

SEND Handbook

Unity Schools Partnership

Autumn Term 2023

**Handbook**

This handbook should be read in conjunction with all of the school’s and Trust policies, including the Staff Code of Conduct.

The notes in the Handbook are for guidance and to help express the ethos and values of SEND across Unity Schools Partnership. It is meant to support all staff in our work with the children. The content aligns with the SEND Self Evaluation Tool.

If you have an item which you feel should be included in the Handbook, please bring it to the attention of Georgina Ellis or Lucie Calow Directors of SEND, Unity School’s Partnership.

**Unity SEND Vision**

Teaching our Children how to Skip

All teachers, all assistants, all schools and many families support children and young people with additional needs. This handbook is for our teachers and leaders, whose daily work focuses relentlessly on that support in our schools. In particular we want to take this opportunity to celebrate our Senco’s, Hub leads and Special school Headteachers. You are amazing.

The work you collectively do is complex and full of difficulties. You are often resilient, often worried and often tired. Your reward, and ours, is the contact we have with some of the most amazing, unique and wonderful children and families. Inside this handbook we hope you will find some signposts, tools and peer supports to help you.

We challenged ourselves to think, what really makes a difference to children receiving ‘special education,’ both inside mainstream schools and within our specialist provisions? In our post pandemic world, trauma is an all too familiar word and we know that the consequences will be felt for many years. What makes the difference now and what life-long impact does each school’s curriculum have? What is at the heart of all the approaches, planning, interventions, and strategies we deploy?

The answer, we believe, is ‘Connection Education.’ Our mission, wherever children are, and whatever we chose to include in the detail of our curriculum plans, is about helping children to make connections in their minds, their knowledge banks, their personal skills, their personal relationships, their support networks and ultimately with their own sense of purpose, that will have a lasting benefit to them all their lives. Our mission is to do this regardless of the challenges that they face.

That’s a big ambition and a big calling.

So why have we started with “Teaching our Children how to Skip?”

What we have always known in Special Education, and what is more important now than ever, is that connections only happen when relationships are strong. If learning is a lifelong road for our pupils, then our role in it must shift and adjust to meet their needs.

Sometimes we are the signposts; sometimes we protect and prevent a wrongful turn; sometimes we nudge forward those who are fearful; sometimes we bring together a group to walk in step with each other. And us? We are on our roads too. We need each other when we are unsure or fearful or stuck. We too are learning.

We want to show our children what is possible. Life in all its fullness, learning with all its successes. To teach them how to skip along their road at pace, whilst we skip along beside them.

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Quality Of Education

**Curriculum**

The [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents)and the [Special Educational Needs and Disability (SEND) Regulations 2014](https://www.legislation.gov.uk/uksi/2014/1530/contents/made) place certain duties on schools to make sure that pupils with special educational needs and disabilities (SEND) are able to take advantage of the same opportunities that other pupils have.

In practice, this legislation means you need to:

* Set high expectations for all pupils (e.g., by setting ambitious targets)
* Remove barriers to allow pupils to achieve those expectations (e.g., through accessible resources, differentiation and reasonable adjustments)

**Statement of intent:**

Our ambition for each of our pupils is that they:

* Are happy with themselves and with their school
* Know their parents and carers often talk with their school staff and that this makes life better
* Learn new, interesting and helpful information and skills
* Make positive friendships which last over time
* Are ready each July to manage the new challenges that come every September
* Are proud of the certificates/awards and qualifications they take forward
* Have matured emotionally whatever their starting points

**USP reading and SEND statement of intent**

**Learning to communicate** is a fundamental right and aim for very child in every school regardless of cognitive, emotional, or physical health and need. To serve our children with the most profound, complex and severe needs we provide a range of approaches streamlined to the child. They include intensive interaction, signing, simplified spoken word, PECs and other symbol-based systems. These children may experience story time and learn to recognise individual symbol supported words as part of their communication programme.

The **vast majority** of our children with special educational needs will become early readers and we must remain ambitious for this to happen. We understand that learning to read is a gateway to future opportunities and fulfilment. This includes some children in all of our specialist schools and hubs as well as those with complex needs in mainstream classes.

For these children we will use the same approach for teaching early reading as for the rest of the school, adjusting for repetition, delivery and grouping as pupil needs demand. This means that schools will use their preferred synthetic phonics approach to teach these children to become readers (texts children learn to read) . Alongside that will be the schools usual complimentary use of books and story to extend and enlarge vocabulary and to foster a love of reading (texts that are read to children.)

For these children we will not: introduce a different synthetic phonics approach, move to other approaches which are not synthetic phonics unless specifically identified in an EHCP plan (see below) or adopt a generalised piece of external advice.

For children **whose EHCPs require in section F** a reading approach that is not synthetic phonics e.g., a whole word reading approach or a specialist intervention such as toe by toe. Schools are required to deliver those interventions specified in section F and will continue to do so, only and exclusively for the child concerned. Schools should look at the date of the last annual review and the date of the original advice on which section F was based. If that is more than 2 academic years old schools will seek a review of that advice in time for the next annual review.

For children who have **external MDT advice which is not yet part of an EHCP (children on K) and** which stipulates a reading approach that is not synthetic phonics e.g., a whole word reading approach or a specialist intervention such as toe by toe. T**he Code of Practice** requires schools to take note of that advice and to deliver that intervention only and exclusively for that child, but schools should feel able to question it and in particular should feel able to set it aside if the advice is over 2 academic years old and seek updated advice instead.

**Older readers at earlier stages**

Particularly for SEND children with SEMH we might find that reading skills are very low in relation to chronological age and that is a legacy gap of several years, particularly for children who have previously had very low attendance rates.

Learning to become fluent readers is the gateway to future opportunities and fulfilment and for that reason schools will invest time into a synthetic phonic approach for these pupils as well. Delivery and resources will need to be sensitively adapted to engage some of these pupils back into learning to read. That might require weighting lessons into explicit examples of how and why doing so is worthwhile for them.

**Older pupils who are not able to access synthetic phonics** Pupils who have profound and complex learning difficulties may remain unable to access phonics and to become fluent readers. These will be pupils who continue to be reliant on symbol and picture cues as part of their communication needs. For these children it is important that social sight words are taught as part of their PSCHE programme and as part of their independence training. This may include whole word recognition that is functional for example EXIT and TOILETS etc.

Shape

Description automatically generated

Teaching Reading

For those students with EHCPs alternative approaches may be specified. It may be appropriate to ensure the provision remains appropriate if regular updating has not taken place through the annual review process.

Few Children

Some Children

If, after a cycle of plan. Do and review a student is not making progress, scaffolded delivery of the same scheme should be introduced. Consideration may be given to different resources or specific elements e.g. onset and rime, syllable division, morphology alongside teaching word meaning etc.

Synthetics phonics delivered through quality first teaching. A selection should be made using a validated scheme.

<https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes>

All Children

**Assessment**

Effective assessment provides information to improve teaching and learning and may take two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.

* Assessment *for* learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
* Assessment *of* learning (summative assessment) involves judging pupils’ performance against national standards. Teachers may make these judgements at the end of a unit of work, specific intervention, of a term, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels, ages or standardised scores. Examples include:
* standardised reading, spelling, or mathematics tests
* cognitive abilities
* profiling tools e.g., for speech, language and communication needs
* small steps assessments aligned with the national curriculum • specific learning difficulties screeners • pupil attitude questionnaires
* social and emotional questionnaires.

