for other children or young people of the same age by mainstream schools.

4) Roles and responsibilities

The identification of and provision for pupils with SEND is a matter for the school as a whole. The governing body seeks to ensure that the needs of all pupils are met and that provision made for pupils with SEND is appropriate and effective. Hence, all members of staff have important operational responsibilities.

4.1 The Principal

The principal is Mark Heywood

He will:

- Work with the SENCO, Head of Primary School and SEND governor to determine the strategic development of the SEND provision within the whole of the all through school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.2 The Headteacher of the Primary School

The Headteacher of the Primary School is Kathy Jefferson

She will:

- Work with the SENCO, SEND governor and Primary Leadership Team to determine the strategic development of the SEND provision within the primary phase of the school.
- Have responsibility for the provision and progress of learners with SEN and/or a disability within the primary phase.

4.3 The SENCO

The SENCO is Susanne Afifi

She will:

- Work with the Principal, Members of the Senior Leadership Team and SEND Governor to determine the strategic development of the SEND provision across the whole of The Royal School.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies working with pupils in the secondary phase and those undergoing EHC assessments.
- Liaise with potential previous and next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to SEND transition.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Carry out and oversee internal educational assessment for pupils who require access arrangements and complete applications for these.
- Oversee the provision of access arrangements and normal way of working across the school.
- Lead on the regular review of SEND provision at Senior School.

4.4 The Inclusion Manager (Primary School)

The Inclusion Manager for Primary School is Edward Smith

In the primary phase he will:

- Work closely with the school's SENCO to ensure a coordinated approach across the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans in the primary phase.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services when dealing with pupils of primary school age.
- Liaise with potential previous and next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

- Oversee the regular review of SEND provision at Primary School.

4.5 The Assistant SENCO

The Assistant SENCO is Amelia Bagnall-Muir.

She will support the SENCO in all aspects of the operational work at senior school, in particular:

- The preparation of annual reviews for pupils with EHC plans
- EHC reviews of pupils within a phase where significant changes are not anticipated
- Collaboration with outside agencies and professionals such as Outreach Support.
- Oversee and coordinate the regular review of SEND provision at Senior School.

4.6 SEND teachers and HLTAS

They will:

- Under the guidance and in collaboration with the SENCO and Subject Leads further develop Wave 2 interventions at KS 3 and 4, in particular those aimed at developing language skills, as well as functional English and Math.
- Lead on the implementation of the literacy and numeracy interventions across the school.
- Teach groups of pupils with SEND needs
- Liaise with subject leads to identify key skills that individuals need to develop through the support of SEND teaching.
- Act on educational testing results and develop intervention schemes to address underlying gaps in English and Math at KS 3 and 4.
- Contribute to the regular review of SEND provision.
- Contribute to staff training to disseminate good practice relating to inclusive approaches to teaching and learning.

4.7 The SEND Governor

The SEND Governor is Cherry Reynolds.

She will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the principal, Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Act as a critical friend on all matters related to SEND.

4.8 Pastoral and Academic Teams

The pastoral and academic teams are led by the Vice Principals for Teaching and Learning and Safeguarding, Welfare and Personal Development. They collaborate closely with the SENCO to monitor wellbeing and academic progress of all children, in particular those who have been identified as facing barriers to achievement. Heads of House, Phase Leads and Subject Leads lead on the initial cycle of plan – do – review to address potential SEND needs and inform the SENCO of ongoing academic and pastoral issues that prevent pupils from accessing the curriculum. Whilst Phase Leads oversee pastoral as well as academic progress at Primary School, at Senior School Subject Leads oversee academic and Heads of House pastoral progress.

4.9 Form and Class/Subject teachers; Subject Leads

Each teacher is responsible for:

- The personal and academic progress and development of every pupil in their class.
- Providing every pupil with work that is accessible and meaningful for them.
- Collaborating with parents and carers to enable them to support their child at home.
- At Primary School to work closely with the Inclusion Manager, phase leaders, year group leads, teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- At Senior School to work closely with heads of house, subject leads, teaching assistants, wellbeing officers or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO/ Inclusion Manager to review progress of pupils causing concern to decide on any changes required to provision.
- Ensure that they are familiar with the school's SEND support list, the access arrangements list as well as pupils' individual provision maps.
- Ensuring they follow this SEND policy.

At Primary School, the class teachers have the specific responsibility of monitoring that all pupils in their class are fully included into the academic as well as pastoral life of the school.

At Senior School, form tutors have a specific responsibility of monitoring that all pupils in their class are fully included into the academic as well as pastoral life of the school.

Subject Leads have a particular responsibility of ensuring that the schemes of work are inclusive and materials used are dyslexia friendly.

