OAP Support Strategies at Hamer

Cognition and Learning	Communication and Interaction
• Adaptations to planning/curriculum/delivery/recording • Targeted adult support – scaffolding/modelling/prompting • Working walls and visual aids • Vocabulary mats/writing frames • Text overlays used/sheets printed on coloured paper • Gain attention of child first • Pencil grips/darker pencils available • Prior learning consolidated – retrieval opportunities explicitly planned • Links to prior learning are planned and referenced with children • Learning broken down to manageable steps – check for understanding • Concrete apparatus used where appropriate/practical work as appropriate • Parental Partnership • Texts used are at appropriate levels • Teacher knowledge of individuals ensures children are appropriately challenged • Scaffolds provided – sentence stems • Opportunities to review learning throughout sessions–Learning Journeys/success criteria • Note taking promoted (in upper key stage 2) • Resources available to support – counters/dictionaries etc • Vocabulary focus • Interventions planned for (Core focus) • Knowledge Organisers used to support recall • Positive, trusting relationships – Hamer Heroes • Open approach to asking for help • Extra-curricular clubs accessible for all pupils	• Multi-sensory approaches • Consistent approaches across school support routines and behaviour • Communication Strategies – talk partners/think pair share/cold calling • Vocabulary focus • Prompts and scaffolds used to communication • Targeted questioning used to confirm, consolidate and further understanding • Self-support strategies • Working walls and visual aids • Adult modelled language • Processing time – 10 seconds after asking a question • Instructions are clear and repeated - check for understanding • Clear demonstration/explanation of what is expected – worked examples • Value other languages that pupils may have. Encourage families at home to speak in the language they are most comfortable with • Open approach to asking for help • Use group work flexibly to encourage and promote social interaction and independence (paired/small and large group work) • Promote and model good listening skills • Targeted children prepared to give their response • Gain attention of the child first • Positive Framing – good walking/kind hands • WellComm Interventions • Elklan Trained staff and key learning points shared in CPD for all staff members • Use of BLANKS levels • Seating plans used as appropriate • Calm and purposeful environment • Key adults deployed for soft landings/less structured times • Parental Partnership • Targeted SALT sessions • Targeted phonics interventions • Timetable movement breaks • Extra-curricular clubs accessible for all pupils

Social, Emotional and Mental Health

- Positive, trusting relationships – Emotional Register
- Calm and purposeful environment
- Behaviour Policy implemented consistently across school
- Processing Time
- Now/Next boards where appropriate and visual timetables
- Distraction techniques – giving children a responsibility
- Calm and clear communication, focusing on the positive
- Consistent approaches across school
- Clear routines and boundaries – Behaviour Policy
- Clear learning expectations
- Learning broken down to manageable steps
- Processing time – 10 seconds after asking a question
- Open approach to asking for help
- ELSA sessions
- Key adults deployed for soft landings/less structured times
- Parental Partnership
- 5-Ways to Wellbeing and Wellbeing Ambassadors
- Hamer Heroes
- Staff aware of de-escalation techniques
- Restorative practices and approaches used
- PSHE Curriculum – Care Week
- Pick the right battles
- Adults model positive relationships
- Give choices where appropriate
- Social stories used where appropriate and required
- De-personalised language – 'we can…' 'let's talk about this…'
- Multi-sensory opportunities
- Changes to routine are communicated in advance
- Use of natural consequences – tidy up mess made/complete work
- Opportunities to make mistakes and problem solve
- Clear success criteria
- Positive affirmation
- Awareness of need and plans in place if children require time out
- TAPS and Behaviour Analysis to identify triggers and what behavior is communicating
- Extra-curricular clubs accessible for all pupils
- Quiet place in school available

Sensory and/or Physical Needs

Sensory

- Reduced clutter in rooms
- Neutral wall backing
- Consider seating
- Sensory resources available where required – e.g. ear defenders, fidget toys, chewellery, TheraBand, weighted blankets
- Planned opportunities for movement
- Awareness of personal space
- Adaptations to lunch/breaks
- Reasonable uniform adjustments if required
- Extra-curricular clubs accessible for all pupils
- Parental Partnership