A grid of useful assessments appears below

|  |  |  |
| --- | --- | --- |
| Assessment | Target Audience | Suitable for |
| British Picture Vocabulary Scale  BPVS | 3-16 | Identifying delays in vocabulary development  “BPVS3 is a one-to-one test that assesses a child’s receptive vocabulary; for each question, the teacher says a word and the pupil responds by selecting a picture from four options that best illustrate the word’s meaning.  As no reading is required, BPVS3 can be used to assess language development in non-readers and especially pupils with expressive language impairments. Because no spoken response is required, the assessment may be administered to pupils with autism and other related communication difficulties, or those with English as an Additional Language (EAL). To help with administration to pupils who may be colour blind, the illustrations have black outlines and the colours are vivid.” |
| WellComm: Revised Edition | 6 months -6 | A Speech and Language Tool Kit for screening and intervention in the early years. Tailored interventions are provided. |
| TALC- Test of Abstract Language Comprehension (ELKLAN) | pre-school – 11 years  11 years plus (TALC2) | The TALC can be used to:   * Assess the level of abstract language a child can understand * Set individual, specific, measurable, achievable, realistic and timely (SMART) targets * Increase the awareness of the types of questions and directions the child might be expected to understand * Indicate how the language used to interact with the child can be modified to ensure that the child understands the linguistic demands |
| Phonological Assessment Battery  (PhaB2)\*\* | 5-11 | PhAB comprises six standardised tests, all designed to sample different aspects of phonological processing. Due to the diagnostic nature of the results provided, PhAB can also be used to inform further teaching and intervention programmes to help with the child’s specific phonological difficulties. |
| Test of Word Reading Efficiency  (TOWRE-2)\*\* | 6-25 | TOWRE–2 is a measure of an individual’s ability to pronounce printed words (Sight Word Efficiency) and phonemically regular non-words (Phonemic Decoding Efficiency) accurately and fluently |
| York Assessment of Reading  Comprehension (YARC)Primary – Early reading and passage reading\*\* | 4-16 | 20 – 30 minutes  The Early Reading section measures a child’s phonological skills, alphabetic knowledge and word reading.  The Passage Reading section measures the accuracy, rate and comprehension of oral reading skills. |
| Wide Range Achievement Test  (WRAT5) | 5-85 | Provides measure of reading, reading comprehension and spelling. |
| DASH | 9-17 | Assess handwriting speed - ideal for providing evidence for Access Arrangements for Key Stage 2 National Curriculum Tests and for General Qualifications. |
| Sandwell Early Numeracy Test | 4-14 | Identification of numbers, oral counting, value/computation, object counting and language. |
| Sensory Audit for Schools and Classrooms - Autism Inclusion Development Programme | All ages (Free) | Considers sensory aspects including noise, touch, smell, visual and general sensory needs within the classroom. |
| Measuring and monitoring children and young people's mental wellbeing | Key Stages 1-5 (Free) | The aim of this toolkit is to make schools and college staff aware of the range of validated instruments that can be used. |
| The Boxall Profile Handbook  (Revised) | The Boxall Profile  3 to 8 years  BPYP aged 11 to 14 years. | The Boxall Profile is a resource for helping teachers to develop a precise and accurate understanding of children’s emotional and behavioural difficulties, and for planning effective interventions and support activities. |
| Measures of Children's Mental  Health & Psychological Wellbeing | 2-20 | Available individually, or as a complete set, *Measures of Children’s*  *Mental Health & Psychological Wellbeing* is a unique portfolio of assessments providing a range of simple, questionnaire based assessments that can be used to assess a range of children’s social and emotional skills, individually or in groups. The portfolio comprises a further seven booklets. |
| Fagus  A Framework for Emotional and Social Development | 0-19 | Available as an online tool, Fagus can be used to: develop a more childi centered approach, refine the school behaviour policy, identify gaps in practice, record quantifiable progress data,  Enhance pastoral support and measure success of interventions. Fagus has three central components developmental guides, checklists and profiles. |

The Autism Education Trust also have some specific Autism resources and assessments

<https://www.autismeducationtrust.org.uk/>

**Assessing Types of Need**

Assessment of SEN need

Identification of difficulty

* Communication and Interaction
* Cognition and Learning
* Social, Emotional and Mental Health Difficulties
* Sensory and physical needs

Moderate your understanding with a colleague or fellow SENCO

Added onto SEND register using correct code.

Added onto Sims

Look at all available evidence which might include reports from

* County Inclusion Support Services (CISS)
* Dyslexia Outreach Team
* SENDAT Outreach
* Alternative Tuition Service
* Sensory and Communication Service
* Psychology and Therapeutic services.

If there is an EHCP does this document the main need?

**SEND Provision Targets**

Below is a list of targets for each of the four areas of need from Lucy Kidd

C&L: Cognition and Learning (including Early Learning and Play, Attention and Concentration)

SL&C: Speech, Language and Communication

SEMH: Social, Emotional and Mental Health

P&S: Physical (including Self-Help) and Sensory

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| --- | --- | --- | --- | --- |
|  | C&L | SL&C | SEMH | P&S |
| A well-structured learning environment with clear and predictable routine to help her to feel safe and supported in school. |  |  |  |  |
| A differentiated curriculum and teaching that takes account of gaps in her knowledge and takes a slower, more graduated approach to teaching skills and knowledge. |  |  |  |  |
| Occasionally pairing her with a peer who can help discuss the work and model attentive behaviour. |  |  |  |  |
| A wide range of visual aids and resources to enhance her understanding, such as a visual timetable. |  |  |  |  |
| Overlearning and repetition of information and facts in order to consolidate her learning. |  |  |  |  |
| Consideration given to the volume and complexity of the material, the language used when presenting information, tasks being broken down into small, achievable steps. |  |  |  |  |
| Games and activities linked to early phonics skills, for example rhyming, alliteration and spoonerism games. |  |  |  |  |
| A multisensory approach using practical equipment and concrete materials to support problem solving in numeracy. |  |  |  |  |
| Sensory toys. |  |  |  |  |
| A structured, cumulative programme of study in each of the core areas, with targeted teaching and consolidation tasks planned to support ‘small steps’ learning. There should be a focus on building confidence through predictable tasks, with a ‘just right’ challenge in relation to independent work. |  |  |  |  |
| Enhanced access to developmentally appropriate (i.e. suitable for younger children) play opportunities such as role play and sensory play. |  |  |  |  |
| Teachers and non-teaching staff remaining mindful that she has a low level of tolerance for failure: she therefore needs extensive access to overlearning of familiar tasks until her confidence improves. |  |  |  |  |
| Short tasks, with clear expectations of beginning and end and criteria for success. |  |  |  |  |
| An element of choice. |  |  |  |  |
| Extensive use of visual support/choice boards/now and next structures. |  |  |  |  |
| A differentiated curriculum that recognises her strengths and needs. |  |  |  |  |
| Targeted interventions to address gaps in writing, spelling, reading and numeracy. |  |  |  |  |
| Techniques that use overlearning and repetition to develop fluency in core skills, such as precision teaching. |  |  |  |  |
| Consideration of using whole-word reading strategies, especially for high frequency words, as a way of helping her improve her reading. |  |  |  |  |
| Paired reading to improve her confidence in, and enjoyment of, reading. |  |  |  |  |
| Structured and motivating activities that will encourage her to engage in them. |  |  |  |  |
| Visual support and prompts to help her understanding of written material, to help retain material presented verbally and to provide a step-by-step method to follow when working independently. These could be worked examples, mind-maps, step-by-step guides, etc. Over time she should be encouraged to develop her own visual supports that work for her. |  |  |  |  |
| Over time, reducing the amount of adult verbal support provided when tackling a task and increasing her ability to work her way independently through a task using other resources. For example, backwards or forwards chaining can be used to develop independence in how to tackle a common task. |  |  |  |  |
| Tasks chunked so that they are achievable and at her level. |  |  |  |  |
| New learning skills presented in a structured and explicit way. It would include modelling in a variety of ways, as well as using concrete, practical, visual and multisensory aids. |  |  |  |  |
| Frequent opportunity to practice new skills and overlearn. |  |  |  |  |
| Encouraging her to read in order to expand her levels of vocabulary whilst enhancing her ability to identify unfamiliar words. |  |  |  |  |
| Teaching her the importance of drafting, editing and re-writing work with appropriate corrections. |  |  |  |  |
| An individual timetable. |  |  |  |  |
| Hands on, creative tasks that engage, motivate and promote success and self-esteem. |  |  |  |  |
| Pre-teaching to extend opportunities for processing. |  |  |  |  |
| A structured approach to teaching and learning to help her practice getting used to adult-led activities with appropriate scaffolding, involving repeated opportunities for practice, explicit instructions that are short in length, modelling of desired behaviour and positive reinforcement. |  |  |  |  |
| Sharing books with her, looking at pictures and pointing out familiar objects and characters. |  |  |  |  |
| An individualised programme of literacy and numeracy for short periods each day with explicit teaching followed by an immediate reward/praise. |  |  |  |  |
| A bespoke programme of activity to include academic learning for short periods and reward, with the programme allowing her frequent opportunity each day to play and learn outside of the classroom. |  |  |  |  |
| Interventions such as Nessy, Rapide Maths, Plus 2 Maths. |  |  |  |  |

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| An adult-taught daily handwriting programme such as Write from the Start. |  |  |  |  |
| ICT such as word processing and speech recognition. |  |  |  |  |
| Time to develop touch typing. |  |  |  |  |
| Adults ensuring that her ability to demonstrate her understanding is not inhibited by her more limited spelling and reading skills. |  |  |  |  |
| Writing frames, word banks, cloze passages, sentence starters, sentence strips and comic strips to help her confidence in writing. |  |  |  |  |
| Targeted small group work focusing upon spelling strategies, phonics based approaches and sentence level writing activities. |  |  |  |  |
| Low distraction areas provided, such as for literacy and other individualised curriculum work. |  |  |  |  |
| Scaffolding in class. |  |  |  |  |
| Concrete and real life objects. |  |  |  |  |
| Visual support used face to face with her with verbal comments, such as “reading now, aeroplanes next”. |  |  |  |  |
| Adjusting homework to a level which is achievable within a short space of time. |  |  |  |  |
| Specialist dyslexia tuition in order to develop her spelling and writing skills and her reading fluency, with her programme being multisensory, structured and cumulative. |  |  |  |  |
| Dyslexia-friendly teaching approaches and support in the classroom to enable her to perform at an appropriate level for her ability. |  |  |  |  |
| Suitable texts to motivate her, with audio books/films to support. |  |  |  |  |
| Higher level texts and higher order questions. |  |  |  |  |
| Reasonable adjustments linked to the dyslexia policy. |  |  |  |  |
| Handouts so that she does not have to copy at length from the board. |  |  |  |  |
| Cursive script intervention. |  |  |  |  |
| Maths resources such as number square, number lines, multiplication square. |  |  |  |  |
| Opportunities to explore everyday objects and adults modelling their use to develop her understanding of object function. |  |  |  |  |
| Frequent opportunities for her to engage in highly motivating activities. |  |  |  |  |
| Differentiated multi-sensory and play based learning activities which are focused and target her developing skills and support generalisation of learning from one experience to another. These will need to be short and structured, using motivating activities to support her attention and visual support/modelling/hand-over-hand approaches. |  |  |  |  |
| Specific teaching, modelling and demonstration of how to play with specific toys and activities. An approach such as 'Identiplay' might be useful. |  |  |  |  |
| Opportunities to engage in Special Time play involving key adults joining and commenting on her play, adding language using single words and short phrases. |  |  |  |  |

