



Courtland School Offer (SEND generic)

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<p>The member of staff responsible for special educational needs and disabilities will organise the assessment and interventions of children in the school. This includes advising the leadership team of what is necessary with regard to staff and resources.</p> <p>The school has policies in place which address issues to do with equality of access, SEND and behaviour.</p> <p>The school uses a variety of assessment tools and observations to determine the needs of the children.</p> <p>When necessary, the school will liaise with external agencies for assessments of a child's needs.</p> <p>A key member of staff will act as a reference point for children, staff and families.</p> <p>The school will plan, monitor and evaluate the outcomes set for the children in liaison with outside professionals as appropriate.</p>	<p>Teachers and other adults working with children will be appropriately qualified and experienced. Teachers will be supported to gain skills and knowledge in areas that will improve their teaching and support of children with SEND.</p> <p>Typically children will have focused teaching sessions in the identified areas of learning and physical need either individually, in pairs or small groups on a daily basis.</p> <p>In-class support will be delivered in targeted subject areas or areas of particular need; this might include the playground or lunch hall. The nature of the teaching will depend on the needs of the children.</p> <p>Mainstream classrooms have access to individual and small group tuition either within the classroom and/or on a withdrawn basis. Any withdrawn groups will be planned to ensure minimum disruption to the child's inclusion in the classroom.</p> <p>Additional adults may be used to:-</p> <ul style="list-style-type: none"> • ensure the child stays on task in a classroom; • facilitate understanding of a task or written text; • reinforce taught concepts in learning activities; • support completion of a written task; • encourage a child to ask or answer questions. 	<p>Staff are aware of the needs of children through planning documents.</p> <p>Additional adults work under the direction of a teacher and are clear about what is expected of them.</p> <p>Class Teachers will plan to implement a child's outcomes into their teaching.</p> <p>There will be differentiation to ensure inclusion and access to the curriculum and a suitable mix of challenge and success across the curriculum to develop the children's confidence. Differentiation may include:-</p> <ul style="list-style-type: none"> • Adjustment of pace • Consideration of the order and/or number of activities to maintain attention • Focused work to ensure subject-specific vocabulary is identified and taught • Strategies to develop organisational skills • Managing equipment and independence skills. <p>Class Teachers will support over learning and revision.</p>

