

**Lyme Community Primary – The Curriculum
SEN – Implementation**

Our School Values (I CAN – Inspire / Challenge / Achieve / Nurture) underpins the implementation of our curriculum to all our children, including those with Special Educational Needs.

According to the SEN Code of Practice (2014) there are 4 areas of identified need:-

Communication and Interaction

Cognition and Learning

Physical and Sensory

Social, Emotional & Mental Health

For those children who have an identified area of need we implement the curriculum as follows:-

<i>Communication and Interaction (Speech, Language and Communication) Needs:</i>		
<i>What the curriculum and teaching looks like at Lyme:</i>	<i>How we adapt the learning / environment at Lyme:</i>	<i>The agencies we would work with and specific intervention programmes we use at Lyme:</i>
<p><i>* We would observe and record a child's strengths and weaknesses in expressive and receptive language. This is so that we have an understanding of the child's use of vocabulary, grammatical structure, conversational skills and their speed of language processing.</i></p> <p><i>* Teaching methods would be adapted to include the use of visual aids, signalling and signing (such as Makaton / BSL).</i></p> <p><i>* Teacher's (when /where needed) wear lanyards with visual communication / prompt cards.</i></p> <p><i>* Teacher's use a consistent approach and use repetition to support the child's</i></p>	<p><i>* We group our children carefully to provide opportunities for peer support, the development of social understanding and inference and structured opportunities for conversation and sharing of ideas.</i></p> <p><i>* In class we carefully consider seating arrangements to ensure there are:-</i></p> <p><i>Role models for speaking/ listening close-by;</i></p> <p><i>Minimal distractions;</i></p> <p><i>Uninterrupted views of the teacher and any visual supports in place.</i></p> <p><i>* Verbal instructions / explanations are simplified.</i></p> <p><i>* Visual and concrete support is provided so children can understand verbal information.</i></p>	<p><i>* We would provide whole school information/training as appropriate so that staff feel confident in their ability to prepare resources and implement a range of approaches etc (e.g. Universal SALT Training).</i></p> <p><i>* There would be input/involvement from SALT, Specialist Teachers (e.g. HI Teacher / Teacher of the deaf) and/or Educational Psychologist to inform intervention programmes and/or provide specific advice about environmental adaptations needed.</i></p> <p><i>* We would use: Makaton, PECS, ELKLAN, Early Talk Boost and NELI (Nuffield Early Language Intervention).</i></p>

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<p><i>understanding.</i></p> <p><i>* Differentiation is used to reflect individual needs in relation to the curriculum, speaking and listening and social and emotional development.</i></p> <p><i>* We use targeted interventions to address specific SLCN (e.g. vocabulary comprehension and inference, use of language, sentence structures, the speech sound system, sequencing and active listening skills) in line with advice from a Speech and Language Therapist.</i></p> <p><i>* We provide opportunities for children to develop their social communication skills through ‘social intervention’ groups – with support from our Pastoral Manager.</i></p> <p><i>* Direct intervention from a Speech and Language Therapist.</i></p> <p><i>* Pre and post teaching.</i></p> <p><i>* Significant use of equipment to support learning (e.g. ICT, audio-visual equipment).</i></p>	<p><i>* We make specific environmental adaptations such as:-</i></p> <p><i>visual timetable(s)</i></p> <p><i>visual prompts</i></p> <p><i>instruction sheets.</i></p> <p><i>* We use specific / individual equipment to meet need. For example:-</i></p> <p><i>Hearing Aid with Radio Transmitter</i></p> <p><i>Hearing Loop</i></p> <p><i>I-pad</i></p> <p><i>* Peer support is used both in class and at break times to facilitate social interaction. These may change according to the activity to provide a variety of social and learning experiences.</i></p>	<p><i>* We would use a range of concrete objects of reference and visual supports to maximise the child’s potential for learning.</i></p> <p><i>* We would implement individual SALT Care Plans for specific individual SLCN - after a referral and assessment has been undertaken by SALT.</i></p>
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<p><i>Communication and Interaction (ASD – Autistic Spectrum Disorder) Needs:</i></p>		
<p><i>What the curriculum and teaching looks like at Lyme:</i></p>	<p><i>How we adapt the learning / environment at Lyme:</i></p>	<p><i>The agencies we would work with and specific intervention programmes we use at Lyme:</i></p>
<p><i>“If you’ve met one person with autism, you’ve met one person with autism”. As ASD is unique to every individual we ensure that we tailor the curriculum and teaching and the</i></p>		

