



## Strategies for Supporting Children with SEND at Bugle School -

### How we support our pupils to succeed...

#### Communication and Interaction

- Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly.
- Use a visual timetable where necessary.
- Use a task management board (with visuals) where necessary.
- Use visuals on resource lists.
- Use visuals on resource boxes so children know which one to access.
- Encourage designs and evaluations to be done using pictures and child's voice where possible and then recorded by an adult.

#### Cognition and Learning

- Use visuals to break each stage of the design process down into clear, manageable tasks.
- Use language that is understood by the child or pre-teach language concepts including design, develop and evaluate.
- Provide resource lists with visuals so children know what resources they need for an activity and can begin to access these independently.
- Model how to use tools before setting the work.
- Physically demonstrate the lesson and the expectations include designing, making and evaluating where possible.
- Support children with their organisation in the lesson to make sure they do not default from the final product.
- Provide checklists which can be ticked off.
- Have a prepared outcome to show what success looks like.
- Use paired / partner work.

#### Social Emotional and Mental Health

- Use a visual timetable so the child knows what is happening at each stage of the day.
- Understand if the child is hyposensitive or hypersensitive and how they will manage the sensory work you are asking them to take part in.
- Provide materials and textures that they can use and understand this information before the lesson.
- Avoid changing seating plans without warning.
- Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this.
- Use simple, specific instructions that are clear to understand.
- Understand where the pupil's starting place is.

#### Sensory and Physical

- Make the most of large spaces to work in.
- Ensure the tools you are using are accessible to the child - rulers with handles, looped scissors.
- Provide a lesson breakdown, with a clear end - a tick list may be beneficial.
- Provide an equipment list, words, visuals with the tools and materials needed during the lesson.
- Model how to use tools before setting the work.