SEND reasonable adjustments:

- An environment that is safe and secure.
- Have a focused learning environment. Too busy and the child may be easily distracted, too minimal and the child may find the environment lacks stimulation.
- Provide a quiet area or time out place for children who may become stressed/anxious during the day. The child should know that the use of such an area is to facilitate not punish.
- Regular and good communication between all those involved with the child: parents, teachers, outside agencies, teaching assistants, etc. (Consider how this is best done on a child-by-child/parent-by-parent case: dojo messages, home/school diary, etc.)
- Involve all staff. Make sure all who come into contact with the child, e.g. lunch-time supervisors, support staff, supply teachers, understand his or her needs and how to respond.
- High expectations which are communicated to the child.
- Gaining the child's attention; face to face and, as far as possible, with direct eye contact. Address the child personally, always using their name. They may not realise 'children' or 'everyone' includes them.
- Listening to the child.
- Being positive, building self-esteem, praising small strides as well as giant leaps.
- Encouraging and rewarding progress. Dojos, messages home, special certificates – instant rewards help a child to associate the reward with the task.
- Flexibility - thinking outside the box. Trying different techniques or new approaches, as well as tried and trusted methods.
- Be consistent when applying rules; and remind them regularly.
- Consider how the child will access the curriculum. Think about: teaching and learning objectives, appropriate support, differentiation, allowing extra time and the style of delivery - does it suit all learning styles?
- Use a practically-based curriculum supported by multi-sensory teaching and learning which addresses all types of learners.
- Constantly revise and reinforce learning.
- Keep the child busy. Ensure they always has something to do, whether on completion of a task, when stuck or while awaiting the teacher's attention.
- Provide good role models. Make use of other children and staff to provide good role models.
- Encourage communication between children and adults and between children themselves. (esp. those children with speech and language concerns)
- Celebrate differences and help other children to recognise and celebrate those differences too.
- Avoid using support as a crutch. Support should facilitate independence, not impede it (we are an inclusive school).

- We all have good and bad days, highs and lows. As teachers we need to help the child to understand that a bad lesson or day can be turned around.
- Ignoring (as far as possible) attention-seeking behaviour.
- Responding to and praising appropriate behaviour.
- Having clear routines and plan for changes to routine (communicate to the child and parents).
- Making sure instructions are clear, precise and understood. (One step at a time, use of visuals, now and next boards, etc.)
- Allowing a child time to think and to process responses to questions/instructions.
- Help children build friendships; use peer mentoring, social games/skills, HRSE lessons.