



Pope Francis Catholic
Multi Academy Trust
SEND FRAMEWORK



Drop a wide classroom / pupils photo
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SEND UNIVERSAL OFFER

Every Child Known & Valued

Four classroom adaptations for every area of need

ASD

ADHD

Dyslexia

Cognition & Learning

DCD / Dyspraxia

JOY • MERCY • SERVICE • DIGNITY • SOLIDARITY

"Unity happens when we walk together"

— POPE FRANCIS



"Each child is a unique creation, made in the image and likeness of God — called by name, with gifts to bring to the world."

THE POPE FRANCIS WAY

At Pope Francis Catholic Multi Academy Trust, we believe every child deserves access to a rich and ambitious curriculum, regardless of their need or starting point. Our universal SEND offer is not a set of bolt-on adjustments — it is a fundamental expression of who we are as a community of Catholic schools. When we adapt our teaching for a pupil with SEND, we are not doing something extra. We are doing what Catholic education demands: seeing the whole person, knowing them deeply, and removing every barrier between them and their potential.

This booklet sets out our universal classroom offer for five of the most common areas of need. It is designed to be used by **every teacher, in every lesson, in every school across the Trust**. These strategies do not require specialist training — they require care, consistency and a commitment to every pupil in the room.



Drop a classroom / pupil-and-teacher photo

or [browse files](#)

Replace with a photograph from across the Trust

Five areas of need covered in this booklet

ASD

Autism Spectrum
Disorder

ADHD

Attention Deficit
Hyperactivity

Dyslexia

Reading & Writing

Cognition

& Learning

DCD

Dyspraxia /
Coordination

Our four shared principles

1 Know your pupils

Read the information on the seating plan before every lesson. Know who is RED, AMBER, GREEN or PURPLE for reading, and which pupils have EHCPs or are on the SEND register.

2 Ask, don't assume

Many strategies here begin with a question. Ask pupils where they'd like to sit and how they prefer to contribute. Pupils know themselves — let them help you help them.

3 Adapt, don't reduce

Adaptation is not about lowering expectations. Every pupil should access the same ambitious curriculum. Our job is to remove the barriers — not the challenge.

4 Consistency matters

For all pupils, and especially pupils with SEND, consistency is vital. The adaptations that pupils rely on need to happen equally well in every classroom.



Universal provision is the foundation for all other support in our schools. It is the high quality teaching available to every pupil — the strategies, resources and adaptations teachers use every day to remove barriers to learning. It is inclusive by design: it benefits all children, and is essential for those with SEND.

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Special educational provision is underpinned by high quality teaching and is compromised by anything less."

SEND CODE OF PRACTICE 0–25, 2015 · PARA. 1.24

The three tiers of provision

TIER 3 — SPECIALIST

A small number of children · 1-to-1 specialist intervention

TIER 2 — TARGETED

Some children · Small-group targeted intervention

TIER 1 — UNIVERSAL

All children · Every teacher · Every lesson

High quality teaching · Visuals · Adaptive strategies · Sensory awareness · Communication & emotional regulation support

Where universal provision is strong, the need for targeted and specialist provision reduces. Every improvement made at Tier 1 — in the classroom, by every teacher — directly reduces the number of pupils who need to be pulled out for intervention. This is not only better for inclusion; it is better for learning.

What high quality universal provision includes

Curriculum & environment

A broad, balanced curriculum with high engagement. Well-organised classrooms with labelled resources and learning displays. Clear lesson structures with objectives shared orally and visually.

Teaching & assessment

High expectations for every pupil. Assessment of prior learning to inform planning. Regular monitoring of progress. Understanding shown in varied ways — verbal, visual, practical.

Adaptive strategies

Instructions in small chunks with visual cues. Tasks broken into manageable steps with scaffolds and prompts. Memory supported through explicit modelling. TAs deployed to maximise learning.

Relationships & inclusion

Positive relationships as a non-negotiable foundation. Effective praise celebrating effort. High expectations for learning behaviours so that everyone can listen and learn in a calm environment.

"Leaders should establish and maintain a culture of high expectations that includes children with SEN or disabilities in all the opportunities available to others, so they can achieve well."



In February 2026 the government published its Schools White Paper *Every Child Achieving and Thriving* — the most significant reform of SEND provision in over a decade. For PFCMAT, this is not a change of direction. It is a national endorsement of the approach we are already committed to: strong, inclusive mainstream education where every child's needs are known and met.

Key reforms at a glance — *Every Child Achieving and Thriving* (Feb 2026)

FOUR-TIER SUPPORT MODEL

A new national framework: Universal → Targeted → Targeted Plus → Specialist. Every school must have a clearly defined Universal offer for all pupils.

