At King’s Lynn Academy, we believe that students with Special Educational Needs should be supported through high quality teaching, alongside their peers so that they can make good progress. This, therefore, required teachers in each subject to adapt their provision to meet the needs of individual students.

**Communication and Interaction**

Instructions shared clearly and concisely, these will be displayed on the board and printed for those that need them more easily accessible.

Teachers will be aware of making teacher talk simple and clear as much as possible to ensure clarity for students. This includes not providing too much information or too many instructions at once.

Use students’ names when asking questions or giving specific questions to ensure they know they are being addressed. Additionally, teachers will check that individual students with SEN have understood the instructions.

Key information/vocabulary print-outs will be provided for those that require these to refer back to.

Tasks will be broken down into achievable, single steps.

Allow take up and thinking time when asking questions, this may include giving a student warning that they are going to be asked and coming back to them.

Clear signals given about transitions between tasks and the time left to complete them.

Changes to the norm will be clearly communicated with the student, if possible before the lesson.

Careful consideration given to seating of individual students to ensure

Extra time will be provided for students to complete tasks and teachers will be aware of students becoming fatigued.

Students will be allowed to use their phones to take photos of the resources, search the internet or to record the lesson.

**Social, Emotional and Mental Emotional Health**

Instructions shared clearly and concisely, these will be displayed on the board and printed for those that need them more easily accessible.

Allow use of aids to support students with their concentration and other symptoms of ADHD. This could include the use of fidget toys and allowing students to move in the classroom.

Allow for take up time for students to follow instructions and thinking time when asking questions, this may include giving a student warning that they are going to be asked and coming back to them.

Teacher awareness of the signs of lack of concentration will allow them to support them to refocus and remain on task.

Teachers will allow and encourage the use of time-out/out of lessons passes to de-escalate unsettled behaviour.

Students will be “caught getting it right” and be praised for positives, however small, to allow for success in their learning.

For students who struggle to work in pairs/groups, provide opportunities for them to complete the task alone or with a partner of their choosing.

Careful consideration of seating plans.

**Cognition and Learning**

Instructions shared clearly and concisely, these will be displayed on the board and printed for those that need them more easily accessible.

The amount of written work expected will be reduced using alternative tools such as cloze exercises, statement matching, etc.

Reading tasks will be supported through strategies such as highlighting key points, reduction of text, simplification of text etc.

Use of visual cues will be used to support reading from a text as anchor points for key text.

Allow for take up time for students to follow instructions and thinking time when asking questions, this may include giving a student warning that they are going to be asked and coming back to them.

Careful consideration of seating plans.

Teachers may plan alternative tasks for those students who need more support.

Allow students to record their answers in alternative forms such as mind-maps, statement matching, images with labels etc. Writing frames and planning frames where longer pieces of writing are required. Mini-whiteboards or post-its could be used to assist with planning before it is written in their book.

Extra time will be provided for students to complete tasks and teachers will be aware of students becoming fatigued.

Careful consideration of seating plans.

Backgrounds of PowerPoints will be a pastel colour or off-white to reduce visual stress. In addition, those who have had a particular colour need identified will have their resources printed on the appropriate colour.

The student will be support to write down their or provide a print-out of homework.

Teacher awareness of cognitive overload and poor working memory so will not give too many instructions or too much information to be remembered without other prompts/cues.

Students will be allowed to use their phones to take photos of the resources, search the internet or to record the lesson.

**Sensory and/or Physical**

For visually impaired students, font size should be increased as per the guidance from VSSS on all in class and homework resources. The appropriate font style and size, as well as background, will be used on PowerPoint or on-screen materials. These materials may also be printed for individuals.

Seating requirements to be carefully considered to ensure that students can move around the room as needed as well as being about to see and hear the board and teaching.

For those with hearing impairments, teachers will ensure that they are facing them when speaking to allow for lip reading. They will ensure that the student is aware that they are being spoken to by using their name.

Students will be supported to you the equipment and technology that are provided by the SEN team.

Students who require it will be provided with a writing slope (or lever arch file as substitute) to support them when writing.

Students will be allowed to use their phones to take photos of the resources, search the internet or to record the lesson.