

# A Graduated Approach to SEND Support at Clee Hill Community Academy

	Inclusive provision for all of our learners	Targeted provision for some learners	Specialise support for few learners
<p><b>Communication and interaction</b> Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.</p>	<ul style="list-style-type: none"> <li>• Visual timetables/ Now &amp; Then boards</li> <li>• Adapted teaching of curriculum e.g., simplified language, key words on working wall, have a go spelling books</li> <li>• Structured school &amp; class routines</li> <li>• Use of visuals/ICT to make learning more visual</li> <li>• Learning partners</li> <li>• Pot of Fairness to allow everyone opportunities to speak</li> <li>• 'No hands up' approach to answering questions</li> <li>• Stoke Speaks Out</li> <li>• Actions for key vocabulary</li> <li>• <b>Next steps - Visual cues across all learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language interventions for pupils: Talk Boost and Early Talk Boost.</li> <li>• NELI assessments and interventions</li> <li>• Social speaking intervention groups</li> <li>• Language for learning strategies used to support</li> </ul>	<ul style="list-style-type: none"> <li>• 'Language for Thinking' programmes with TA</li> <li>• Involvement of outside agencies: Speech &amp; Language therapy (SALT)</li> </ul>
<p><b>Cognition and learning</b> Where children and young people learn at a slower pace than others their age, they may:</p> <ul style="list-style-type: none"> <li>• have difficulty in understanding parts of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• A curriculum designed to support recall - working memory with visual or verbal cues.</li> <li>• Opportunities for modelling - support cues, physical apparatus to support learning.</li> <li>• Teach, do, teach do - short and focused activities</li> <li>• Brain breaks</li> <li>• Reflective practice - reviewing mistakes and learning from them -have a go spelling books</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for pre-learning</li> <li>• Interventions focus on catch up no keep up.</li> <li>• Coloured overlays</li> <li>• Individual brain breaks,</li> <li>• Targeted common exceptions words for identified pupils.</li> <li>• Targeted seating plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of outside agencies: LSAT/ Educational Psychologist</li> </ul>

<ul style="list-style-type: none"> <li>• have difficulties with organisation and memory skills</li> <li>• have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy</li> </ul> <p>The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.</p>	<ul style="list-style-type: none"> <li>• Heat maps pick up on misconceptions/ areas of development promptly and subsequent support.</li> <li>• Learning walls</li> <li>• Growth mindset- confidence to have a go</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised toolkits - i.e. prompt cards.</li> <li>• Electronic spell checkers</li> <li>• Dyslexia Friendly books.</li> <li>• Changing screen colours on computers.</li> <li>• <b>Next steps - Talk tins/ talk tablets</b></li> </ul>	
<p><b>Social, emotional and mental health difficulties</b></p> <p>Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:</p> <ul style="list-style-type: none"> <li>• have difficulty in managing their relationships with other people</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices</li> <li>• Clear consistent whole school expectations and aspirations: Class Dojos, spotted being fantastic</li> <li>• Time out to reflect on incidents - supportive response</li> <li>• High quality PSHE teaching</li> <li>• KS2 Playground Play Leaders - Jumping Jaxx/ Buddy system</li> </ul>	<ul style="list-style-type: none"> <li>• Social stories</li> <li>• Attachment - key members of staff trained to support</li> <li>• Understanding your Child (Solihull Approach) - classes ran by staff and parenting team.</li> <li>• Fidget toys</li> <li>• <b>Next steps - ELSA - member of staff trained in March 2026</b></li> </ul>	<ul style="list-style-type: none"> <li>• Boxall Profile-targeted interventions to improve wellbeing.</li> <li>• Behaviour charts - positive aims/ achievable targets</li> <li>• Personalised behaviour support plan (Trauma / CPI).</li> <li>• Educational Psychologist-</li> </ul>

<ul style="list-style-type: none"> <li>• be withdrawn</li> <li>• behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing</li> </ul> <p>This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.</p>	<ul style="list-style-type: none"> <li>• Policies: Behaviour, Anti Bullying, Child Protection, e-Safety</li> <li>• Mental health ambassadors - key members of staff completed training</li> <li>• Zones of regulation</li> <li>• <b>Next steps: Trained lunchtime supervisors</b></li> </ul>		<p>assessment, advice &amp; recommendations</p> <ul style="list-style-type: none"> <li>• Child and Mental Health Service (CAMHS) - assessment, advice &amp; recommendations</li> </ul>
<p><b>Sensory and/or physical needs</b></p> <p>Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.</p>	<ul style="list-style-type: none"> <li>• Staff are aware of needs/impairment/disability/medication or emergency treatment or procedures - <i>Medical folder in each classroom</i></li> <li>• Whole staff training for emergency treatment e.g, EpiPen use</li> <li>• Appropriately trained staff e.g., Paediatric first aider, First aider At work</li> <li>• Administration of medicines procedures e.g., Consent forms filled in by parents</li> <li>• Bathroom management facilities</li> <li>• Accessible grounds and building e.g., slopes as alternative to stairs and a lift</li> </ul>	<ul style="list-style-type: none"> <li>• Advice/recommendations from school nursing team/medical team/sensory support team</li> <li>• Health Care Plan/Risk Assessment in place</li> <li>• Training for named staff for administration of medication.</li> <li>• Staff follow recommendations from medical team</li> </ul>	<p>Involvement of outside services for advice and recommendations: School Nurse, GP. Paediatrician, Occupational Therapist, Hearing/Visual Impairment Team, etc</p>

	<ul style="list-style-type: none"><li>• Risk assessments completed as appropriate e.g., off-site visits</li><li>• Staff training for medical needs i.e. Asthma/ anaphylactic</li></ul>	<ul style="list-style-type: none"><li>• Specialist pencils, pencil grips, laptops, wrist supports</li><li>• Colour reading strips.</li><li>• Intimate care plans</li></ul>	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--