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| Following child led approaches involving adults imitating, joining and commenting on her play. This will be important before adults begin to model exciting and new/alternative ways to play themselves to help extend her play. |  |  |  |  |
| Holding objects within her line of vision. |  |  |  |  |
| Adults changing their voice and making things fun/interesting to capture her attention. |  |  |  |  |
| Adults saying “look” and pointing to something that she might be interested in to get her attention. |  |  |  |  |
| Very simple narrated play with her to enable her to further develop her play skills and interaction (for example, rolling a ball to each other, cause and effect toys). |  |  |  |  |
| Planned target time to learn and to practise tolerance of sensory play (for example, play dough and water) initially hand over, with prompts faded over time. |  |  |  |  |
| The provision of a TEACCH environment including a visual timetable with objects of reference and transition cards. |  |  |  |  |
| Very high levels of consistency in scripts, routine and expectations through the use of visual aids. |  |  |  |  |
| Intervention such as Autism Attention (Bucket). |  |  |  |  |
| A range of play activities and specific targets to expand her play skills through imaginative, investigative and practical tasks. |  |  |  |  |
| Using equipment based on his specific enthusiasms. |  |  |  |  |
| Resources such as Jolly Phonics videos, Cambugs software and IXL maths software. |  |  |  |  |
| A variety of small world equipment, encouraging generalisation. |  |  |  |  |
| Visuals to support learning, such as a visual timetable and ‘now and next’. |  |  |  |  |
| Clear, short instructions one step at a time with chunked information. |  |  |  |  |
| Pausing between key bits of information. |  |  |  |  |
| Her own workstation away from distraction and noise, where she can work with an adult on a small number of focused activities which are grouped within ‘start’ and ‘finish’ baskets. |  |  |  |  |
| Directing her attention to an activity through visual gesture and picture/ photo prompts. |  |  |  |  |
| Explicit teaching of skills so that she can monitor her own behaviour (particularly attending to adult input and focusing on a learning task) so that she is more independent with school work and is not so reliant on adults. The aim is to help develop her ability to engage in positive and planned learning behaviour. The following strategies should be of benefit: articulating what she is doing (self-talk); ensuring that she always follows a plan; providing frequent, specific feedback on her learning behaviour. |  |  |  |  |
| Strategies to help her maintain her concentration and focus on learning tasks such as: physical breaks between tasks; short tasks that are broken down into smaller steps; use of visual prompts and planning guides; practice in extending the time she is able to concentrate. |  |  |  |  |

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| Explicit teaching of attention and listening skills and opportunity to practise them. |  |  |  |  |
| Support to develop a growth mindset so that she takes more risks with her learning and sees that learning from mistakes and tackling challenging work are part of the learning process. Resources from sources such as www.mindsetkit.org may be useful. |  |  |  |  |
| A quieter, less distracting environment. |  |  |  |  |
| Seating her near to an adult in a specific place and/or on a cushion that is away from distractions. |  |  |  |  |
| A ‘now and next’ board offering a reward for participating in an adult led activity for five minutes. |  |  |  |  |
| Good listening rules as a visual reminder of what she needs to do. |  |  |  |  |
| Reward charts. |  |  |  |  |
| Regular learning breaks, where she can choose an activity that is not language based in nature, giving advanced notice of when the break will begin and end. |  |  |  |  |
| Wherever possible, suggestions or offers of support to her made tentatively so she does not find it threatening. |  |  |  |  |
| Brain gym activities to help her stay focused. |  |  |  |  |
| Sensory toys, visuals and exciting stimulus to help her stay focused and engaged. |  |  |  |  |
| A ‘fiddle box’, with rules around the use of the fiddle toys. |  |  |  |  |
| Visual timetables so that she can predict the routine and is prepared for activities she may not be keen to do. |  |  |  |  |
| Adults giving positive feedback when she is concentrating and engaged and pre-empting disengagement by ensuring she takes movement breaks or can change activities. |  |  |  |  |
| Adults supporting her learning using appropriate mediation and scaffolding so that she has a positive mindset about the progress she is able to make. |  |  |  |  |
| A task board to help structure each learning activity, which breaks the activity into small sequential steps. |  |  |  |  |
| Activities such as hidden objects and pairs games. |  |  |  |  |
| Using short, positive prompts to keep her on task. |  |  |  |  |
| Games such as ‘Hidden objects’ game (known as ‘Kim’s Game’) using simple everyday objects and a cloth. |  |  |  |  |
| Card game using pairs. |  |  |  |  |
| Word repetition games. |  |  |  |  |
| Activities to improve visual perception and visual processing, such as dot to dot, spot the difference, jigsaws, ‘Where’s Wally?’ or similar tasks. |  |  |  |  |
| Simplification and chunking of information, additional thinking time and visual support. |  |  |  |  |