Visual

- Provide rest breaks
- Adopt advice from professionals
- Multi-sensory experiences provided
- Allow processing time
- Consistent, clutter-free environment
- Consider seating
- Consider print size
- Consider transitions – early pass
- Adapted resources
- Access to screen sharing
- Verbal commentary – actions/scribing
- Clear, step by step instructions
- Position of possessions – e.g. coat peg
- Develop independence skills
- Parental Partnership
- Positive buddy system
- Key, consistent adults
- Consider support for personal care
- Allow additional time to complete tasks
- Neutral display backing
- Consider use of IT to support learning – e.g. laptop
- Adult support for scribing
- Clear, predictable routines and placement of resources to support independence
- Adult positioning – avoid standing in windows

Hearing

- Adopt advice from professionals
- Allow additional processing time
- Use of hearing equipment
- Consider seating

Physical

- Adopt advice from professionals
- Building is fully accessible
- PEEP in place as required
- Clutter and obstacle free rooms
- Consider seating at all times

	• Speak clearly and be aware that pupil may be lip reading or reliant on visual cues • Adult positioning • Gain attention of the child first • Multi-sensory approaches • Consideration of the learning environment • Staff to be aware of the child's understanding of their deaf identity • Encourage independence with appropriate support • Appropriate plans for emergency evacuation (PEEP) • Extra-curricular clubs accessible for all pupils • Calm and purposeful environment • Parental Partnership	• Appropriate furniture – e.g. accessible tables • Care Plans in place as required – e.g. timing of movement around school, break/lunch • Moving and Handling Plan in place if required • Personal Care Plan in place if required • Specific equipment accessible – e.g. adapted scissors, writing slope, pencil grips • Reasonable uniform adjustments if required • Extra-curricular clubs accessible for all pupils • Parental Partnership • Rest breaks to be considered • Adapted workbooks as required – e.g. larger lines • Additional time to complete tasks

OAP Support Strategies at Hamer – Subject Specific Additional Adaptions

PE	Music	Design and Technology
Inclusive sports taught as part of the curriculum Sessions adapted to ensure participation for all pupils – this includes adapting the main aim. Additional adults deployed as required Additional adult deployed in the swimming pool where required Orienteering signs have 3 keys to support all learners (number, shape, colour) Pre-visits completed for swimming Presentation for residential trip – videos and pictures Specialist outdoor and adventurous activity providers have the equipment for wheelchair users and pupils with mobility difficulties Swimming provider is accessible for all pupils Access specialist advice on equipment for pupils with particular SEN or physical difficulties	Hearing defenders available Awareness of need and plans in place if children require time out Adapted resources – beater with a larger grip/drum with a larger surface area, labelled keys Ensure pupil can manipulate instruments given Access specialist advice on equipment for pupils with particular SEN or physical difficulties	Additional adult to support and promote independence e.g. when using equipment Adapted equipment available – e.g. scissors Allow time for sensory exploration Access specialist advice on equipment for pupils with particular SEN or physical difficulties Consider risk points in lessons – tactile
Art and Design	**Computing**	**Maths**
Additional adult to support and promote independence e.g. when using equipment Adapted equipment available – e.g. scissors Allow time for sensory exploration Access specialist advice on equipment for pupils with particular SEN or physical difficulties Consider risk points in lessons – tactile	Scheme has support built in for learners – use videos for additional support after teaching. Wired mice available instead of laptop trackpad Devices with larger screens available if required Access specialist advice on equipment for pupils with particular SEN or physical difficulties	Overlearning opportunities – 5-a day, passports Access specialist advice on equipment for pupils with particular SEN or physical difficulties
Science	**Geography**	**History**
Prediction and conclusion prompts Access specialist advice on equipment for pupils with particular SEN or physical difficulties Consider risk points in lessons – noise/smell sensitivity Additional adult to support and promote independence e.g. when using equipment Adapted equipment available – e.g. scissors	Access specialist advice on equipment for pupils with particular SEN or physical difficulties Maps adapted as required Pupils prepared in advance for fieldwork visits Fieldwork visits accessible for all pupils	Access specialist advice on equipment for pupils with particular SEN or physical difficulties Maps adapted as required Timelines adapted
English	**RE**	**Latin**
Access specialist advice on equipment for pupils with particular SEN or physical difficulties	Access specialist advice on equipment for pupils with particular SEN or physical difficulties	Access specialist advice on equipment for pupils with particular SEN or physical difficulties
Phonics	**PSHE**	
Access specialist advice on equipment for pupils with particular SEN or physical difficulties Non-verbal assessment materials	Access specialist advice on equipment for pupils with particular SEN or physical difficulties	