<p>A planning document describes outcomes reflecting priority needs and how progress is to be measured or reviewed.</p> <p>Children and parents are involved in action-planning, outcome-setting and progress reviews. This will ensure that appropriate decisions are made about what needs to happen next and that progress and successes can be celebrated.</p> <p>Key staff will ensure that children understand the outcomes they are working on to achieve.</p> <p>Risk assessments are used as appropriate and in discussion with parents/carers.</p> <p>All staff have high aspirations for children.</p> <p>Understanding of the potential issues arising from home learning are taken into account and children provided with guidance/support as necessary.</p> <p>Time is allocated for staff to reflect on, discuss and evaluate their practice in relation to children with special educational needs and the rationale that underpins practice, to create a consensus and consistency across the staff team.</p> <p>Staff engage proactively with parents and carers of pupils and are open and approachable to discuss issues with the</p>	<p>Children may have some access to another supportive area during unstructured times of the day, that will be suitably staffed and an appropriate environment.</p> <p>Children may have access to peer support which is planned, reviewed and developmentally appropriate.</p> <p>Strategies to improve motivation and social communication are embedded in to day to day learning experience</p> <p>Arrangements are planned to extend children's participation within the curriculum, develop independent learning and extend self-monitoring.</p> <p>Parents/carers are offered advice on how best to support the young person at home.</p> <p>Any peer support is planned, reviewed and developmentally appropriate.</p> <p>They will have access to targeted programmes to teach social interaction focusing on social understanding, emotional regulation, empathy and self-awareness combined with embedded opportunities to build social relationships naturally as part of the school day e.g. shared interest clubs or activities.</p> <p>Strong, positive relationships are established between staff and pupils, seeing this as the starting point for mutual understanding and support for the children's learning and wellbeing.</p> <p>The school will ensure that children have access to pastoral support for self-esteem, confidence and anxiety management.</p>	<p>There is access to specialist teaching programmes.</p> <p>Children have access to ICT equipment and appropriately structured software.</p> <p>Access to home learning club.</p> <p>There is equality of access to activities for all pupils including the extended curriculum and exam concessions, where appropriate.</p> <p>Students are consulted on what to do in their free time (e.g. at break and lunchtimes) both inside and outdoors, and are supported, as appropriate, by the provision of activities, structured play, and opportunities for games and interactions with others.</p> <p>Sensitive marking policies.</p> <p>Support for study skills.</p> <p>Support for home learning and arrangements (and to ensure that tasks are clearly recorded).</p> <p>A range of appropriate software/technology can be used to support access to the curriculum.</p> <p>Students are consulted on what to do in their free time (e.g. at break and lunchtimes) both inside and outdoors, and are supported, as appropriate, by the provision of activities and opportunities for games and interactions with others.</p> <p>Learning activities are well organised, structured and planned to promote full access to practical</p>
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<p>children's family.</p> <p>Staff are able to monitor and assess for access arrangements.</p> <p>Staff are trained to deliver carefully planned outcomes and programmes recommended by outside professionals and therapists</p> <p>Special interests, strengths and favourite activities are identified and utilised to motivate and engage pupils in learning.</p> <p>Analysis of factors likely to exacerbate anxiety/stress for individual pupils informs systems to address and manage this.</p> <p>A whole school/individual provision map /SSP to show all provision.</p>	<p>Opportunities to develop and foster positive self-esteem e.g. buddying, additional responsibilities.</p> <p>Multi-agency support coordinated through a Common Assessment Framework (CAF) as required</p> <p>Class Teachers remain responsible for working with the pupil on a daily basis.</p> <p>The school will ensure that the physical environment is adapted for the individual learning needs of the population of children attending the school.</p> <p>Reasonable adjustments will be put in place for children with a disability and those whose learning needs require environmental adaptations e.g. areas for small group teaching for children with auditory processing, or hearing difficulties; zoned areas in classrooms to help manage children who have difficulty managing their arousal levels; physical space and seating for pupils with mobility needs.</p>	<p>activities.</p>
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Courtland School Offer - Cognition and Learning

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<p>Please refer to the Generic section</p>	<p>Teachers develop a range of concrete/visual materials to establish concepts and skills with additional adult support as necessary.</p> <p>Children will have access to in-class support in targeted subject areas. children have access to:-</p> <ul style="list-style-type: none"> • Simplified language reinforced by visual materials and modelling. • Developmentally meaningful visual supports during activities to help pupil structure and identify stages in a task. • Appropriate methods and materials included in lessons • Differentiated approaches for content, pace, use of language by teacher, approaches to communicate taught concepts, how learning is recorded and generalised. • Catch up programmes where they are underachieving. <p>ICT equipment and appropriately structured software to support visual access to the curriculum, develop and support basic skills and promote alternative approaches to recording.</p> <p>Children have access to strategies to develop and extend listening and attention.</p> <p>They have access to simple everyday assistive devices to aid access to the curriculum (e.g. pencil grips, sloping writing surfaces)</p> <p>Children will have access to support with homework and extra time for activities.</p> <p>Opportunities to work in a distraction-free environment to assist concentration and</p>	<p>Work is targeted at the needs of the children ensuring that it is differentiated to cater for those needs.</p> <p>School staff are trained in the needs of the pupils they work with.</p> <p>Additional adults supporting learning should be familiar with how the child learns and the child's individualised targets.</p>

	<p>learning.</p> <p>Children have access to curriculum and support groups working with peers of different abilities and access to peers to provide role models for language, communication skills and for co-operative and independent application to task.</p> <p>There is planning to support pupil participation within the curriculum.</p>	
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Courtland School Offer - Autistic Spectrum Disorder