INDIVIDUAL SUPPORT PLANS

Digital ISPs introduced as a quicker, flexible alternative to EHCPs for pupils with non-complex needs. EHCPs remain for the most complex cases.

TEACHER TRAINING INVESTMENT

A £200 million programme to give every teacher in England training on SEND and inclusion. Adaptive teaching is now a funded national priority.

MAINSTREAM INCLUSION FUND

£1.6 billion Inclusive Mainstream Fund over three years to strengthen SEND provision, including sensory rooms and inclusion bases.

What this means for PFCMAT schools

1 The Universal offer is now a statutory expectation

Schools will be held accountable for the quality of their universal provision. Inspection will look for evidence that every teacher has the knowledge and strategies to support pupils with SEND in every lesson.

2 Early identification and intervention are central

The reform emphasises identifying need early and acting swiftly — exactly the approach PFCMAT already takes through reading identification and SEND data tracking. Ensure this is consistently applied and well documented.

3 Every teacher is a teacher of SEND

SEND is not the sole responsibility of the SENDCo. Every teacher in every lesson carries it. The strategies in this booklet are the minimum expectation for all teaching staff across PFCMAT.

4 CPD is a national and Trust priority

The £200m programme and nasen's guidance both stress ongoing CPD on neurodiversity and SEND. This booklet is a starting point — Trust networks, SENDCo support and the QIC provide the structure for continued development.

"The reforms aim to improve early identification, strengthen mainstream inclusion, reduce bureaucracy, and ensure every child thrives in their local mainstream setting wherever possible."



Autism Spectrum Disorder

ORGANISATION · SENSORY LOAD · ANXIETY · INCLUSION

01 ORGANISATION

- Use visual cues, colour coding, icons and pictures on all resources.
- Give a physical checklist or post-it note for tasks.
- Ensure simple instructions are shared for homework — homework can be a trigger point.

02 REDUCE SENSORY LOAD

- Ask: "Where would you like to sit?" and "Is there anything in the room that bothers you?"
- Do not shout — sudden, loud noise can cause immediate sensory overload.
- Build in quiet time; be aware of noise levels and reduce where possible.

03 REDUCE ANXIETY

- Routine is key — calmly make your expectations clear at the start of every lesson.
- Talk through any planned changes in advance.
- Discuss preferred communication — consider cards to discreetly request help.
- Smile and use praise — sometimes anxiety comes because they aren't picking up non-verbal cues.

04 PROMOTE INCLUSION

- Support pair work by making sure they are comfortable with their pair partner.
- Allocate a unique role (e.g. scribe) so they can participate on the fringe if needed.
- Offer a refuge or break if needed — "little and often" is sometimes better.

” REMEMBER

Predictability is safety for pupils with ASD. A calm, structured, consistent classroom is one of the most powerful things you can offer. Ask before you assume — and always warn before you change.



ADHD

ORGANISATION · SEATING · TIME & BREAKS · CHUNKING

01 ORGANISATION

- Use visuals — icons and pictures bring clarity where words alone may not.
- Provide folders; help to sort worksheets and keep work organised.
- Help set alarms or reminders for transitions and deadlines.

02 SEATING

- Seat at the front in the middle — reduces peer distraction.
- Sit away from doors or windows that add distraction.
- Sit with a sensible, assertive pupil who can help keep them on task.
- Provide a stopwatch on the desk; set clear, visible timings for silent work.

03 TIME & BREAKS

- Give purposeful jobs — "rub the board", "give out equipment" — for legitimate movement.
- Build in a mid-lesson activity that gets everyone moving.

04 CHUNKING

- Chunk longer tasks into smaller, more manageable steps.
- Give a list and check back often to confirm completion — and reward progress.
- Do not give too many multi-step verbal instructions. Make them short and check that they have listened by asking them to repeat back.

” REMEMBER

ADHD is not a behaviour choice — it is a neurological difference. Movement, variety and clear structure are not concessions; they are the conditions in which these pupils learn best. Keep tasks short, praise often, and check in frequently.



Dyslexia

READING · PAPER & RULERS · WRITING · COGNITIVE LOAD

01 READING STRATEGY

- Always ask — are they happy to read aloud in class? Never assume.
- Give more time for any reading activity.
- Share texts beforehand so they can read at home at their own pace.
- Use larger font and increase spacing and margins on printed resources.

02 PAPER & RULERS

- Do not use bright white paper — try a cream or pastel alternative.
- Be aware of board colours — yellow on blue can help significantly.
- Use a reading ruler.