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learning / environment to meet those specific individual needs – using the following strategies or a range of them:-		
<p><i>Students on the autism spectrum will access strategies and resources typically available in the ordinary classroom – for example: time taken by teacher to explain change in routine; visual prompts for tasks; visual timetables, written tasks; Circle of Friends; Buddy System etc. In addition, we may:-</i></p> <ul style="list-style-type: none"> <i>* Provide planned opportunities for social and emotional development.</i> <i>* Specifically teach rules and routines with reminders/prompts – where / when needed.</i> <i>* Structure the promotion of social interaction/communication, flexible thinking and independence – this would be integral within the content and delivery of the curriculum.</i> <i>* Use an approach that incorporates routines, structured tasks, immediate reward Systems – tailored to individual need(s).</i> <i>* EHCP or Learning Plan targets will be addressed through small group and class work across the curriculum. Support would consider:</i> <ul style="list-style-type: none"> <i>- use/understanding of language</i> <i>- acquisition of core skills for literacy/ numeracy</i> <i>- use of (low level) alternative means of</i> 	<ul style="list-style-type: none"> <i>* Rules and Routines taught and practised – to provide consistency.</i> <i>* Extra care is taken with the use of language - clear, simply expressed instructions being used.</i> <i>* Practical support sessions to prepare for school / transitions, e.g. packing a bag for school, following a timetable, taking tests etc.</i> <i>* Grouping arrangements or additional support in the classroom are used flexibly / carefully considered to promote social interaction, language use / understanding and use of imagination.</i> <i>* There is consistency within the classroom in terms of organisation, structure, routines, space and place, with identified areas for the child.</i> <i>* Classroom supports would be available / provided:- the use of visual timetable, prompt and/or instruction sheets; visually identified expectations and teaching outcomes, frequent visual supports for teaching.</i> <i>* Peer support systems may be established and developed, in particular to support unstructured times.</i> <i>* Individualised approaches that might</i> 	<ul style="list-style-type: none"> <i>* As a school we would refer to The AET National Autism Standards and Personal Competencies – to meet individual need(s).</i> <i>* We would provide whole school information/training as appropriate (from TESSA AUTISM – such as TEACCH) so that staff feel confident in their ability to prepare resources and implement a range of autism friendly approaches e.g. access to a quiet area and calming activities, social skills programmes and a range of visual approaches etc.</i> <i>* We have 1 ‘Autism Friendly’ Trained TA.</i> <i>* We use a wide range of written or drawn visual supports for tasks and/or personal organisation. These supports are also used to manage periods of ‘change’.</i> <i>* A wide range of objects, visual supports and vocabulary lists to support and maximise student’s potential for learning.</i> <i>* Withdrawal facilities are provided for times of stress - Individual support/debrief following any incident is provided.</i> <i>* We would use a home-school diary to aid communication.</i> <i>* Regular advice and input from the following external agencies:</i>

