**Planning**

When planning our schemes of work, we ensure there are links to styles, artists and instruments which are relevant to our learners. Building on existing schemas of knowledge

When planning lessons, we use pupil passports and IEP documents to ensure our pupils individuals needs are known about and correct strategies/resources are used. Knowing your pupils and agreed provisions

During department and link meetings we discuss pupils with SEND and respond to their needs effectively. Checking SEND pupils are making progress, if not we must make reasonable adjustments to their experience based on data we hold

**Before each lesson**

We regularly check class charts to check for changes to individual needs and refresh our memories of required strategies. Knowing your pupils and agreed provisions, changes are regular.

Within the classroom we have a set seating plan or group plan to enable us to easily identify pupils with SEND. You can pinpoint SEND pupils and the seating plan is planned to ensure positive outcomes and timely support. RADAR is supported by this

**Entry routine**

Where pupils are struggling to start the do it now task, this is noticed swiftly and we quickly support them in a positive way. Responding to classroom feedback and ensuring 100% compliance and valuable time is not lost.

We use routine and procedure to ensure all pupils know what to expect. All pupils benefit from clear routine from class to class. This will globally help the pupils with diagnosed and undiagnosed ASD.

We welcome every student into the classroom with a positive comment, ensuring all pupils feel welcome. Building positive relationships is the single most important action when working with ALL pupils but in particular those who often get left behind (SEND) Taking time to understand the neuro atypicality.

**During teaching**

We ensure we take cognitive load into account; handouts are created to provide pupils with all resources that are required. Very important to avoid wasting time on copying things that can easily be reproduced. This simple action can help pupils with limited motor skills to feel that they are to behind all of the time. (also, your diagrams are probably clearer)

We use learning at Pilton techniques to engage all pupils; including, 100%, radar, and circulation to ensure all pupils understand the task. Techniques are great for all pupils...particularly SEND

We communicate clearly with our TA's to ensure they understand how they can best support the learning, making time to seek their advice for selected pupils. TAs at Pilton are so knowledgeable about our pupils, research shows that clear teacher/TA dialogue and positive relationships make a significant difference to the impact of TAs

When using cold call we pre warn identified pupils or use our circulation to pre check for accurate responses. Building self esteem and setting them up for success NOT failure.

During independent tasks we circulate consistently, looking to identify misconceptions or opportunities to give 1-2-1 support. We need to know what is being produced by our SEND pupils so we can close gaps more quickly and provide quality feedback to the EHCP process.

When unknown or new individual needs show themselves during a lesson we communicate this to SENDCo. It helps to have a history of need and gives us the abiltiy to act quickly when gaps appear.

**After each lesson**

We mark the work of SEND pupils with clear comments tailored to them. No point in writing complex sentences if they can’t be understood!

We use exit tickets and other AfL to inform our next lesson.