

## Rugby Free Secondary School: SEND Teaching and Learning Principles 2025-26

	Pillar 1		Pillar 2		Pillar 3		Pillar 4		Pillar 5
1	Welcome students to the room in a positive manner.	1	Ensure that you have read SCPs for EHCP students and high-profile students. Familiarise yourself with information available on Bromcom.	1	Ensure students are seated in a placement that suits their learning. Flexible grouping can aid independence.	1	Readable fonts on PowerPoints and worksheets - Calibri, Tahoma/Verdana and font size should be at least size 20. PowerPoints should have Pastel backgrounds.	1	Direct the LSA to students you would like them to work with. Maintain an open dialogue throughout the lesson.
2	When talking to students use clear, simple language.	2	Ensure that you have read Snapshots/SCPs for other SEND Familiarise yourself with information available on Bromcom/Classcharts	2	Provide, explicit instructions. Where possible support visual instructions with written prompts.	2	Powerpoints should be Dual Coded where applicable.	2	Leave a space for the LSA to work with students to provide opportunities for both teachers and LSAs to provide discreet check-ins.
3	If a student is quiet but apparently not engaging be aware they may be displaying secondary behaviours that can be ignored.	3	Attend Student Spotlight meetings where key information is shared with all staff.	3	Give students small manageable targets to work towards.	3	Active circulation, effective and directed questioning ensuring you are regularly checking for understanding.	3	Ensure the LSAs are aware of the intended learning outcomes.
4	Come down to the student's level and ask "How can I help?" and/or "What can I do to make this better for you?"	4	Use the 'Assess, Plan, Do, Review' cycle consistently involving key stakeholders when appropriate.	4	Scaffold work and adaptive teaching methods.	4	Use other support materials such as Overlays.	4	Classroom staff to use prompting and questioning techniques that promote student thinking.
5	Use trauma-informed strategies to support emotional regulation and build trust.	5		5	Incorporate metacognitive strategies into classroom practice.	5	Ensure interventions are time-bound, evidence based and reviewed for impact.	5	