4.10 Higher Level Teaching Assistants

Higher Level Teaching Assistants play an important role in raising standards of SEND support across all areas of the school. They complement the SENCO's work and contribute to the development of other support staff, pupils, school policies and strategies. They also play an important role in the day-to-day management of the additional support across the school.

In essence HLTAs provide:

- assistance to the SENCO
- assistance to the teachers.
- supervision of whole classes during planned and short-term absence of teachers.
- advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes.
- a point of contact for parents of identified pupils.

4.11 Teaching Assistants

Teaching Assistants have a crucial role to play in supporting the inclusion and achievement of pupils with special educational needs and disabilities. In essence, they provide:

- support for the pupil
- support for the teacher
- support for the curriculum
- support for the school

The TAs work with the HLTAs, SENCOs, Inclusion Manager and teachers in providing support for children with special educational needs and disabilities across the school. They liaise with class and subject teachers, maintaining records of the children they work with, and attending reviews and meetings as requested. All TAs receive regular CPD and regular training on issues surrounding SEND, EAL and the curriculum.

Teaching Assistants have the responsibility of:

- ensuring that they are aware of the needs of all pupils who they support.
- ensuring that seek guidance from the teacher so they are aware of their role in the lessons.
- ensuring that they are fully aware of how to provide SEND intervention programmes and how to record these accurately.
- keeping accurate records of progress as well as ongoing difficulties that pupils encounter.
- keeping accurate notes on pupils' homework habits and engagement with SEND support provided.
- feeding back to the teacher, HLTAs and SENCO on any difficulties that they might encounter when working with pupils.
- attending meetings as required.
- ensuring that they support pupils holistically in and outside the classroom. This includes offering support during unstructured times for example by organising games and structured activities when on playground duty.

4.12 Parents of Pupils with SEND

Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people with SEND to achieve their potential.

In accordance with the SEND Code of Practice, the school provides user friendly information and strives to ensure that parents understand the procedures and are aware of how to access advice and support.

Parents are supported and enabled to:

- recognise and fulfil their responsibilities as parents and play an active role in their child's education.
- have knowledge of their child's entitlement within the SEND framework.
- make their views known about how their child is educated.
- have access to information, advice and support during assessments and any related decision-making processes about special educational provision.
- support the target setting process for their child.

In general terms, The Royal School expects all parents to support any SEND intervention programmes that their child receives through school. Parents are therefore expected to:

- ensure that their child regularly completes any homework that is set in relation to any intervention programmes that they may receive.
- ensure that their child attends any intervention support offered on time. In some cases this might for instance mean that pupils would need to be dropped at school at 8 am for the time that an intervention is offered
- ensure that their child brings along the right equipment needed for school and / or the additional support sessions.
- ensure that they attend review meetings and parent evenings

4.13 The School Nurse and other health professionals

The school nurse and other health services are involved as and when appropriate. The school nurse may be able to provide relevant health-related information and, with parental consent, can arrange for sight, hearing or other medical checks.

The school nurse has the responsibility of:

- Writing any medical support plans for pupils with medical needs.
- Keeping staff updated on any changes in relation to a pupil's medical need.
- Providing appropriate staff training on basic medical emergency support such as EpiPen training on a regular basis and for all new staff when needed.
- Supporting the SEND team with the regular administration of medication and any other medical support that pupils may require.
- Advising staff on matters relating to meeting the medical needs of pupils in the classroom and beyond, e.g., on school trips.

5) The Royal School SEND information report

5.1 The kinds of SEND provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example dyslexia and general academic learning needs
- Social, emotional and mental health difficulties, for example anxiety and attachment difficulties
- Sensory and/or physical needs, for example visual impairments, hearing impairments and processing difficulties.

5.2 Identifying pupils with SEND and assessing their needs

We assess each pupil's current skills and levels of attainment on entry, which builds on results of previous settings and Key Stages, where appropriate. Class teachers also make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. Initially pupils receive support through quality first teaching and close collaboration with parents for at least one cycle before wave 2 or a placement on SEND support is considered.

5.3 Consulting and involving pupils and parents

Class teachers or form tutors have an early discussion with the pupil and their parents when they have concerns about a pupil's progress, attainment level or mental health. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Staff take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child at the first plan – do - review cycle
- Everyone is clear on what the next steps are.
- Parents are enabled to play an active part in their child's education.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Depending on the nature of the difficulty, the form tutor, class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil are made aware of needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

In agreement with parents and the pupil, we share information with the school, college, or other setting the pupil is moving to.

We also support transition work by providing support to the pupil and the family when choosing the next setting. If required, staff accompany individual pupils to transition visits and / or provide additional support work such as travel training.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

They develop dyslexia friendly strategies as part of the school's inclusive practice.

