



SEND provision: the universal offer

Caistor Grammar School is an inclusive school which is highly ambitious for all learners. We are dedicated to supporting students with Special Educational Needs and Disabilities to fulfil their potential, and we do this via our graduated approach.

The first phase of any effective graduated approach in schools is Quality First Teaching in the classroom, which is part of the universal offer to all of our students. This can, in many instances, support students effectively in making good progress, without them moving on to the first formal phase of the graduated SEND approach.

Different students may need support in different areas, depending on their individual circumstances. Some generic areas of potential need include:

Communication and Interaction:

- Difficulties with fluency
- Weaker literacy and also oracy
- Poor vocabulary
- Challenges with longer written tasks
- Attention difficulties
- Slow processing
- Poor organisation
- Untidy handwriting
- Difficulties reading people
- Inability to perceive implications
- Poor working memory or retrieval
- Frustration
- Difficulty following instructions

Cognition and learning:

- Slow processing
- Weaker vocabulary
- Lower achievement in written work than oral
- Poor working memory
- Untidy handwriting
- More difficulties spotting connections
- Challenges in following instructions
- Heavy imbalance in their ability to learn new concepts in different subject areas
- Weaker knowledge retrieval

Sensory and Physical

- Physical difficulties
- Hypersensitivity
- Sensory processing concerns

Social, Emotional and Mental Health

- Eating disorders
- Problems with change
- Challenging behaviours
- School refusal
- Anxiety, particularly in oral tasks
- Low mood or self-esteem
- Self-harm
- Lack of engagement
- Poor personal care
- Lethargy
- Disproportionate reactions
- Isolation
- Mood swings

How these needs are addressed through Quality First Teaching

These concerns are addressed at Caistor Grammar School, in the first instance, through Quality First Teaching in the classroom. This will depend on the individual and their specific needs. Whilst this list is not exhaustive, it could include strategies such as:

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| <ul style="list-style-type: none">• Reducing background noise• Careful decisions about seating for learning and peer work• Effective feedback• Dual coding• Adapted tasks• Well organised surroundings• Different colours for worksheets, glasses, overlays or whiteboards• Larger text• Scaffolded tasks• Writing grips or slopes• Regular reinforcements of expectations | <ul style="list-style-type: none">• Regular reinforcement of the school's 'Eager to Learn' philosophy• Praise and rewards• Calm approaches to discipline• Working with parents• Routines• Clear 'chunking' of lesson intent and activities• Modelling• Individual restorative discussions away from the rest of the class• Assessment for learning techniques to check understanding• Learning intent being clearly displayed• Glossaries and key vocabulary provided | <ul style="list-style-type: none">• Clear worked examples• Suitable challenge• Previous attainment to help set future goals• Building up a positive relationship with the student• Opportunity for repetition and reinforcement• Live marking and feedback for immediacy• Clear and simple instructions• Pre-warning for changes in routine or activities• Access to extra-curricular timetable• SEMH support |
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