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| Additional processing time in lessons for both verbal and written information/ instructions, with an adult checking in that she understands. She may need instructions to be repeated and will need them to be provided in multiple formats, such as visually as well as verbally. |  |  |  |  |
| A growth mindset approach to help her recognise that everyone has next steps in their learning. |  |  |  |  |
| Teachers being aware of the demands a learning activity places on working memory. |  |  |  |  |
| Adults repeating important information, both whole class instructions and task-specific instructions, encouraging her to use sub-vocalisation, whereby pupils repeat information back to themselves or use pair share, where students repeat instructions to each other. |  |  |  |  |
| Encouragement to develop metacognitive strategies to support her own working memory i.e. supporting her to reflect on what helps her remember. Strategies can including sub-vocalisation, getting physical memory aids, using organisational strategies and asking for help. |  |  |  |  |
| Reducing working memory loads wherever possible by:   * + Reducing the amount of material to be stored, such as shortening sentences to be written or the number of items to be remembered   + Increase the familiarity of material to be remembered   + Simplify verbal material, for example use simple active instructions rather than long sentences   + Re-structure multistep tasks into separate independent tasks   + Provide memory aids, such as mathematical aids (multiplication grids, numerical rules and operations, calculator etc), dictionaries, flashcards or visual aids with key information, such as the instructions or a symbol to remind her of the nature of the task. |  |  |  |  |
| Further development of her concentration and attention skills with work tasks set as an area on her individual education plan. A baseline of her current concentration levels to be undertaken; observation of her at different times during the day will give an indication to school staff of what her current levels of concentration are. Once this is known then particular targets and strategies can be introduced in order to extend the length of time she is able to concentrate on specific activities. |  |  |  |  |
| Tasks to help to increase her concentration skills such as the ‘catch me on task’ sheet and other positive re-enforcement strategies. |  |  |  |  |
| Adults stating her name and then redirecting her to specific tasks. |  |  |  |  |
| Staff using privately understood signals: these can include visual signs of behaviours that they would like to see. |  |  |  |  |
| The child being involved in monitoring her progress with set targets, with this linked to agreed rewards/incentives. |  |  |  |  |
| Using ‘good listening rules’ visual cues to remind her of good listening behaviour during teaching and independent work time. |  |  |  |  |
| Saying her name to gain her attention when giving instructions. |  |  |  |  |
| Regular sensory breaks and time for movement in between learning tasks. |  |  |  |  |
| Explicitly teaching her how and when she can request ‘time out’, such as through using cards, with explicit teaching of where she can go, what she can do and how long she can go for. |  |  |  |  |
| Task sheets with clear visual support around how and where to start a task, how to start the next steps and how to complete it. |  |  |  |  |
| Additional communication strategies, for example use of signs with words and an augmented communication system, for example Picture Exchange Communication System (PECS) or Social Communication Emotional Regulation and Support Transactional Support Model (SCERTs) used at school and at home. |  |  |  |  |
| Adults getting eye contact and encouraging her to have eye contact. |  |  |  |  |
| Adult using high five or thumbs up with her. |  |  |  |  |
| Toys and songs that encourage the use of her voice, bubbles, toy mobile, microphone etc. |  |  |  |  |
| Sabotage jars to increase her level of interaction with an adult. |  |  | Shape, arrow  Description automatically generated |  |
| Using a range of interventions (such as intensive, music attention autism) at appropriate times, with a visual timetable showing a specific time of when these interventions will occur to decrease her level of self-direction. |  | Shape, arrow  Description automatically generated |  |  |
| Instructions and explanations broken down into short, concise chunks. |  | Shape, arrow  Description automatically generated |  |  |
| Time to process information. |  | Shape, arrow  Description automatically generated |  |  |
| Adults checking that she has understood tasks; it may be useful to have the instruction written down or represented by a picture so that she may refer to it as often as needed. | Shape, arrow  Description automatically generated | Shape, arrow  Description automatically generated |  |  |
| Daily targeted support to develop her language ability in terms of her language comprehension, sentence structure, articulation and verbal expression. |  | Shape, arrow  Description automatically generated |  |  |
| Small group work and/or individual teaching to model functional language in context through play. |  | Shape, arrow  Description automatically generated |  |  |
| Offering her a choice of activity using a Choice Board, with visuals of different classroom activities. |  | Shape, arrow  Description automatically generated | Shape, arrow  Description automatically generated |  |
| Structured activities in a small group setting to stimulate and encourage expressive language. |  | Shape, arrow  Description automatically generated |  |  |
| A high degree of visual support (including Picture Exchange Communication Systems, photographs, symbols, objects of reference and signing) and adults who are able to interpret her communication and support her to make choices and develop her communication. |  | Shape, arrow  Description automatically generated |  |  |
| Time for intervention for building her attention, communication, speech and language skills as well as supported small group opportunities, for example use of ‘Ready Steady Go’ games and ‘Attention Bucket’ (Attention Autism programme by Gina Davis) activities. Intensive interaction sessions with an attuned and skilled adult can also be useful, aiming to help shift her attention from solitary play to shared attention and activity. |  | Shape, arrow  Description automatically generated |  |  |
| Adults interpreting her gesture, body movements and vocalisations. |  | Shape, arrow  Description automatically generated |  |  |
| All adults working with her repeatedly naming what she wants using single words. |  | Shape, arrow  Description automatically generated |  |  |
| Adults persevering with coming alongside her during her play to encourage more interaction and eye contact and to model taking turns. |  | Shape, arrow  Description automatically generated |  |  |
| Motivating toys and activities being put out of her reach, so that she has to make a request to an adult. This creates the opportunity for adults to model the spoken, signed or visually represented words in the form of photos and pictures. |  | Shape, arrow  Description automatically generated |  |  |
| Giving her simple choices at single word level, with visual reference to the objects, in order for language to be modelled to her and to give her the opportunity to say the words modelled by the adult. |  | Shape, arrow  Description automatically generated |  |  |
| All adults working with her responding to her babbles and sounds by repeating them back to her, using appropriate symbolic noises like "baa", "moo", "ah" etc. |  | Shape, arrow  Description automatically generated |  |  |
| Single words modelled with clear speech. |  | Shape, arrow  Description automatically generated |  |  |
| When any spoken language develops, her speech sound development will be monitored. |  | Shape, arrow  Description automatically generated |  |  |
| Adults getting down to her level, using her name and using light physical touch to gain her attention. |  | Shape, arrow  Description automatically generated |  |  |
| Support to develop her pre-verbal skills such as anticipation. |  | Shape, arrow  Description automatically generated |  |  |
| Continued adult signed and spoken modelling of single words in familiar contexts, in order to learn appropriate words to help her express her everyday needs and to learn a wider range of general vocabulary. |  | Shape, arrow  Description automatically generated |  |  |
| Adults working with her using visual methods of communication, such as visual schedules, in the form of photos and pictures and where appropriate, objects of reference. |  | Shape, arrow  Description automatically generated |  |  |
| A language-rich environment that supports the development of language. |  | Shape, arrow  Description automatically generated |  |  |
| Interventions designed to develop expressive language and receptive language. This may include pre-teaching of key topic vocabulary, modelling of appropriate language, providing word banks, explicit practice and instruction on verbal comprehension, expressing ideas and describing and narrative skills programmes such as resources from The Black Sheep Press. |  | Shape, arrow  Description automatically generated |  |  |
| An adult modelling correct pronunciation. |  | Shape, arrow  Description automatically generated |  |  |
| When working on speech targets, it will help her if adults are explicitly talking about how sounds are made and using visual support such as Jolly Phonics pictures and Cued Articulation. |  | Shape, arrow  Description automatically generated |  |  |
| Adults modelling the correct vocabulary or word production when she makes an error, but avoiding correcting her directly. |  | Shape, arrow  Description automatically generated |  |  |
| School staff making sure that strategies are used every day in all lessons and activities. |  | Shape, arrow  Description automatically generated |  |  |
| Keeping language clear and simple, avoiding long, complex instructions. |  | Shape, arrow  Description automatically generated |  |  |
| Giving her time to process and respond to instructions. |  | Shape, arrow  Description automatically generated |  |  |
| Repeating instructions if necessary and checking her understanding. |  | Shape, arrow  Description automatically generated |  |  |
| Encouraging her to indicate when she might need help with something or an instruction repeated (she could have a visual cue card in class to help remind her to ask for help if she is stuck with something). |  | Shape, arrow  Description automatically generated |  |  |
| Reducing and simplifying language used. |  | Shape, arrow  Description automatically generated |  |  |
| Intensive Interaction techniques (carefully noticing, responding to and encourage her communication initiatives). |  | Shape, arrow  Description automatically generated |  |  |
| A shared communication passport (detailed plan of what helps her) to ensure high levels of consistency in scripts, routine and expectations between all staff working with her. This should be a working document updated frequently to ensure that it remains relevant and can be shared with any new staff. |  | Shape, arrow  Description automatically generated |  |  |
| Planned opportunities to make choices using a choice board and objects of reference linked to the small number of activities she finds motivating, such as outside play. |  | Shape, arrow  Description automatically generated | Shape, arrow  Description automatically generated |  |