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<p>Please refer to the Generic Section</p>	<p>Regular sensory audits , which involve pupils with autism, consider potential sensory challenges and identify how these will be managed in the classroom and larger school environment</p> <p>Where possible low arousal areas within the school/classroom can be set up to support focused learning as required by the pupil on the autistic spectrum.</p> <p>Access to a retreat in school which can be used when the child's emotions have begun to escalate out of control and they require a quiet, calm environment.</p> <p>Guidelines are in place to encourage staff to adopt a calm, empathic approach and to give pupils with autism time to process and respond to instructions.</p> <p>The effect of external environmental factors is taken into account when analysing pupils' behaviour that staff find challenging.</p> <p>Children will have access to support to develop an understanding of their emotional responses and the regulation of their own feelings.</p> <p>Flexibility of approach is demonstrated by making adjustments to activities, lessons, timetables and their delivery, as necessary, for pupils with autism.</p> <p>Teachers will encourage children to work in a social environment they can access, while providing them with targets to help improve their social interactions.</p> <p>Access to social story work as appropriate to facilitate understanding of social situations and reduce potential anxiety.</p> <p>Access to opportunities to develop positive relationships and work cooperatively with peers using a peer support system or Circle of Friends.</p>	<p>The curriculum addresses the learning needs of pupils with autism (including styles of learning and uneven ability profiles) as well as their social, emotional well-being, their communication needs and life skills</p> <p>Personalised visual supports are provided when appropriate to ensure that the sequence of activities during the day is understandable and predictable.</p> <p>The process and quality of the learning experience (not just outcomes) is assessed from the perspective of the pupil with autism and considers the particular demands of whole class/group working.</p> <p>A range of communication strategies is used to facilitate two-way communication.</p>

	<p>Children have some opportunities for support in understanding and developing social relationships with peers and understanding of social situations.</p> <p>Clearly defined spaces/areas for personal equipment and places of safety/withdrawal are identified and available for pupils with autism as required.</p> <p>There is a named and experienced/ trained member of staff (lead practitioner/SENDCo) with general knowledge about autism and specific information about individual children. Good contact is maintained between that person (and other members of staff as necessary) and the Advisory Teacher for the autistic spectrum for the school.</p> <p>Training about autism at different levels is provided in-house or accessed through external agencies for all teaching and support staff (including office staff and lunch-time supervisors).</p> <p>Supply staff and new staff are informed about the needs of pupils with autism through an induction programme ensuring that staff know where to access immediate support.</p> <p>Access to enhanced supervision and choices of activity at breaks and lunch-times with direct intervention being made in order to avoid negative social experiences.</p> <p>Access to individual sessions with an adult who can provide reflections about the child's behaviour, and consider progress on outcomes and trouble-shoot any concerns the pupils has.</p>	
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Courtland School Offer - Specific Learning Difficulties including Dyslexia (English), Dyscalculia (Mathematics) and Dyspraxia (Motor Skills)

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<p>Please see Generic section</p> <p>In addition, recognised individual reading, writing, spelling and maths tests.</p> <p>A recognised assessment of the underlying cognitive skills (e.g. speed of processing, working memory, phonological awareness)</p> <p>Alternative methods of assessment such as miscue analysis.</p>	<p>Staff are skilled and able to develop the awareness of all specific learning difficulties (SpLD) and support children in their understanding of their needs.</p> <p>Teaching Assistants (TAs) skilled in meeting the needs of children with SpLD and the use of multi-sensory teaching approaches.</p> <p>We have access to a teacher who has followed a course of training (with appropriate accreditation) with regard to effective practice in the teaching and assessment of children with Dyslexia, Dyscalculia or Dyspraxia. This will enable “hands on” application of knowledge regarding the selection, implementation, monitoring and evaluation of intervention.</p> <p>Children will have access to individual and small group tuition either within the classroom and/or on a withdrawn basis working to targets.</p> <p>The school has arrangements to support the use of appropriate approaches/materials to include the use of multi-sensory teaching strategies, such as a focus on phonological awareness, a motor skills programme.</p> <p>The school has a range of developmentally appropriate materials e.g. age appropriate fiction & non-fiction books, audio books.</p> <p>Children will have access to an additional adult who can provide regular support to:</p> <ul style="list-style-type: none"> - Develop attention and listening skills 	<p>All teachers will be aware of the implications and impact of all specific learning difficulties on the way a child learns.</p> <p>Teachers adapt curriculum planning and delivery to accommodate to the child’s preferred way of learning.</p> <p>Children will have access to specialist teaching and learning programmes for Dyslexia, Dyscalculia or Dyspraxia which are multi-sensory, well-structured with opportunities for repetition and consolidation of skills.</p> <p>Small group and/or individual teaching using structured cumulative materials to develop basic skills.</p> <p>Resources to enable alternative forms of recording.</p> <p>Access to appropriate technology and software.</p> <p>Assessment materials (standardised and informal).</p> <p>Strategies and support materials to help compensate for weak working memory.</p> <p>Developmentally appropriate materials with age-appropriate interest.</p> <p>Skilled staff to plan interventions and monitor progress.</p> <p>All staff to engage with child and parent.</p> <p>SENDCo to support and monitor staff and enable development of skills in delivering programmes.</p>