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<p><i>communication</i> - social use of language to support personal organisation, timetabling and developing independence. * Teacher explanations would be explicit and consistent. * Vocabulary, inference, active listening and active response to general instruction would be specifically taught (where needed). * Provide arrangements for unstructured times, e.g. helping child to know what to do in breaks, giving a safe place to go, training in play skills – when / where needed – according to individual need(s). * Pre-tutoring and post teaching to generalise skills across contexts. * Life skills would be taught at an appropriate age and in context (e.g. how to catch the bus when moving to high school).</p>	<p><i>include: a workstation, augmentative and alternative communication strategies e.g. PECS, time taken by teacher to explain change in routine, visual prompts for tasks, visual timetables, written tasks, Buddy System, structured tasks, immediate reward systems, access to a quiet area and calming activities, withdrawal area for times of stress, etc.</i> * Planned opportunities for social and emotional development – Circle of Friends Activities / Social Skills Programme. * Individual support/debrief following incident(s). * Use of a home-school diary to aid communication. * Regular advice and input from external agencies such as the Educational Psychologists, Speech and Language Therapy, Occupational Therapy Service and TESSA (Autism Team).</p>	<p><i>Educational Psychologists Speech and Language Therapy TESSA AUTISM Team Occupational Therapy Service.</i> * We would write, regularly review and share pen pictures/portraits with teachers and support staff and parents and child. * We would carefully plan off-site activities including school trips to ensure ASD friendly access and modifications are made as needed.</p>
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<p><i>Cognition and Learning Needs:</i></p>		
<p><i>What the curriculum and teaching looks like at Lyme:</i></p>	<p><i>How we adapt the learning / environment at Lyme:</i></p>	<p><i>The agencies we would work with and specific intervention programmes we use at Lyme:</i></p>

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<p><i>* Small group and/or individual teaching using structured materials to develop basic skills with opportunities for over learning and revision.</i></p> <p><i>* Access to specialist teaching and learning programmes, which are multi-sensory, well-structured with opportunities for repetition and consolidation of skills – such as Beat Dyslexia, Memories for Learning, Pre and Post Tutoring.</i></p> <p><i>* Strategies and targeted interventions (as required) to:</i></p> <ul style="list-style-type: none"> <i>• develop personal organisation (timetabling and personal equipment);</i> <i>• develop curricular skills;</i> <i>• extend concentration and attention to task;</i> <i>• support weak spatial and perceptual skills;</i> <i>• support problem solving;</i> <i>• assist with developing fluent handwriting and/or opportunities to develop word processing skills through the use of ICT;</i> <i>• use of alternative forms of recording where appropriate (such as a scribe or voice-recording equipment).</i> <p><i>* Pupils are given the opportunity to access information in a variety of ways other than by reading text.</i></p> <p><i>* Texts and equipment are at pupils' instructional level and matched to their age, ability and dignity.</i></p>	<p><i>* Access to peer supported learning (e.g. peer modelling, use of buddy schemes etc).</i></p> <p><i>* Provide a safe environment in which children and young people are taught and can practise a range of social and life skills.</i></p> <p><i>* Arrangements are made to support the use and delivery of approaches/materials for students with SpLD (to include use of multi-sensory teaching strategies, a focus on phonological awareness, motor skills programme – Beat Dyslexia, Direct Phonics, Insync).</i></p> <p><i>* A range of classroom supports that include:</i></p> <ul style="list-style-type: none"> <i>• use of visual timetable;</i> <i>• prompt and/or instruction sheets;</i> <i>• visually identified expectations and teaching outcomes;</i> <i>• frequent visual supports for teaching including signalling and signing.</i> <p><i>* Specific links are made to previous lessons and the real world – to ensure all learning is in context for the pupil and is consolidated.</i></p>	<p><i>* All staff are trained and able to support students with MLD and/or SpLD.</i></p> <p><i>* We would obtain support/advice – via TESSA.</i></p> <p><i>* We would use ICT equipment/software to develop and support basic skills and alternative approaches to recording (this includes word processing packages).</i></p>
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Physical and Sensory Needs - PHYSICAL and SENSORY:		
What the curriculum and teaching looks like at Lyme:	How we adapt the learning / environment at Lyme:	The agencies we would work with and specific intervention programmes we use at Lyme:
<p><i>* Planned small group and individual work as necessary - linked to tiredness or varying health /condition. This might include timetabled learning breaks as required. Withdrawal from class would be kept to a minimum.</i></p> <p><i>* Alternative methods of recording - as advised by specialist staff.</i></p> <p><i>* Curriculum differentiation and a degree of support to reflect individual needs (in particular in PE and other practical subjects and activities).</i></p> <p><i>* Pace of teaching takes account of impact of physical / sensory difficulty.</i></p> <p><i>* An appropriately challenging educational curriculum.</i></p> <p><i>* Flexible support to include, as required:</i></p> <ul style="list-style-type: none"> <i>• dressing/undressing</i> <i>• personal care</i> <i>• assistance with physical aids.</i> <p><i>* Reasonable adjustments / arrangements are made for formal assessment tasks.</i></p> <p><i>* Opportunities and comprehensive resources for motor skill development offered</i></p>	<p><i>* An organised classroom with flexible grouping / seating arrangements to promote independent learning.</i></p> <p><i>* Provision aims to help the student in becoming a fully integrated member of our school community.</i></p> <p><i>* Modification of classroom organisation, routine and environment - as advised by external professionals.</i></p> <p><i>* An audit of the environment would consider reasonable adjustments such as:</i></p> <ul style="list-style-type: none"> <i>• access issues with adaptations to environment</i> <i>• consideration to timetabling and location of rooms</i> <i>• some limited items of special equipment that may be required to support learning / access to the curriculum (desk / chair / wobble cushion / specialised writing equipment / writing slope etc).</i> <p><i>* Classroom organisation takes account of social relationships.</i></p> <p><i>* Educational visits and extra-curricular activities are planned to fully include the student with physical / sensory needs.</i></p>	<p><i>* There would be regular liaison between parents / carers, external professionals and school staff in relation to specific programmes and targets – to meet individual physical or sensory needs.</i></p> <p><i>* A Health Care Plan would be devised - where needed / appropriate.</i></p> <p><i>* We would access specialist advice on ICT (equipment and use).</i></p> <p><i>* We would follow Guidelines for Health and Safety and Risk Assessments.</i></p> <p><i>* Key staff would be trained and able to deliver individualised therapy programmes; specific learning programmes to meet individual physical / sensory needs.</i></p> <p><i>* We would work with a range of specialists:-</i></p> <p><i>Occupational Therapy</i></p> <p><i>Physio Therapy</i></p> <p><i>Early Years</i></p> <p><i>0 to 19 Health Team</i></p> <p><i>School Nurse</i></p> <p><i>Speech and Language Therapy</i></p> <p><i>Medical Professionals (as needed)</i></p> <p><i>* We would provide access to a range of equipment including a range of furniture /</i></p>