| Introduction of Picture Exchange Communication System (PECS) when something is found that is motivating enough for her to request for. |  | Shape, arrow  Description automatically generated |  |  |
| Using PECS symbols with gestural or hand over hand prompts |  | Shape, arrow  Description automatically generated |  |  |
| Adults speaking in very short sentences. |  | Shape, arrow  Description automatically generated |  |  |
| Adult support to help her express herself due to her language difficulties. |  | Shape, arrow  Description automatically generated |  |  |
| Resources such as ‘Language for Thinking’. |  | Shape, arrow  Description automatically generated |  |  |
| Additional time to produce speech when required. |  | Shape, arrow  Description automatically generated |  |  |
| Pre-teaching of vocabulary. |  | Shape, arrow  Description automatically generated |  |  |
| Key adults modelling and encouraging appropriate speaking and listening skills, encouraging turn taking in conversation including appropriate questioning both in their interactions with her and in supported paired or small group learning situations. |  | Shape, arrow  Description automatically generated |  |  |
| A ‘total language approach’ used to support her receptive understanding of language. |  | Shape, arrow  Description automatically generated |  |  |
| Encouragement to express herself and prevent her from becoming frustrated when she is not understood by others. |  | Shape, arrow  Description automatically generated |  |  |
| Time for learning in small groups to develop her language skills. |  | Shape, arrow  Description automatically generated |  |  |
| Adults creating as many opportunities for speaking as possible throughout the day. |  | Shape, arrow  Description automatically generated |  |  |
| Using high five or thumbs up. |  | Shape, arrow  Description automatically generated |  |  |
| Ensuring she experiences successful communication attempts to build her confidence by using closed questions, giving her a choice of answer and/or giving her the beginning of a sentence to complete. |  | Shape, arrow  Description automatically generated |  |  |
| Praising her for any expressive communication. |  | Shape, arrow  Description automatically generated |  |  |
| Modelling correct sentences back to her. |  | Shape, arrow  Description automatically generated |  |  |
| Visuals, short structured activities and adult prompting and support to listen to and follow instructions, participate in activities and complete tasks in the classroom environment. |  | Shape, arrow  Description automatically generated |  |  |
| Instructions and longer sentences chunked or broken down into simple parts. |  | Shape, arrow  Description automatically generated |  |  |
| Adults ensuring she is making eye contact before giving instructions. |  | Shape, arrow  Description automatically generated |  |  |
| Checking that she has heard and understood instructions by asking her to recall what she has been asked to do. |  | Shape, arrow  Description automatically generated |  |  |
| Simplifying complex directions and avoiding multiple commands. |  | Shape, arrow  Description automatically generated |  |  |
| Gesture and visuals to aid her comprehension of classroom activities and tasks. |  |  |  |  |
| Specific targeted support to develop the clarity of her speech and her intelligibility when talking. |  | Shape, arrow  Description automatically generated |  |  |
| Structured group games focusing on phonological awareness skills such as rhyming, segmenting words in sentences, blending, segmenting/deleting syllables, identifying sounds in words, blending, segmenting/deleting sounds, adding sounds and manipulating sounds. |  | Shape, arrow  Description automatically generated |  |  |
| Avoiding teaching her the correct sounds, but instead providing the correct model in a natural way, such as by repeating back any difficult words or sentences clearly and not making her repeat the word or sentence. |  | Shape, arrow  Description automatically generated |  |  |
| When her speech is unclear, adults not pretending to understand her, but apologising and telling her what they did and not did understand, such as “Sorry X, I understood that you went shopping yesterday, but I didn’t understand the next bit?” |  |  |  |  |
| Individual teaching opportunities provided as appropriate, such as sorting tasks to develop understanding of descriptive concepts (hot/cold, long/short, full/empty etc). |  |  |  |  |
| Instructions simplified, broken down into manageable chunks and given in chronological order |  |  |  |  |
| A running commentary of what she is doing to reinforce vocabulary and verbal instructions. |  |  |  |  |
| Sight vocabulary on flash cards to help build her word bank of unfamiliar words. |  | Shape, arrow  Description automatically generated |  |  |
| Pre-teaching of vocabulary, particularly in subjects such as science. |  | Shape, arrow  Description automatically generated |  |  |
| The curriculum delivered using a Total Communication approach, implemented by trained staff experienced in working with children with language and social communication and interaction needs, that enables her to understand, including; slowing, shortening, simplifying, emphasising, repeating, rephrasing and giving extra processing time; limiting the amount of new vocabulary; using modelling and visuals to illustrate (including pictures (symbols or photos), schedules, gestures and/or Makaton signing and Objects of Reference (OOR) where necessary; checking her comprehension regularly through the lesson. |  | Shape, arrow  Description automatically generated |  |  |
| Daily support during unstructured, everyday language learning opportunities, from adults trained and experienced at implementing the Adult Child Interaction strategies, known to support early language and communication skills. |  |  |  |  |
| Time to engage with questions while she plays or looks at books, with adults modelling language appropriate to the context (“The car’s going to the garage”), using appropriate Blank Level One and Two questions and instructions (“Where’s the car going?”) and then modelling appropriate answers to the questions where necessary. |  |  |  |  |
| Adults targeting her communication skills opportunistically through the day, during unstructured everyday interactions. She will also need access to short periods of quiet individual ‘Special Time’ during which language skills can be targeted in a more structured way. She will also need regular (daily) structured opportunities to play with a peer, setting up these opportunities, with adults modelling and sustaining the interactions as required and then fading the support as she becomes more proficient. |  |  |  |  |
| Staff working with her being familiar and experienced in the following interventions:   * + Adult-Child Interaction   + Communicative Temptations/Creating more frequent opportunities to communicate   + Total Communication, including use of visuals such as choice boards and communication boards   + People Games and People Toys   + Using her sensory and other interests as incentives to communicate. |  | Shape, arrow  Description automatically generated |  |  |
| People Games involving her and a familiar adult, with the adult pausing at specific times to let her communicate by taking her turn, with the adult observing her during these pauses and responding to her using brief looks or body movements or vocalisations. |  |  |  |  |
| Continued play-based activity for developing reciprocal interaction and listening. |  |  |  |  |
| Speech, language and communication work incorporated into an adult-led play-based curriculum with activity encouraging speech and reciprocal interaction. |  |  |  |  |
| Consistent use of pictorial cues, language and signing, including prompts to complete sequenced tasks, including an individualised approach towards meeting her needs, initially focused on those activities she finds appealing, with targeted, individualised direction to understand and complete challenging tasks/action sequences. |  |  |  |  |
| Consideration of photograph sequences to help her follow through a task. |  |  |  |  |
| ‘First this/then’ at appropriate times during the session. |  |  |  |  |
| Instructions given directly to her, not the whole group. |  |  |  |  |
| Avoiding extra unnecessary words. |  |  |  |  |
| Language being clear and unambiguous, with no idioms, sarcasm, metaphors or figures of speech used. |  |  |  |  |
| Pre-teaching and revising vocabulary on a regular basis to support retention skills. |  |  |  |  |
| Reinforcing all spoken information using objects, pictures, graphs, a video clip or something visual. |  |  |  |  |
| A key adult in school with whom she can build a positive working relationship and who can provide support throughout the school day during structured and unstructured times. |  |  |  |  |
| Small group work and/or individual teaching to model and teach social skills through play. |  |  |  |  |
| Visual reminders such as keyrings to cue and praise her for positive social skills such as ‘good turn taking’. |  |  |  |  |
| Adults keeping an eye on her interactions with other pupils and taking preventative action if problems occur. |  |  |  |  |
| Social skills groups and linking up with positive role models. |  |  |  |  |
| Adults working with her to help her to become aware of others, through attention and listening group activities, encouraging turn taking and through methods such as intensive interaction (copying and repeating her vocalisations and actions). |  |  |  |  |
| Ongoing use of structured schedules and a now and next approach accompanied with visual strategies to support her to understand her routine and to support her to manage transitions throughout the day. |  |  |  |  |
| Opportunities for strategies to be modelled and shared between home and school to ensure consistency of approach. |  |  |  |  |
| Identification of key adult/s that she can build a positive and trusting relationship with and who can get to know her and understand her communication. |  |  |  |  |
| Emotional support from an adult to respond to her at times of distress, providing comfort as well as support to understand and communicate her feelings in different ways, for example adults to be naming emotions within context, using visuals where possible. |  |  |  |  |
| Social skills intervention involving adults modelling the language of turn taking through a simple, motivating game for her, for example pouring sand or rolling a ball. Once she is able to take turns with an adult, it will be useful for a child to be introduced into the game, giving her the opportunity to apply and extend her skills with the adult support. |  |  |  |  |
| Adult support within context to observe her play and interactions, providing help to extend and facilitate her to play alongside and join other peers when she is showing interest. |  |  |  |  |
| Daily opportunities for a range of turn taking and reciprocal games and activities, starting with shared turn taking play (for example, simple board games). |  |  |  |  |
| Encouragement to show an interest in activities and tasks outside of her special interest. |  |  |  |  |
| Opportunities for sensory play involving turn taking. |  |  |  |  |