	<ul style="list-style-type: none"> - Support group work linked to learning areas - Support practical work with concrete/visual materials to establish concepts and skills - Support over-learning and revision to support children who have difficulty with recording to develop personal organisation in response to timetabling/managing equipment/independence skills. <p>Opportunities for alternative forms of recording which enable children to demonstrate knowledge without the requirement for an extended written response.</p> <p>Access to programmes to develop sequencing and organisational skills.</p> <p>Activities to develop fluent handwriting using a structured programme and addressing underlying fine motor skills and/or opportunities to develop word-processing skills.</p>	<p>Support/strategies/interventions (as required) to ensure:</p> <ul style="list-style-type: none"> • a structured approach to teaching reading & phonics; • a structured approach to teaching spelling ; • a structured approach to teaching handwriting; • acknowledgement of a variety of learning styles within a lesson; • the use of multi-sensory teaching strategies including visual structure; • that various methods of recording are encouraged e.g. mind mapping, ICT; • that the children's strengths as well as difficulties are known to all those working with him/her; • access to study skills support (age-appropriate); • individual or small group bespoke timetabled sessions working to outcomes using structured cumulative materials to develop basic skills; • development of sequencing and organisational skills; • development of touch typing skills.
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Courtland School Offer - Social, Emotional and Mental Health Difficulties

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<p>Please see Generic Section</p> <p>Assessments of strengths and weaknesses of social and emotional development using behavioural checklists to establish a baseline.</p> <p>Recording and tracking of the frequency, intensity and duration of behavioural incidents using e.g. antecedent, behaviour, consequence (ABC); functional analysis.</p> <p>Advice/assessment/analysis of strengths and needs from specialists and outside professionals e.g. Advisory Teacher, Educational Psychologist, CAMHS/Primary Project/HEWS.</p> <p>Clear arrangements in place with local health partners and other organisations for making referrals to CAMHS e.g. the Common Assessment Framework (CAF).</p>	<p>Behaviour Policy reflecting the ethos of the whole school community and part of the induction programme for all members of the community</p> <p>Teaching and learning environment audited frequently and changes made to support positive behaviour and learning e.g. a low stimulus work area; out of class work area/support unit; access to additional support.</p> <p>Access to grouping that enables children to work with peers who provide good role models for social interaction and appropriate behaviour.</p> <p>Staff adapts teaching approaches (e.g. giving children cues with name and individual instruction).</p> <p>Children are provided with the opportunity to reflect on their own behaviour (e.g. use of a self-monitoring diary).</p> <p>Additional opportunities for physical activity.</p> <p>Pastoral support to supplement usual pastoral care arrangements</p> <p>Key Worker, Teacher or TA to act as a stable reference point.</p>	<p>Additional targets may be set through a Behaviour Management Plan (BMP) or Pastoral Support Plan (PSP) in consultation with parents/carers, relevant professionals and other agencies.</p> <p>Flexible approach to curriculum delivery to take into account their needs, strengths and preferred ways of learning.</p>

Social, emotional aspects of learning embedded across the curriculum and directly taught through PSHE and in small groups.

Individual counselling and/or therapeutic support from external agencies as appropriate, linking with professionals e.g. CAMHS, Educational Psychologist and external bodies to ensure quality assurance and safe practice.

Bespoke timetabled sessions may include Nurturing/Self-Esteem Building groups as well as mentoring and buddying.

Relevant training and CPD is made available at the whole school, individual and specialist level e.g. Attachment Theory; Nurture Principles; response to School Anxiety; awareness of Mental Health and Emotional Wellbeing.

Staff trained in restorative approaches to conflict resolution; solution focused approaches

Staff trained in a BILD accredited approach to positive handling e.g. Team Teach.