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<p><i>within the school curriculum and environment – for example: In Sync Programme / Sunflower Sensory Seedlings Programme.</i></p> <p><i>* Teaching methods utilise appropriate ICT, specialist aids and adaptations to facilitate access to the curriculum.</i></p> <p><i>* Significant individual / small group support with:-</i></p> <ul style="list-style-type: none"> <i>• practical lessons</i> <i>• personal care</i> <i>• physiotherapy programmes</i> <i>• learning programmes</i> <i>• physical aids</i> <p><i>and</i></p> <ul style="list-style-type: none"> <i>• movements around school.</i> <p><i>(where / when needed).</i></p>	<p><i>* Additional support would be provided during the unstructured periods of the day to ensure safety and inclusion.</i></p> <p><i>* Access to significant individual / small group in class support.</i></p> <p><i>* Equipment such as a lift / stair climber / changing bed and shower (as appropriate) – would be provided.</i></p> <p><i>* Specialist software and technology to support access to the curriculum – as recommended by specialist agencies.</i></p>	<p><i>storage and equipment to support the student.</i></p> <p><i>* There would be an identified key member(s) of staff, where appropriate, for personal care needs and the child / young person would have an ICP (Intimate Care Plan) in place.</i></p> <p><i>* Specialist transport arrangement would be made – where appropriate.</i></p> <p><i>* We would arrange specific training for class teachers and TAs, e.g. in Manual Handling (if required).</i></p> <p><i>* We would ensure that the student has access to specialist equipment to support communication and mobility.</i></p>
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<p>Physical and Sensory Needs – HEARING IMPAIRMENT:</p>		
<p>What the curriculum and teaching looks like at Lyme:</p>	<p>How we adapt the learning / environment at Lyme:</p>	<p>The agencies we would work with and specific intervention programmes we use at Lyme:</p>
<p><i>* The teacher will provide some differentiation and opportunities to practise /reinforce listening and other skills as necessary.</i></p> <p><i>* Specific pre-teaching of subject based vocabulary and concepts.</i></p>	<p><i>* Staff would be aware of the student’s hearing loss and its implications in school (e.g. language and vocabulary acquisition, poor attention and concentration skills).</i></p> <p><i>* Students would be supported to</i></p>	<p><i>* Staff would be provided with the necessary training to develop the skills to support students with HI.</i></p> <p><i>* The student’s hearing will be assessed by an appropriately qualified professional, who will refer on to other agencies if required.</i></p>