| Interventions designed to develop social skills, language for use in social situations and friendship skills (for example, forming, maintaining and repairing friendships). This is particularly important for her understanding of how to accommodate the needs of others in social situations, how to understand that others have different views from herself and how her behaviour impacts on others. |  |  |  |  |
| Social stories and/or comic strip conversations, particularly for more complex abstract concepts such as school trips, stealing, stranger danger. |  |  |  |  |
| Opportunities and support for her to engage independently in meaningful interactions with peers. |  |  |  |  |
| Intervention such as Thrive. |  |  |  |  |
| Encouragement and support to work as part of the group. |  |  |  |  |
| Encouragement to play alongside others by facilitating other children coming to join her where she is playing. |  |  |  |  |
| Assisting her in joining in with a range of social experiences in the learning environment, such as carpet and circle times. |  |  |  |  |
| Monitoring the extent to which she is able to participate in each activity so that her social experiences remain successful. |  |  |  |  |
| Embedding social communication targets into purposeful and meaningful activities throughout the day. |  |  |  |  |
| Building her motivation and confidence in interacting with other children by encouraging them to join in adult supported activities and supporting turn taking and sharing with her. |  |  |  |  |
| Structured small group games with an adult and peers to develop her social interaction skills and her ability to make and maintain friendships. |  |  |  |  |
| Adults setting up structured playground games with her and her peers, such as ‘What’s the time Mr Wolf?’, ‘Duck Duck Goose’. |  |  |  |  |
| A choice of two activities she enjoys, with an adult modelling language and how to interact with another child. |  |  |  |  |
| Engaging her in adult-led activities, slowly introducing one child to share this activity, starting outside of the classroom and providing her with short and clear instructions supported with visual images. |  |  |  |  |
| A structured social skills intervention that teaches turn taking, sharing and social communication, such as Lego Therapy. |  |  |  |  |
| Social Stories or Comic Strip Conversations as an intervention to focus on and teach social rules or norms that she finds difficult to understand. This may also be extended to include awareness of danger and other independence skills. |  |  |  |  |
| A Social Story created to support her understanding of social norms when on the playground. |  |  |  |  |
| Encouragement to be a Student Leader. |  |  |  |  |
| Alternative provision for unstructured times. |  |  |  |  |
| Time for positive interactions with preferred adults throughout the day. |  |  |  |  |
| Consistent routine in school. |  |  |  |  |
| Contingency planning when support is not available, with the aim of preserving the structure and routine. |  |  |  |  |
| Preparation for change, backed up by a visual timetable and discussion of ‘how this feels’. |  |  |  |  |
| Attuned adults who can help her manage her emotional response to learning that she finds difficult. |  |  |  |  |
| Support that develops her emotional literacy, which will include helping her to label her emotions, to recognise when she is feeling a particular emotion and to identify how her emotions affect her own and others’ behaviour. |  |  |  |  |
| Explicit instruction on appropriate/inappropriate behaviour, differentiation between familiar/unfamiliar people, situations likely to be dangerous and strategies to cope with them. Social stories and/or comic strip conversations may be helpful, along with opportunities to practise and experience them in a concrete and safe way. |  |  |  |  |
| A behaviour plan which outlines clear strategies to deal with inappropriate and challenging behaviours. |  |  |  |  |
| A nurturing environment that can offer support and reinforce positive behaviours. |  |  |  |  |
| Praise, reward and recognition for good behaviour. |  |  |  |  |
| Consistent approach from all staff to managing progress and behaviour. |  |  |  |  |
| Clear boundaries and expectations. |  |  |  |  |
| A special carpet spot. |  |  |  |  |
| Continuing to monitor her and her behaviour through ABCC charts. |  |  |  |  |
| A focus on emotional support. |  |  |  |  |
| Using an emotional coaching approach by recognising, validating and naming her emotions (emotional co-regulation with an adult). |  |  |  |  |
| Explicitly naming emotions/situations and talking through what strategies they are using to calm down. |  |  |  |  |
| Wondering aloud and active commentary to support thinking/language and emotional awareness. |  |  |  |  |
| Positive reinforcement and praise, with this being frequent, immediate and genuine. |  |  |  |  |
| Staff continually reviewing and reflecting upon their practice to best support her. |  |  |  |  |
| ELSA promoting her emotional literacy of self and others. |  |  |  |  |
| Emotions chart to help her show her feelings. |  |  |  |  |
| Relaxation techniques |  |  |  |  |
| Daily home school communications. |  |  |  |  |
| Continual discussion with trusted adults about expectations, experiences and emotions. |  |  |  |  |
| Using checklists that she has co-created for routines and tasks. |  |  |  |  |
| A safe space for her to go. |  |  |  |  |
| Intervention such as Forest School. |  |  |  |  |
| Using transitional objects. |  |  |  |  |
| Making changes gradually and with her in mind. |  |  |  |  |
| Adults making sure they carefully anticipate and communicate all transitions, whether that be from space to space, in or out of school or changes in year group (with use of the visual timetable). |  |  |  |  |
| Consistently using a visual timetable/now and next, both at home and school with a focus on safety, reassurance and emotional warmth (“I wonder if…”, “I am sorry, I should have told you when to…”). |  |  |  |  |
| A positive behaviour support plan developed, considering how to reinforce appropriate behaviour and how to respond consistently, alongside environmental changes and new skill development. |  |  |  |  |
| The child having a role or responsibility in the classroom (for example, looking after the class plant). |  |  |  |  |
| Approaches such as ‘Zones of Regulation’. |  |  |  |  |
| Teaching her clearly defined boundaries of behaviour that are consistently reinforced. |  |  |  |  |
| A regular sensory diet to help her regulate her emotions. |  |  |  |  |
| Social stories about choices, what she is allowed to touch, keeping her hands to herself etc to support use of socially appropriate behaviours, particularly around times of transition. |  |  |  |  |
| An emotions key chain. |  |  |  |  |
| Encouragement to use self-talk to regulate her behaviour. |  |  |  |  |
| Time to go to calm spaces when she has become dysregulated. |  |  |  |  |
| A behaviour support programme involving preparation for and management of change. |  |  |  |  |
| A visual cue or timetable that indicates a clear lesson structure, what activities will occur, in what sequence and the time allocated. |  |  |  |  |
| A range of strategies to support her in understanding basic emotions, such as picture cards, video clips, puppets, role play. |  |  |  |  |
| A weekly nurture group. |  |  |  |  |
| Visual tools, such as an emotions box. |  |  |  |  |
| Adults reminding her about what to do when she needs to calm down and encouraging her to calm down sensibly rather than disrupting others in the process. |  |  |  |  |
| Daily support and check-ins from an adult she likes and trusts, to build her confidence and remind her of key behaviour targets and rewards. |  |  |  |  |
| Adults helping her to make sense of gaps in her knowledge and understanding. |  |  |  |  |
| Self-reflection approaches or checklists as opportunities to reflect on her behaviour: what she has done well or what she should do differently. |  |  |  |  |
| Adults setting a few very simple behaviour expectations, with time spent agreeing with her what this will look like, what the rewards are for following these expectations and what happens if she ‘forgets’. |  |  |  |  |
| Adults trying to frame requests in terms where she is able to make a choice. |  |  |  |  |
| Individualised behaviour targets displayed and referred to in the classroom and throughout the day. |  |  |  |  |
| Reflections with an adult to focus on what went well/did not go well during the day and following incidents. |  |  |  |  |
| A firm and caring environment where staff have experience and expertise of working with children with behavioural, emotional and social needs and where the routine, classroom rules and expectations of behaviour are clear and understood. |  |  |  |  |
| A nominated person such as a Learning Mentor, a personal tutor or another key adult (buddy) who can provide emotional support and regulation and planned intervals throughout the week. |  |  |  |  |
| Staff being aware of the most supportive way to help her when she is distressed or demonstrating challenging behaviour, such as using Empathic Listening. |  |  |  |  |
| Direct and positive language with her name at the beginning. |  |  |  |  |
| Use of the third person when she is finding things difficult, for example “I wonder if we can” rather than “you need to”. |  |  |  |  |
| Staff taking into account that their body language and behaviour may affect how she behaves, using limited, calm language and staying at her level when talking to her. |  |  |  |  |
| Use of ‘change of face’ when she is initially upset, followed by revisiting and rebuilding relationships so that she can learn a correct behaviour or copying strategy from the situation. |  |  |  |  |
| Staff offering, where possible, choices that allow her to control some aspects of her day. |  |  |  |  |
| A system of management employed by all staff working with her to encourage appropriate behaviour, achievement and co-operation and to address difficult incidents. |  |  |  |  |
| Negotiation with her of targets, rewards and consequences related to work and behaviour. |  |  |  |  |
| Emotional regulation strategies. |  |  |  |  |
| Clear time expectations. |  |  |  |  |
| Social stories exploring positive choices and consequences. |  |  |  |  |
| Encouragement to verbally outline positive choices she has made (in given situations) and ways she could transfer these choices to other situations. |  |  |  |  |
| Adults reinforcing what she does well socially, using behaviour specific praise to shape pro-social behaviour. |  |  |  |  |
| Adults supporting her in identifying the sources of stress for her and arranging these items from least to most scary on a rating scale from 1-10. An anxiety/anger thermometer (where she is able to rate himself from 0 to 8 on her feelings of anger or anxiety, with 0 being not at all, 2 being a little bit, 4 being moderately, 6 being very and 8 being as much as could be) could help her to make the ratings. |  |  |  |  |
| Certain books that deal with anxiety may be useful in helping her identify with the key characters and open up about her own worries or fears (such as “What to do when you worry too much” by Dawn Huebner, “What to do when you are scared and worried” by James J Christ, “Fears, Doubts, Blues and Pouts” by Norman Wright, Gary J Oliver and Sharon Dahl, Panicosaurus by K.I. Al-Ghani). |  |  |  |  |
| A resource such as "A Solution focused Approach to anger management with children" by Berni Stringer and Madan Mall or the "Anger Management Practical Guide" by Adrian Faupel, with the work including her being able to identify her body's response to anger and anxiety, including her identifying the physical cues she feels, the triggers to her anxiety including outside or external triggers (things/events) and inside/internal triggers (things she says to herself). |  |  |  |  |