All pupils receive high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is crucial and monitored through a number of processes that include:

- classroom observations
- ongoing assessment of progress made by pupils with SEND,
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
- pupil and parent feedback on the quality and effectiveness of interventions provided,
- attendance and behaviour records.

Pupils with a disability are provided with reasonable adjustments such as auxiliary aids if required to overcome any disadvantage experienced at school and to increase access to the curriculum.

All pupils have individual national curriculum targets set in line with national outcomes as well as individual needs.

Pupils' attainments are tracked using the school's tracking system so that those failing to make expected levels of progress are identified quickly. Possible reasons for the lack of progress is discussed in progress meetings and, if appropriate, with the pupil. Parents are informed of any concerns.

Action to increase the rate of progress is identified and recorded. This includes a review of the impact of the differentiated teaching as well as any intervention strategies and programmes.

Where special educational provision is required, parents are informed of this, and their partnership is sought in order to improve attainments.

5.7 Adaptations to the curriculum and learning environment

We provide dyslexia friendly approaches within the classroom, for example.

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Please see copy of the whole school provision map in the appendix.

5.8 Additional support for learning

Our teaching assistants deliver a variety of support strategies and interventions that target the development of key skills such as reading and maths.

They provide individualised support as and when required. However, when possible, pupils receive support in small groups and by other means of differentiation in order to support the development of independence skills and avoid overreliance on adults.

We work with a range of outside agencies to provide support for pupils with SEND such as:

- Wolverhampton Outreach Team
- Early Years Support Team
- Wolverhampton Educational Psychology Support Service
- Child and Adolescent Mental Health Support (NHS)
- Occupational Therapy Support (NHS)
- Speech and Language Support (NHS)
- Wolverhampton Inclusion Support
- Independent Advice and Support Service (IASS)
- Connexions – Careers Guidance

5.9 Expertise and training of staff

Teaching and support staff receive regular and ongoing training in all matters relating to SEND. Staff also work very closely with Wolverhampton Local Authority SEND support and are encouraged to take advantage of the training that the council provides.

A significant number of support staff completed the Wellbeing and Emotional Literacy Leaders Training (WELL Passport) and attended training on how to meet the needs of pupils who have ASD.

All teaching and support staff attend regular training sessions on inclusive practice, for example during staff inset days at the start of each term. More recently staff have attended sessions on restorative practice and its importance during form time as well as dyslexia friendly approaches to teaching.

Primary teaching and support staff receive regular training on matters relating to inclusion and support such as reading support, development of mathematical understanding and how to meet the needs of children with communication and interaction needs.

Regular awareness training is provided to all staff on:

- *How to support pupils with dyslexia and literacy difficulties.*
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with memory difficulties

- Access arrangements and the normal way of working

In addition to that, a number of support and teaching staff have completed enhanced training on:

- How to support pupils on the autistic spectrum
- How to support pupils with social and emotional needs
- How to provide mentoring sessions for pupils with behavioural needs
- How to implement Speech and Language Programmes (Talk Boost and ELKLAN)
- How to use play for therapeutic interventions

The SENCo has the following post-graduate training:

- **Master of Education (MEd.)** University of Wuerzburg, Germany, 2002
- **Postgraduate Certificate in Learning Difficulties and Disabilities**, University of Birmingham, 2009
- **Postgraduate Certificate in Post- Compulsory Education (Literacy)**, University of Newport / Wales, 2011
- **National Award of SEN Co-ordination**, University of Wolverhampton, 2012
- **Certificate of Psychometric Testing, Assessment and Access Arrangements (CPT 3A)**, University of Middlesex, London
- **Certificate in Strategic Teaching Support for Dyslexia and Literacy**, Dyslexia Action, 2021

5.10 Securing equipment and facilities

The school uses EHCP or pupil premium funding to purchase required equipment to support inclusion of individual pupils. The SEND department also have a number of laptops that pupils can borrow for individual lessons, if required.

The school uses the resources available to provide pupils with the necessary facilities required to support their needs. However, due to ongoing building work and restrictions in terms of space as well as accessibility of the building not all SEND needs, in particular those with physical and SEMH needs cannot always be met easily. Hence, parents of children with SEND needs are encouraged to make an appointment with the school's SENCO prior to an application to discuss the support available and the restrictions that the school currently faces.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after half a term to a term (depending on the intervention)
- Pupil and parental feedback
- Monitoring by the SENCO

- Using provision maps to remove barriers to accessing the curriculum
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to participate in trips including residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability as long as safety to the pupil and staff can be maintained. Risk assessments are carried out so that procedures can be put in place to support inclusion of all children.

