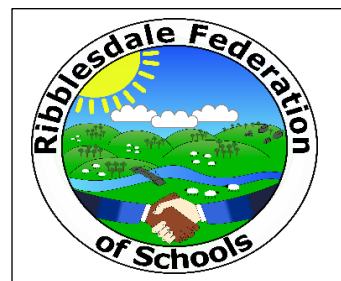


# SEND non-negotiables

## Ordinarily available provision and reasonable adjustments



\*Further information on how to make your classroom inclusive can be found [here](#)\*

Need	Non-negotiables
Cognition and learning (including dyslexia)	<ul style="list-style-type: none"> <li>• Every class has a visual timetable that is used and referred to daily – icons should be removed once session is over.</li> <li>• Reading rulers, coloured overlays, - in individual child’s reading packs and for children to choose from if they help.</li> <li>• highlighting lines in exercise books, voice recognition technology e.g. sound buttons, access to word processing, Clicker, access to dictation software via Microsoft Word (Office 365), where required.</li> <li>• Adapt background on whiteboard screen and use coloured paper when required.</li> <li>• Manipulatives are always available and accessible for maths lessons, e.g. clocks, numicon, counters.</li> <li>• Table top resources as appropriate to need and age group, e.g. word lists, phonic prompts/100 square, number lines (without being overwhelming).</li> </ul>
Communication and interaction (including autism)	<ul style="list-style-type: none"> <li>• Every class has a visual timetable (specified by SENDCo) that is used and referred to daily – icons could be removed once session is over.</li> <li>• Now and Next boards for individual children, where necessary and helpful.</li> <li>• Fidget tangles/other de-stress resources, ear defenders as required.</li> <li>• Individual workstation where appropriate.</li> <li>• Movement/learning breaks as required.</li> <li>• Careful consideration is given to seating.</li> <li>• Individual workstation where appropriate.</li> <li>• An identified safe, quiet space available e.g. some classes use a tipi.</li> <li>• Label the environment to help children make links between words and meaning.</li> <li>• Avoid making demands that the child can not cope with, including in terms of work level.</li> <li>• Consider building physically active learning (<a href="#">PAL</a>) into your lessons to maintain concentration and support long term memory.</li> <li>• Use of a personalised 5 Point Scale where and when appropriate.</li> </ul>
Sensory and physical needs including developmental coordination disorder, visual and hearing impairments, medical conditions	<ul style="list-style-type: none"> <li>• Pencils grips, writing slopes and easi-grip scissors as required.</li> <li>• Fidget tangles/other de-stress resources, ear defenders as required.</li> <li>• Movement/learning breaks as required.</li> <li>• Careful consideration is given to seating.</li> <li>• Individual workstation where appropriate.</li> <li>• Facing children when speaking to them and addressing them by name.</li> <li>• Reduced noise levels in the classroom – calm environment</li> <li>• Use of a personalised 5 Point Scale where and when appropriate.</li> </ul>
Social, emotional and mental health including ADHD	<ul style="list-style-type: none"> <li>• Fidget tangles/other de-stress resources, ear defenders as required.</li> <li>• Movement/learning breaks as required.</li> <li>• Careful consideration is given to seating.</li> <li>• Individual workstation where appropriate.</li> <li>• Providing work that is accessible and not cognitively overwhelming for the child.</li> <li>• Evidence of Quality First Teaching approaches to SEMH – found <a href="#">here</a> (or PTO if hard copy).</li> <li>• Reduced noise levels in the classroom – calm environment</li> <li>• Use specific language (WING approach) and avoid negatives and direct instruction or direct questioning.</li> <li>• Consider building physically active learning (<a href="#">PAL</a>) into your lessons to maintain concentration and support long term memory.</li> <li>• Use of a personalised 5 Point Scale where and when appropriate.</li> </ul>

