

Rugby Free Secondary School: SEND Teaching and Learning Principles 2026-27

	Pillar 1 Student Centred Approach		Pillar 2 Know Your Students		Pillar 3 What the Teacher provides		Pillar 4 What the Teacher does		Pillar 5 LSA Deployment
1	Welcome students to the room in a positive manner. Come down to the student's level and ask "How can I help?"	1	Ensure that you have read EHCPs and SCPs for students. Familiarise yourself with information available on Bromcom and Round Robins.	1	Readable fonts on PPTs and worksheets - Calibri, Tahoma/Verdana and font size should be at least size 20. PowerPoints should have Pastel backgrounds.	1	Active observation, effective and directed questioning ensuring you are regularly checking for understanding.	1	Leave a space for the LSA to work with students to provide opportunities for both teachers and LSAs to provide discreet check-ins.
2	When talking to students use clear, simple language. Ensuring tier 3 vocabulary is introduced and accessible to all.	2	Ensure that you have read Snapshots/SCPs for other SEND Familiarise yourself with information available on Bromcom/Classcharts	2	Provide regular, structured opportunities for talk, reflective of the students needs.	2	Provide explicit instructions. Where possible support visual instructions with written prompts (dual coding)	2	Direct the LSA to students you would like them to work with. Maintain an open dialogue throughout the lesson.
3	If a student is quiet but apparently not engaging be aware they may be displaying secondary behaviours that can't be ignored.	3	Attend Student Spotlight meetings where key information is shared with all staff.	3	Use other support materials such as overlays, assistive technology, ReadWrite software.	3	Give students small manageable targets to work towards.	3	Ensure the LSAs are aware of the intended learning outcomes, discuss lesson during SET task.
4	Regularly evaluate the learning environment & students sensory needs considering noise levels, lighting, predictability.	4	Use the 'Assess, Plan, Do, Review' cycle consistently involving key stakeholders when appropriate.	4	Ensure interventions are time-bound, evidence based and reviewed for impact.	4	Scaffold work and adaptive teaching methods (eg. WAGOLL, sentence starters, questioning)	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	Ensure students are seated in a placement that suits their learning. Annotate your seating plan to include your Bus Route.	5		5	Incorporate metacognitive strategies into classroom practice (narrate your thinking)	5	