Courtland School Offer - Physical Disabilities (PD) and/or Complex Medical Needs

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<p>Please see Generic Section</p> <p>To initiate and review a health care plan to address the pupil's needs if appropriate.</p> <p>Training about Physical Disability (PD) and medical needs at different levels is provided in-house or accessed through external agencies for all teaching and support staff (including office staff and lunch-time supervisors).</p> <p>All staff including supply staff and new staff are informed about the needs of pupils with PD and medical needs through an induction programme ensuring that these staff know how to support the needs of PD children.</p> <p>Reasonable adjustments and adaptations are made to the curriculum and the school environment.</p> <p>Accessibility plan in place.</p> <p>Training in manual handling, where appropriate.</p>	<p>Teachers will be supported by SENDCo to develop strategies for inclusive practice in the classroom. Opportunities and comprehensive resources for motor skill development offered within the school curriculum.</p> <p>Flexibility of approach is demonstrated by making adjustments to activities, lessons (including PE), timetables and their delivery, as necessary.</p> <p>Teaching takes account of physical and medical needs and outcomes are differentiated to allow for a focus on developing their targets.</p> <p>Specific activities to overcome physical difficulties e.g. reducing written work.</p> <p>Clearly defined spaces/areas for personal equipment and places of withdrawal are identified and available for therapies, developmental programmes and / or special arrangements for personal hygiene.</p> <p>Careful consideration given to the position of children with PD in the classroom to allow for maximum independence of movement/access to resources and equipment.</p> <p>Pace of teaching takes account of possible fatigues and frustrations experienced by the children with PD.</p> <p>Clear procedures are in place to ensure the management of medications.</p>	<p>The curriculum actively promotes positive attitudes to disability.</p> <p>The curriculum addresses learning needs (including styles of learning and uneven ability profiles) as well as their emotional well-being, their communication needs and life skills.</p> <p>There is equality of access to activities, including the extended curriculum, PE, school trips and visits.</p> <p>Strategies to facilitate the child's ability to understand and make needs known e.g. visual supports, signing as appropriate.</p> <p>Flexible support in school to include dressing/undressing, toileting needs and medical needs.</p> <p>Alternative ways of recording used across the curriculum including home learning.</p> <p>Differentiation techniques widely used to promote full access to practical activities.</p>

Courtland School Offer - Speech, Language & Communication (SLCN)

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<p>Please see Generic section</p>	<p>Access to a learning context that facilitates a pupil's exposure to language and gives consideration to the organisation of space and provision of materials. This includes:</p> <ul style="list-style-type: none"> - learning areas and resources that are clearly defined and labelled with pictures and words, - space for privacy/quiet areas that can be used for 'down time', smaller group activities and provides a less visually distracting area, - children's work displayed and labelled, appropriately, including some that invite comments from children and - an appropriate range of fiction and non-fiction books. <p>Children have access to structured opportunities in the classroom to support language development that get the balance right between how much the adults talk and how much pupils talk and which may include:</p> <ul style="list-style-type: none"> - Small group work facilitated by an adult, within the classroom or on a withdrawal basis. - Interactive book reading facilitated by an adult (e.g. asking predictive questions, joining in with repetitions etc.). - Structured opportunities for pupils to engage in high-quality conversations with peers and adults. - Attempts to actively include all pupils in small group activities. <p>All staff are aware of the importance of high quality interactions with children and use a range of techniques which may include:-</p> <ul style="list-style-type: none"> - Acknowledging the children's needs such as getting 	<p>Advice will be sought from professionals including Speech & Language Therapy and other Advisory Teachers on interventions or other adjustments that need to be made in the classroom. This may include direct involvement in the school or in the clinic.</p> <p>Access to additional ICT/audio-visual to support learning. A range of strategies can be used:</p> <ul style="list-style-type: none"> - resource production; - social language skills; - support in decoding language; - specific language teaching; - organisational strategies.

- down to the child's level, pacing language used, and confirming contributions.
- Supporting them in developing their language skills such as labelling and using appropriate open-ended questions.
 - Asking questions which help children to think through a response.
 - Using visual supports to reinforce language including symbols support, visual timetables, talking frames, pictures and props.
 - Direct language learning such as commenting and extending e.g. telling children the next steps in a piece of communication.
 - Modelling language responses such as scripting.
 - Encourage and praise non-verbal communication such as good listening skills;
 - Ensuring that the classroom is an "asking friendly" setting to encourage questions.