03 WRITING STRATEGY

- Offer bubble writing paper or wider-spaced books.
- Give more time for any writing activity.
- Add a scaffold so the pupil has less to complete independently.
- Always check understanding verbally — don't judge knowledge by written output alone.

04 COGNITIVE LOAD

- Don't assume a pupil is disengaged because they produce less work than peers.
- Use visual prompts and images generously throughout resources.
- Provide writing frames or partly completed work to support task completion.
- Pre-teach key vocabulary before the lesson where possible.

☞ REMEMBER

Dyslexia affects much more than reading — it affects working memory, processing speed and organisation. A pupil with dyslexia may be highly intelligent and deeply engaged, but their written output will not reflect that without the right support in place.



Cognition & Learning

VISUAL CUES · I DO, WE DO, YOU DO · CHUNKING · MODELLING

01 VISUAL CUES

- Use visuals — icons and pictures bring clarity and structure throughout.
- Ensure simple instructions are shared for homework — homework can be a trigger point.

02 I DO, WE DO, YOU DO

- **I Do:** Demonstrate slowly and clearly what you want the pupil to do or know.
- **We Do:** The group repeats the task together; teacher prompts and corrects.
- **You Do:** The pupil attempts the task independently.

03 CHUNKING

- Chunk longer tasks into clear steps; provide a list to tick off along the way.
- Chunk and check — return frequently to check completion and reward progress.
- Do not give too many multi-step verbal instructions. Make them short and check that they have listened by asking them to repeat back.

04 MODELLING

- Use the visualiser to show, slowly and clearly, exactly what you expect.
- Use 3D, kinaesthetic and hands-on activities that aid memory.
- Model through drawing and diagrams rather than words where possible.
- Model constructing sentences step by step.

” REMEMBER

Pupils with cognition and learning difficulties are not less capable of thinking — they need more time, more structure, and more repetition. Show them what success looks like before you ask them to attempt it. "I Do, We Do, You Do" is one of the most effective tools in your classroom.



DCD (Dyspraxia)

MOTOR SKILLS · SEATING · SCAFFOLD · TIME & BREAKS

01 MOTOR SKILLS

- Provide support for activities requiring fine motor skills.
- Use booklets or pre-cut worksheets.
- For practical work, expect some skills to take longer — offer extra practice and revisit often.

02 SEATING

- Sit at the front so you can step in quickly and subtly.
- Sit near the whiteboard so they can see clearly.
- Sit where there is easy access and room to stretch or move.

03 SCAFFOLD

- Provide sentence starters to help pupils begin writing tasks.
- Allow a laptop to speed up typing where handwriting is a barrier.
- Use pre-populated documents on the laptop to further support completion.

04 TIME & BREAKS

- Allow movement and the opportunity to stand up and stretch.
- Allow more time to complete tasks.
- In practical subjects, provide support with activities that need fine motor skills.

” REMEMBER

DCD affects coordination, organisation and physical tasks — not intelligence. A pupil with dyspraxia may struggle to write neatly or finish a practical task quickly, but their thinking and understanding may be well above their apparent output. Look beyond the page.

A single-page summary of all five areas of need and their four key adaptations. Use it as a planning aide when preparing lessons, or as a prompt during lesson-observation conversations.

NEED	ADAPTATION 1	ADAPTATION 2	ADAPTATION 3	ADAPTATION 4
ASD	Organisation — visuals, checklists, clear homework instructions	Reduce sensory load — seating choice, sensory load, no shouting	Reduce anxiety — routine, warn of change, preferred communication	Promote inclusion — clear roles, fringe participation, refuge if needed
ADHD	Organisation — visuals, folders, alarms and reminders	Seating — front centre, away from distractions, stopwatch on desk	Time & breaks — movement jobs, mid-lesson activity	Chunking — small steps, lists, check and reward frequently
Dyslexia	Reading — ask first, more time, share texts in advance	Paper & rulers — no white paper, reading rulers	Writing — scaffolds, more time, check understanding verbally	Cognitive load — visuals, writing frames, pre-teach vocabulary
Cognition	Visual cues — icons, simple homework instructions	I Do, We Do, You Do — model, practise together, then independently	Chunking — step-by-step lists, tick-off, check and reward	Modelling — visualiser, diagrams, kinaesthetic activities
DCD	Motor skills — booklets or pre-cut resources, extra practice for practical tasks	Seating — front, near board, room to move	Scaffold — sentence starters, laptop	Time & breaks — movement, more time, practical support

Five areas of need

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