| Her behaviour reinforced using a structured system which builds towards fun daily activities. |  |  |  |  |
| A zoning strategy to avoid peer conflict on the carpet. |  |  |  |  |
| Individual Behaviour Support Plan. |  |  |  |  |
| A child-friendly de-escalation plan with clear steps. |  |  |  |  |
| A calm, sensory space that she can access in a proactive and preventative way (i.e. as part of her sensory breaks), but also as part of a behaviour strategy for when she becomes distressed or upset. |  |  |  |  |
| Exploring the use of a weighted blanket to support her in accessing a calm space in the school when needed. |  |  |  |  |
| All staff ensuring she is aware of the rules, boundaries and expectations in all situations, with this reinforced with visuals wherever possible. |  |  |  |  |
| Meaningful visual support such as The Bear Cards/visual approaches from Zones of Regulation to help her to discuss and share her feelings, in both proactive and reactive ways. |  |  |  |  |
| Child experiencing success and to learn to enjoy her learning, such as by using error-free learning approaches |  |  |  |  |
| Adults continuing to name and talk about a range of feelings in relation to stories and play scenarios, not just ‘in the moment’ of a crisis: use photos and pictures, dolls, role play activities and small world to model and talk about feelings. |  |  |  |  |
| A box of rewards that she and staff have chosen which she can use in a quiet, uncrowded area, encouraging her to invite a peer with her. |  |  |  |  |
| Adults addressing her confidence, creating an atmosphere of encouragement and reassurance. |  |  |  |  |
| Puppets and small world play to allow her to express and work through her scenarios and emotions that are linked to her life. |  |  |  |  |
| Adult mentoring sessions. |  |  |  |  |
| Resources such as emotions cards and feelings thermometer. |  |  |  |  |
| Lots of positive encouragement and reassurance. |  |  |  |  |
| Time to demonstrate her strengths and skills in a range of contexts. |  |  |  |  |
| Staff being aware of her strengths in order to encourage her to notice them. |  |  |  |  |
| Adults helping label emotions, for example “You are looking really down…. I’m guessing you’re feeling quite sad now”. |  |  |  |  |
| Ongoing work to develop her self-esteem, through:   * Identifying her strengths and areas of progress and her work shared with home * Social story about finding work difficult as part of the process of learning * Encouragement to identify her strengths and areas of progress in learning in an achievement book * Recapping tasks she used to find difficult, but can now complete independently; further development of self-esteem and a positive sense of self doing activities from the resource “Helping Children to Build Self-Esteem” by Deborah M Plummer (March 2007) is a recommended resource * Adults working with her to provide interruptions of any inappropriate or undesirable behaviour that she may exhibit, with low intrusive methods (such as word/gesture) and to re-direct her to appropriate behaviours * Adults working with her to help to identify the early signs of anxiety/behavioural changes and to intervene at a low key level, providing a break, checking how she is feeling etc. |  |  |  |  |
| A ‘worry book’ or ‘worry monster’ where she can write down how she is feeling and what she may be feeling wobbly about. She can choose a trusted adult to share this information with. |  |  |  |  |
| Explicit teaching of activities or strategies she can use to self-soothe such as going to a safe space, a designated quiet place, accessing a calm box, drawing/colouring etc. Build times into the day where the focus is on relaxing. |  |  |  |  |
| A low pressure environment and a relaxed and informal approach from staff to reduce the anxiety she experiences. |  |  |  |  |
| Access to a discreetly monitored, quiet, distraction free room or agreed place where X can take time alone to process her emotions more effectively should she find herself becoming overwhelmed in school. This will also be used pre-emptively. |  |  |  |  |
| Daily intervention to continue to develop muscle strength and handwriting skills. |  |  |  |  |
| Targeted intervention to support the development of her gross and fine motor skills, such as Motor Skills United, pencil grips, fine motor trays. |  |  |  |  |
| Movement training to promote body awareness and control. |  |  |  |  |
| Simple games to promote memory training and to develop loco motor control. |  |  |  |  |
| Visuals for changing for PE. |  |  |  |  |
| Dedicated time to support her in colouring and presentation, including writing on the line. |  |  |  |  |
| Fine motor skills activities with interventions such as ‘dough disco’. |  |  |  |  |
| Handwriting paper with guide lines for de/ascenders. |  |  |  |  |
| Fine motor resources, such as chunky pencils, crayons, chalks etc. and play dough, stress balls, threading with tweezers and pegs. |  |  |  |  |
| Targeted intervention to support the accuracy of her letter writing. |  |  |  |  |
| Fine motor therapy programmes to enhance manual dexterity and sensory integration. |  |  |  |  |
| Supervised lunch breaks supporting her to eat her food and use cutlery. |  |  |  |  |
| School and home liaising regarding her self-help (feeding, dressing and toileting) plan and use of language/visuals to support this area of development. |  |  |  |  |
| Adults ensuring that there is an expectation that she will be encouraged to have a go at using utensils and with undressing/ dressing and that she is given enough time to do this. A visual backwards chaining system might be helpful to communicate what they are expecting her to do. |  |  |  |  |
| Keeping a close eye on her to make sure she is safe and teaching her to stop doing something by saying “finished” or “out of mouth” and using a sign/picture. |  |  |  |  |
| Adults using forward or backward chaining in tasks to help build her confidence. |  |  |  |  |
| Adults giving her specific feedback on her strengths at the end of a task. |  |  |  |  |
| Adults providing feedback on her use of self-help strategies. |  |  |  |  |
| Instructions chunked, with encouragement for her to tick these off as she completes them. |  |  |  |  |
| Explicit teaching to improve her awareness of danger, such as through social stories to reinforce messages of how to remain safe. |  |  |  |  |
| A curriculum that incorporates appropriate training and qualifications to support the development of her life skills and independence. For example, courses such as ASDAN and CoPE (curriculum programmes and qualifications that help young people develop knowledge and skills for learning, work and life) would be appropriate. |  |  |  |  |
| The support of a key adult to ensure she manages her menstrual cycle appropriately when in school, in the form of regular prompts and reminders. |  |  |  |  |
| Explicit teaching of personal hygiene routines so that she can meet her own personal hygiene needs. |  |  |  |  |
| A planned, graded approach so that she can be gently challenged over time to extend her tolerance of textures and tastes through play. This will initially be part of her target time activities. |  |  |  |  |
| A PECS book with pictures of sensory activities. |  |  |  |  |
| Sensory items available, such as ear defenders. |  |  |  |  |
| Proprioceptive, or ‘heavy work’ activities to improve body awareness, as well as having a calming and regulating effect, where possible trying to incorporate her interests into these tasks so that she is motivated to join in. |  |  |  |  |
| Activities such as play dough, obstacle courses, pushing and pulling games, animal walks, wheelbarrow walks. |  |  |  |  |
| Regular processing breaks which allow for sensory regulation, such as by giving consistent access to necessary resources and a supportive sensory environment. |  |  |  |  |
| A play-based multisensory curriculum with access to associated resources such as a sensory room, with extended access to hands-on, sensory, Early Years learning activity, matched to her developmental stage and atypical cognitive profile. |  |  |  |  |
| Visual displays in class reduced so that distractions are minimised. |  |  |  |  |
| A workstation within the main classroom where she can work away from visual distractions. |  |  |  |  |
| A sitting ball or peanut ball to sit on and bounce on when being asked to focus on a task such as small group learning or table top play. |  |  |  |  |
| Hand fidgets to help her to concentrate more easily. |  |  |  |  |
| Sensory/rest breaks at least every 20 minutes in order to refocus, such as to drink, take a moving break, carry out a job. |  |  |  |  |
| Her routine altered as much as possible to increase her alertness. |  |  |  |  |
| A ‘move n sit’ cushion. |  |  |  |  |
| Persistent and predictable sensory activities. |  |  |  |  |
| Fine motor sensory activities e.g. painting, gloop and sand play. |  |  |  |  |
| Gross motor sensory activities such as ball games. |  |  |  |  |
| Auditory sensory activities such as music and listening games. |  |  |  |  |
| Sensory activities with sight such as ‘spot the difference’ and visual memory games. |  |  |  |  |
| Sensory activities with taste through cooking and sampling. |  |  |  |  |
| Ongoing support to continually develop her own toolkit of personal strategies to use when she is becoming dysregulated. |  |  |  |  |
| Movement breaks. |  |  |  |  |
| A sensory room or low-stimulus space which she can use when overwhelmed or wobbly, helping her to self-regulate, with regular sensory breaks built into her day. |  |  |  |  |
| A ‘calm box’ filled with different activities to reduce levels of anxiety or arousal, with these activities being personal to her and tailored to her interests. |  |  |  |  |
| Support in fire alarms as she will not respond well until in a quieter area. |  |  |  |  |
| A brightly coloured mat on her table underneath her worksheet to help orientate her to her work. |  |  |  |  |
| Bright, contrasting colours on handouts. |  |  |  |  |
| X sitting at the front of the class with an unobstructed view and being allowed to sit at the teacher monitor to see the interactive white board close up if she is struggling. |  |  |  |  |
| Objects presented slowly, kept in her line of vision and brought close to her face. She needs to be positioned directly in front of the teacher and to be given good levels of contrast for all activities. |  |  |  |  |
| Additional time for X to respond to activities and assimilate visual information. |  |  |  |  |
| X having her own individual copy of resources. |  |  |  |  |
| Individualised modifications to settings on the computer, including a large black pointer. |  |  |  |  |
| Materials/books which are clear and have good, bold contrast, with a limited amount on each page. |  |  |  |  |
| Good quality photocopies and void text printed on a patterned background. |  |  |  |  |
| A clear font such as Comic Sans at a minimum print size of N28. |  |  |  |  |
| The environment well lit, but glare avoided. |  |  |  |  |
| X’s position being changed or curtains/blinds drawn if lighting conditions appear to be affecting her performance or comfort. |  |  |  |  |
| Awareness of reduced vision when X is in unfamiliar/busy environments or engaged in tasks and physical activities involving faster movement. |  |  |  |  |