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<p><i>* Careful monitoring of the development of language and literacy skills.</i></p> <p><i>* Planned use of audio-visual materials.</i></p> <p><i>* Teaching of active listening skills.</i></p> <p><i>* The speaker will: identify themselves in some way so that the student can locate them before they begin to talk / speak clearly / check that the student has heard / check that the student has understood all the instructions / cue in the student when someone else is speaking in a group discussion.</i></p> <p><i>* A variety of teaching approaches and use of the senses to support learning.</i></p> <p><i>* The advice of external professionals (HI Team and SALT) will inform teaching and learning tasks specific to curriculum need.</i></p> <p><i>* Differentiation will reflect individual needs in relation to the curriculum and speaking and listening.</i></p> <p><i>* Targeted interventions / support will address:</i></p> <ul style="list-style-type: none"> <i>• vocabulary</i> <i>• comprehension and inference</i> <i>• use of language</i> <i>• sentence structures</i> <i>• the speech sound system</i> <i>• active listening skills</i> <i>• social language skills.</i> 	<p><i>independently use their hearing technology.</i></p> <p><i>* Students and staff would follow the guidance of the audiologist, ENT consultant, HI Team, SALT.</i></p> <p><i>* Quiet / private space for hearing technology test box checks and for management of personal hearing and radio aids.</i></p> <p><i>* Seating arrangements are carefully considered for student understanding.</i></p> <p><i>* Use of classroom display, pictures, word banks, visual dictionaries and specific software to introduce and re-inforce new language and verbal concepts.</i></p> <p><i>* In class support is provided to re-inforce and support access to classroom discussions.</i></p> <p><i>* Background noise is kept to a minimum to develop an acoustic friendly classroom environment.</i></p> <p><i>* Peer support is provided both in class and in break times to facilitate social interaction, where required.</i></p> <p><i>* An audit of the environment would take place to consider reasonable adjustments such as:</i></p> <ul style="list-style-type: none"> <i>• Radio Aid</i> <i>• Hearing Loop System</i> <p><i>* Transition support would be provided – where / when needed.</i></p>	<p><i>* We would follow the general guidance from the National Deaf Children’s Society and NHS England.</i></p> <p><i>* We would consider the use of classroom listening resources such as: Hearing Loop.</i></p> <p><i>* Key staff would be trained and able to complete daily functional tests of radio aids, personal hearing aids daily listening checks.</i></p> <p><i>* Medical intervention and monitoring would be undertaken by:</i></p> <p><i>Audiology (NHS)</i></p> <p><i>TESSA (Hearing Impairment Team)</i></p> <p><i>* A key member of staff would be present and attend all SLT visits (within school) and be allocated time to complete Speech and Language work between visits – with the student.</i></p> <p>Access to Communication Skills:</p> <p><i>* There would be support in school from a member of staff with additional knowledge and skills in communication/ speech and language (e.g. TA with ELKLAN training) – we currently have one TA who is ELKLAN trained.</i></p> <p><i>* All staff would be trained in general deaf awareness and able to support and include students with HI in all areas of the curriculum.</i></p> <p><i>* We would access training from the Highly Specialist SLT regarding the listening/</i></p>
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<p><i>* Timetabled learning breaks will be provided – as advised by external professionals.</i></p> <p><i>* Teacher / TA will check student’s understanding of concepts throughout lessons – through questioning.</i></p> <ul style="list-style-type: none"> • <i>Opportunities for the student to learn sign language (as appropriate) – will be provided (if needed).</i> 		<p><i>hearing and impact on S+L and communication (when / where needed).</i></p>
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<p>Physical and Sensory Needs – VISUAL IMPAIRMENT:</p>		
<p>What the curriculum and teaching looks like at Lyme:</p>	<p>How we adapt the learning / environment at Lyme:</p>	<p>The agencies we would work with and specific intervention programmes we use at Lyme:</p>
<p><i>* Specific consideration to curriculum presentation and recording methods would be given – this would include:</i></p> <ul style="list-style-type: none"> • <i>use of IWB, ICT etc.</i> • <i>accessibility of printed materials</i> • <i>use of auditory/tactile stimuli</i> • <i>speed of work</i> • <i>physical position of student .</i> <p><i>* Advice and guidance would be sought from external professionals that informs teaching and learning tasks specific to curriculum need.</i></p> <p><i>* Targeted interventions / support would be</i></p>	<p><i>* All staff would be aware of the student’s VI and functional vision and its implications and impact in school.</i></p> <p><i>* Peer support - both in class and in break time.</i></p> <p><i>* Facilitate social opportunities - where / when appropriate.</i></p> <p><i>* Students would remain part of the mainstream class for activities except in exceptional circumstances.</i></p> <p><i>* An audit of the environment would be undertaken to consider reasonable adjustments such as:</i></p>	<p><i>* We would follow advice / guidance from specialist staff (OT / TESSA - VI Team / Health professionals) on the use of specialist equipment / visual aids e.g.</i></p> <ul style="list-style-type: none"> • <i>sloping reading / writing boards</i> • <i>low power magnifiers</i> • <i>dark pens / pencils</i> • <i>dark lined books / paper</i> • <i>large print materials</i> • <i>bright PE equipment</i> • <i>ICT access (with advice from a Technical Support Worker)</i> • <i>larger computer monitor</i>