Targeted support for children may address:

- Specific SLCN such as vocabulary development, narrative skills, comprehension and inference, use of language, sentence structure, the speech sound system, sequencing and active listening skills.
- Social use of language skills
- Organisational and sequencing skills
- Curriculum skills
- Social, emotional and behavioural skills related to SLCN

Courtland School Offer - Sensory Impairment

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<p>The following table contains details of the support ordinarily available in schools for children who have a:</p> <ul style="list-style-type: none"> Hearing impairment (HI). This includes all conditions that result in a child being unable to hear sounds within the range of frequencies present in normal speech at volumes less than 20dB louder than average. The hearing loss may be temporary or permanent, affect one ear or both and may only affect certain frequencies of sound. In addition the support described is also available to children who have Auditory Neuropathy Spectrum disorder even when there is an absence of hearing loss. Visual impairment (VI), which is not correctable by glasses. Visual impairment ranges from mild partial sight to blindness. Visual difficulties take many forms with widely differing implications for a pupil's education. Some pupils are born blind; others lose their sight partially or completely as a result of accident or illness. In some cases visual impairment is one aspect of a multiple disability. 		
<p>As detailed in the SEND Ordinarily Available School Offer.</p> <p>Additionally: ensure that staff have opportunities to engage in specialist training in order for them to understand the effects of HI/VI on a child's development, the impact on learning in a classroom, how to manage personal and specialist equipment.</p> <p>Most children with a HI/VI will have been diagnosed at the pre-school stage and will already have accessed some level of support.</p> <p>Any concerns over hearing and/or vision will be discussed between parents and school staff with a view to getting medical advice via school nurse, GP and if necessary referrals to appropriate consultants i.e. audiology and ophthalmologist.</p>	<p>Barnet HI/VI team works closely with the children, school staff, parents/carers and all professionals involved to ensure they have full access to the curriculum and school life.</p> <p>Provision of additional support in-class, small group work and individual withdrawn support.</p> <p>Access to a HI/VI 'friendly' class and school environment e.g., optimal seating position, acoustic environment, specialist equipment.</p> <p>Programmes of mobility and independence skills, as required.</p> <p>Access to support approaches to promote social interaction with peers.</p> <p>Support throughout transitions.</p> <p>Access to teaching resources and activities to assist the children's learning and acquisition of skills.</p>	<p>School staff should be aware of the children's HI/VI and its implications in the school setting. Therefore, the curriculum addresses the learning needs of pupils with HI/VI as well as their social, emotional, communication and physical skills.</p> <p>Use specific techniques which have been suggested by the Advisory Teachers.</p> <p>Implement a school based programme for supporting the pupil's speech and language development that has been designed by the NHS Speech & Language Therapist.</p> <p>Reasonable adjustments to the normal arrangements. These may include:</p> <ul style="list-style-type: none"> Accessibility of printed materials (font size, contrast etc.), use subtitles on audio-visual presentations such as educational television programmes. Use of visual/auditory/tactile stimuli Adjust seating plans or reorganise the layout of classrooms or swap the room in which the child's class is taught for one where the environment is

<p>The HI/VI Specialist team will liaise fully with the health services, to interpret medical advice and identify how this may affect a child's HI/VI. They will then advise school staff how best they can support the child.</p> <p>Detailed analysis of the pupil's strengths and weaknesses in relation to the children's HI/VI, curricular skills, social/emotional development and physical skills.</p>	<p>Access to the VI/HI teams to support with maintenance and advice on the use of specialist equipment.</p>	<p>more favourable.</p> <ul style="list-style-type: none"> • Consider purchasing specialist equipment. For VI this may include: large screen monitors, IT resources, dark pens/pencils, dark lined paper/books, magnifiers, large print materials (e.g. books), Braille & tactile resources, sloping boards for writing/reading. For HI this may include: equipment in assemblies and large group meetings such as public address systems or use of the pupil's personal FM radio aid system to ensure the pupil can hear. <p>Consider access arrangements for assessments and exams.</p> <p>Training and advice to school via HI/VI teams on promoting positive attitudes towards deaf/visually impaired people within the school environment and local communities.</p> <p>Support, advice and information to parents on a range of matters including relevant organisations, including parent groups and extra-curricular activities, the choice of approaches, choice of schools during transition between phases of education, information about HI/VI and what it means to them.</p>
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