The school's accessibility plan identifies additional information regarding the access to the curriculum, information provided and physical environment.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils receive regular teaching on matters relating to PSHE (personal, social, health and economic education)
- At Senior School, all pupils have access to the school's Wellbeing Hub and the support that the wellbeing officers provide.
- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are also encouraged to be part of the school's Lunch Clubs to promote teamwork/building friendships.

The school employs an SEMH coordinator and wellbeing officers who oversee the school's wave 1 and 2 pastoral support. She provides regular group sessions for emotional and social development.

At Wave 3, pupils also have access to the school's 1:1 mentoring and counselling support.

5.14 Working with other agencies

Staff at The Royal School collaborate closely with a range of external professionals from health, social care, local authorities as well as volunteer sector organizations. In any case, parents/ carers and pupils are at the heart of any work that is carried out in support of a pupil or family. Hence, staff most appropriate to support an individual pupil at school and collaborate with specific external professionals will be the named contact for an outside agency. In the primary phase this may often be the Phase Lead whilst at Secondary Level this may be the SENCO or relevant pastoral staff.

5.15 Complaints about SEN provision

If you wish to discuss your child's special educational needs or have concerns on how your child's SEND needs are met, please contact the following:

- Your child's class / subject or form teacher
- The SENCo,
- The Headteacher,
- For complaints, please contact the School Governor with responsibility for SEND. Her name is Cherry Reynolds. She can be contacted via the school's email: info@theroyal.school

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

The Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iassnetwork.org.uk/>

Parents who are unhappy with the Local Authority or school responses to their child's SEND, may seek mediation from the regional mediation services. Information on this free service is located here <https://www.kids.org.uk/regional-mediation>

5.17 The local authority local offer

For a copy of the school's information report and additional information on the local authority's Local Offer please browse the LA's information website:

<http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>

6) Monitoring Arrangements

This policy and information report will be reviewed by Susanne Afifi on an annual basis and subsequently approved by the governing board. It will also be updated if any changes to the information are made during the year.

7) Links with other policies and documents

This policy links to our policies on

- Accessibility Plan
- Learning and Teaching Policy
- Behaviour Policy
- Dyslexia Friendly Development Plan

8. How accessible is the school environment?

In the last three years the following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- A ramp to the two steps into Senior School to ensure the front of the site is accessible to all.
- Several toilets have been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided at Senior School in order to enable a safe place for insulin testing/injections.
- A lift has been added to the Senior School main site
- Several nurture rooms have been developed at Primary and Senior School to improve inclusion in the mainstream classrooms for vulnerable pupils.
- Steps have been marked with white edging to support pupils and staff with visual impairments.
- An environmental audit has been carried out for visually impaired pupils and staff.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information which is available via the school website.

Non-negotiables - Dyslexia Friendly Strategies

Information sharing:

- Establish **routes** for lessons.
- Avoid long and excessive teacher talk.
- Repeat key information.
- Ask students to **explain back to you what they need to do**.
- Ask peers to **rephrase pupil answers so those with slower processing/speech and language issues get additional explanations**.
- **Build in natural breaks**.
- Board/sheets with **clearly defined spaces** - use colour to separate various bits of info.
- **Invite pupil questions**.
- Have material at hand for key info (e.g., knowledge organizer/ key word list). **Use a minimum of font 12 for any material**.
- **Chunk lesson and allocate time to various parts**.
- Give HW that targets key skills

Reading and language development:

- **Provide reading practice of text whenever possible.**
- **Giving pre-reading homework (one per main topic at least).**
- Allocating time in the lesson to the reading of a text/exam question to clarify meaning of words.
- Provide handout of all essential information and copies of reading text for pupils on SEND (EHCP and K + EAL).
- Teach word attack skills by showing pupils how to separate and teach:
 - o Prefix - root word - suffix (per-cent - age)
- Guide access to laptop and immersive reader for reading and translation (see TS for advice).
- **Provide bigger spacing (1.5) between lines and count lines for long text. No font smaller than n12 on any handouts.**
- **Use key vocabulary with intent, revisit meaning and get pupils to use academic vocabulary again, again & again!**

- Request that pieces of writing are planned.
- **Teach how to plan a piece of writing.**
- Provide tabletop copy of essential information that needs copying to avoid having to copy off the board. Allow this also to be glued into the book.
- **Provide handouts with correct information to glue into books.**
- Support the organisation of work in book.
- **Guide pupils to dictate and record work using a laptop iPad (see TS for advice).**
- Develop alternative ways of recording as normal way of working.
- **Provide guidance on how to proofread (e.g., use Think Pink - see TS).**