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<p><i>provided to:</i></p> <ul style="list-style-type: none"> • <i>prepare student for a class activity / learning experience (pre and post teaching)</i> • <i>reinforce work</i> • <i>provide additional hands-on experience of materials or presentations</i> • <i>provide additional experiences - resulting from VI</i> • <i>develop specific skills to improve curriculum access (e.g. touch typing, use of magnifiers, distance aids and other specialist equipment).</i> <p><i>* Teaching of age appropriate independence, organisational and mobility skills in the context of the learning community.</i></p> <p><i>* Supporting in a small group - games and activities as an alternative to fast, large team games in PE and at break times.</i></p> <p><i>* Incorporated timetabled learning breaks – as / when / if needed.</i></p> <p><i>* Regular opportunities to practise and use specialist equipment e.g. Braille.</i></p> <p><i>* Pupil's strengths and needs in relation to the student's VI, curricular skills, social / emotional development and mobility regularly assessed.</i></p>	<ul style="list-style-type: none"> • <i>lighting which maximises the visual opportunities</i> • <i>position in class to ensure access to visual stimuli</i> • <i>access issues</i> • <i>consideration to timetabling and location of rooms</i> • <i>additional equipment may be required to support learning /access to curriculum (desk, chair etc).</i> <p><i>* Classroom organisation would take into account social relationships.</i></p> <p><i>* There would be:-</i></p> <ul style="list-style-type: none"> • <i>clear signage</i> • <i>high contrast colour schemes</i> • <i>visually highlighting equipment</i> • <i>controlled lighting (including blinds)</i> • <i>additional lighting</i> • <i>highlighted environmental features</i> • <i>good listening conditions</i> <p><i>to meet the needs of the VI.</i></p>	<ul style="list-style-type: none"> • <i>separate TV monitor</i> • <i>lap-top</i> • <i>digital voice recorder</i> • <i>access to modified materials</i> • <i>physical access to the curriculum and/or existing school facilities.</i>
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<i>Social, Emotional & Mental Health Needs:</i>		
<i>What the curriculum and teaching looks like at Lyme:</i>	<i>How we adapt the learning / environment at Lyme:</i>	<i>The agencies we would work with and specific intervention programmes we use at Lyme:</i>
<p><i>* APDRs/ IBPs / Provision Map targets are addressed through small group and class work within the curriculum framework and will address behavioural and social / emotional skills. These will be in addition to and are more targeted than the behaviour management techniques used throughout the school (as detailed in our School Behaviour Policy).</i></p> <p><i>* Student’s strengths and weaknesses in emotional and behavioural development are considered using behavioural checklists.</i></p> <p><i>* Evidence-based interventions that focus on developing skills e.g. Social Skills Group, Circle of Friends etc.</i></p> <p><i>* Individual mediation strategies such as specific praise, daily check-in, etc.</i></p> <p><i>* Student and parental involvement in the behavioural programme is clearly defined in the student’s IBP.</i></p> <p><i>* Adaptations are made to the teaching delivery to accommodate need: e.g. shorter teacher input, multi-sensory learning / delivery, adapt pace, intensity and / or non-verbal aspects of teaching style/approach.</i></p>	<p><i>* Grouping arrangements or additional support in the classroom are used flexibly to promote behavioural progress.</i></p> <p><i>* Frequent changes by teachers to support positive behaviour and learning.</i></p> <p><i>* On-going analysis and recording of behaviours (through the use of CpOMS) to provide baseline(s).</i></p> <p><i>* Use of an assessment tool that considers developmental issues (Boxall Profile).</i></p> <p><i>* Recording provides a clear analysis of antecedents, behaviours, consequences (ABCs) – this includes lunchtimes/breaks.</i></p> <p><i>* Opportunities for small group teaching to address appropriate behavioural expectations and/or social and emotional skills.</i></p> <p><i>* Opportunities for individual discussion and support, when necessary, is available daily – supported by our Pastoral Manager and Pastoral TA.</i></p> <p><i>* Where needed, an enhanced level of pastoral support (from our Pastoral Manager / Pastoral TA) is provided to complement established pastoral arrangements – Helping Hands Team Support.</i></p>	<p><i>* We would seek support and advice from a range of professionals:-</i></p> <p><i>Educational Psychologists</i></p> <p><i>TESSA (BIT - Behaviour Improvement Team)</i></p> <p><i>CAMHS (Child and Adolescent Mental Health Service)</i></p> <p><i>Barnardo’s</i></p> <p><i>School Nurse</i></p> <p><i>Early Years Team</i></p> <p><i>0 – 19 Health Team.</i></p> <p><i>* Pastoral Manager / Pastoral TA / SENCO and Class Teacher facilitates assessment, planning and monitoring – work as a team to best meet individual need(s).</i></p> <p><i>* Individual counselling and / or therapeutic support from external agencies / appropriately qualified professionals (as above).</i></p> <p><i>* We would provide the opportunity to attend LA provisions e.g. PACE.</i></p>

**Lyme Community Primary – The Curriculum
SEN – Implementation**

<p><i>* Adaptations are made to task(s) to increase attention, concentration and motivation (e.g. chunking and breaking down tasks, multi-sensory tasks).</i></p> <p><i>* Use of supported group work within the classroom.</i></p> <p><i>* A structured behaviour management programme is developed in conjunction with relevant external professionals (BIT / EP).</i></p> <p><i>* Additional targeted teaching in small groups or individually, for significant parts of the day, to address ADPR / IBP Provision Plan target.</i></p> <p><i>* Evidence based interventions include more specialist strategies:-</i></p> <ul style="list-style-type: none"> <i>• skills based programmes;</i> <i>• therapeutic input/mentoring – from our Pastoral Manager / Pastoral TA;</i> <i>• more focused rewards/sanction.</i> <p><i>* A flexible timetable (as appropriate) within the context of an inclusive curriculum may be used.</i></p>	<p><i>* Use of peer support strategies that Includes Circle of Friends, Discussion Groups, Social Support Groups, Buddying Systems, Peer Mentoring/Mediation.</i></p> <p><i>* Rules and routines are specifically taught with reminders and prompts – as necessary.</i></p> <p><i>* Opportunities to improve social skills, interaction and self-esteem.</i></p> <p><i>* Small group and within class support to teach/reinforce understanding of rules, rewards and sanctions.</i></p> <p><i>* Opportunities for periods of withdrawal to smaller group – this includes self-directed/ individual time-out.</i></p> <p><i>* Access to Nurture Activities (provided by our Pastoral TA / Helping Hands Team – where / when needed).</i></p> <p><i>* Use of restorative approaches to conflict resolution.</i></p> <p><i>* Use of Team Teach.</i></p>	
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