**Quality First Teaching Self-Checklist**

From Lucie Kidd

Quality First Teaching (QFT) is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom. These strategies can be broken down into strategies for all learners (used in every lesson), and strategies more specific to particular areas of need.

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| **QFT Strategies for all learners** | **Present in classroom** |
| Table spaces clear of clutter and distractions |  |
| All children seated so they can see the board easily |  |
| Whole class visual timetable visible and referred to |  |
| Activities and listening broken up into chunks |  |
| Classroom well organised and labelled with pictures |  |
| Clear links to prior learning |  |
| Clear lesson structure: Connect, Explain, Example, Attempt, Apply, Challenge |  |
| Pupils clear on what is expected of them |  |
| Understanding checked by asking pupils to explain what they have to do |  |
| Learning Support Assistants planned for when supporting in-class learning |  |
| Specific and named praise |  |
| A variety of ways to demonstrate understanding, not just written |  |
| Instructions given in small chunks with visual cues |  |
| Tasks and resources adapted to suit the ability level of each child |  |
| Noise levels kept to a manageable working level |  |
| Tables and wall displays clear of clutter and distractions |  |
| Children’s work on display |  |
| Wall displays that are dyslexia and colour-blindness friendly where appropriate (i.e. information the children are expected to use printed in dark coloured text on a light (not white) background. Avoid green and red/pink, as these colours are difficult for those who have colour vision deficiencies) |  |
| Use of manipulatives and representations to act as a scaffold |  |
| Explicit teaching of vocabulary |  |
| Small whiteboard/draft books available for children to try out spellings, remember ideas etc |  |
| Ensure 100% of the pupils are participating i.e. use mini whiteboards to answer questions rather than ‘hands up’ |  |

**QFT Strategies for Cognition and Learning**

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| **QFT Strategies** | **Present in classroom** |
| Pre-teaching of subject vocabulary |  |
| Key words emphasised and displayed clearly |  |
| Scaffolding for lower-ability readers i.e. text highlighted to indicate where to find the evidence needed |  |
| Alternative ways to demonstrate understanding, such as diagrams, mind maps, use of voice recorders |  |
| Scaffolds such as writing frames, alphabet strips, key words, phoneme mats, planners, tasks lists etc, with the pupils taught how to use these |  |
| A range of coloured overlays/reading rulers in different colours available |  |
| Coloured paper for worksheets/printed text and coloured background (not white) on the IWB |  |
| Resources such as pencil grips |  |
| Text presented clearly: bullet points, clear fonts, uncluttered page |  |
| Use of diagrams and pictures alongside text |  |
| Minimise copying from the board |  |
| Ensure pupils are comfortable with reading aloud in class before asking them to: pre-read the section with them if necessary |  |
| Ensure you have the pupils’ full attention: use their name and gain eye contact |  |
| Encourage good listening and learning behaviour. Develop attention skills in a group situation by teaching good rules of listening: look towards the speaker, good sitting, not interrupting |  |
| Ensure instructions are short and clear and given in the order in which they need to be completed |  |
| Give time for pupils to process what you have said before giving another instruction or more information |  |
| Availability of fiddle/calming toys, with agreed guidelines on their use |  |
| Use a visual timer to measure and extend time on task |  |
| Be very specific about how much work you expect to be completed within a set time frame |  |
| Be aware of the pupil’s starting point so that expected process can be measured accurately |  |
| Ask pupils to explain (not repeat back) tasks to clarify understanding |  |
| Consistent use of marking code, symbols and colour coding |  |

**QFT Strategies for Language and Communication**

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| **QFT Strategies** | **Present in classroom** |
| Keep language clear and unambiguous at all times |  |
| Avoid sarcasm / literal meanings unless explained |  |
| Use visual timetables or prompts to structure routines |  |
| Check with individual pupils as appropriate after giving whole class instructions |  |
| Provide a good language model |  |
| Repeat what pupils have said emphasising the correct word order and grammar |  |
| Give the pupil sufficient time to process what has been said and to organise their response |  |
| Non-verbal feedback system to demonstrate whether something has been understood, for example cubes, thumbs up |  |
| Provide students with a simple structure to help them organise their language, for example first, then, next |  |
| Give pupils plenty of time to say what they mean |  |
| Provide opportunities for language use (for example re-telling a story or describing a recent activity) |  |
| Use visual aids as much as possible: objects, pictures, symbols to aid understanding |  |
| Encourage pupils to organise ideas verbally before writing them down. A talking tin or other voice recording apps could be provided as support |  |
| Encourage the use of mind maps to organise thoughts |  |
| Pre-teach important vocabulary. Parents advised of new vocabulary so it can be reinforced at home, such as Knowledge Organisers, word mats |  |
| Ask yes/no questions or give alternatives rather than asking open questions |  |
| Revise and summarise stories and information |  |
| Support pupils to recognise when they have not understood. Agree a strategy for them to ask for help or clarification. Provide praise when they do this independently |  |
| Ensure preferred methods of communication are shared with all known staff within school (eye contact, thumbs up, PECS, wristbands, fans etc) |  |
| Ask pupils questions about the word (for example, ‘Where do you find it? What do you use it for?’) Encourage pupils to rehearse the word once it has been retrieved and to use the word in a sentence |  |
| Teach and use a new word in a range of different contexts and provide multiple exposures to it. Try to make as many associations with the new word as possible. Teach related words and group new words into categories. Use a word web to discuss phonological (e.g. first sound) and meaning (e.g. location and function) features |  |
| Model correct production of sounds. If the child can make the sound, provide a choice for correction (e.g. ‘is it a tup or a cup?’) and praise all attempts at trying to self-correct |  |

**QFT Strategies for Social, Emotional and Mental Health**

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| **QFT Strategies** | **Present in classroom** |
| Use interactive strategies i.e. whiteboards to hold up answers |  |
| Clear behaviour expectations by giving clear targets, explanations and modelling |  |
| Teach the pupils to use post-it notes/individual whiteboard for questions and ideas rather than calling out |  |
| Take time to find each pupil’s strengths and praise these/allow time for these to be demonstrated |  |
| Five positives to each negative |  |
| Adults staying calm at all times |  |
| If a pupil has demonstrated negative behaviour, ensure they have an opportunity to explain/discuss the behaviour/the incident when they are calm |  |
| Communicate positive achievements to the parent/carer |  |
| Understand that behaviour is a method of communication |  |
| Start each day/lesson with a clean slate |  |
| Identify any sensory difficulties impacting on behaviour |  |
| Use consistent language, approaches and routines |  |
| Flexible grouping arrangements which allow for buddy support/good role models/focused teaching/varied social interaction |  |
| Personalise teaching where possible to reflect pupils’ interests |  |
| Transition from whole class work to independent or group work taught, clearly signalled and actively managed |  |
| A positive classroom climate in which pupils generally receive more praise than correction and are given specific praise for appropriate behaviour as well as for academic work |  |
| Give the pupil a classroom responsibility to raise self-esteem |  |
| Legitimise movement, for example asking the pupil to deliver a message / hand out books |  |
| Do not extend work into playtime – the pupil will need these breaks |  |
| Ensure that tools/equipment are easily accessible and available for use |  |
| Use positive re-direction rather than negative: ‘Put the pens on the table’ rather than ‘Don’t throw the pens’ |  |
| Anxiety/self-regulation monitoring cards, such as a traffic light system |  |
| Incorporate a ‘feelings register’ when doing morning and afternoon register. Rather than just responding with ‘yes/here’ they can give a number 1-3, or word (happy, sad, lonely, amazing). If a pupil is unhappy this allows the teacher to intervene at an appropriate time within the next lesson |  |

**QFT Strategies for Physical and Sensory Difficulties**

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| **QFT Strategies** | **Present in classroom** |
| Consider reasonable adjustments to equipment such a range of pencil grips, chunky pens, writing slopes, move and sit/wobble cushions, left handed rulers, looped and left handed scissors |  |
| Alternatives to handwriting such as talking tins or other voice recording apps, scribing or typing |  |
| Rest/movement breaks |  |
| Check seating positions. Pupils with co-ordination difficulties may find it better to sit facing the board, as this makes copying and tracking easier |  |
| Children’s feet are on the floor, or another platform, when seated to maximise stability |  |
| Physical needs are considered when sitting on the carpet and ‘w’ sitting is discouraged in younger children |  |
| Potential fatigue factors are taken into account for some physical activities, for example, linked to PE |  |
| Classrooms are free from clutter and the chairs are pushed in when not in use. Cupboard doors and drawers are kept shut |  |
| Any Care Plans/Individual Risk Assessments are read and adhered to |  |
| Provide sensory rest breaks/movement breaks |  |
| Provide fidget toys/chew toys |  |
| Provide a clear visual timetable with plenty of preparation for transitions |  |
| Eliminate inessential copying from the board. Where copying is required, ensure appropriate print size photocopy is available |  |
| Ensure a range of writing materials is available so that pupils can choose the most appropriate to maximise vision |  |
| Always use verbal explanations when demonstrating to the class |  |
| Avoid standing in front of windows – your face becomes difficult to see |  |
| Avoid the sharing of texts/monitors unless doing so is a priority, such as working together on a project |  |
| Give as many first hand ‘real’ multi-sensory experiences as possible |  |
| Try out different paper/Smartboard colours to try to find best contrast |  |
| Consider lighting – natural and artificial – which is most comfortable? |  |
| Avoid shiny surfaces which may reflect light and cause dazzle |  |
| Short spells of visual activity interspersed with less demanding activities |  |
| Always use verbal explanations when demonstrating to the class |  |
| Use subtitles for visual materials |  |
| Repeat others’ contributions |  |
| Face the visually / hearing impaired pupil when you are speaking to them |  |
| Allow processing time |  |
| Reduce background noise |  |
| Ensure the pupil is sat at the front of the class / carpet |  |
| Use pupils’ names when asking questions |  |

**Universal Adaptations From Cassandra Bergin at Sybil Andrews Academy**

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| Area of Need General adaptations | |
| **Communication and Interaction** | * Cue the pupil in by saying their name before you give the instruction * Are they seated where they can see the board and you? * Do they need non-verbal ways to communicate, e.g., sign? * Provide a checklist to reduce cognitive load * Ask pupil to repeat instructions back to check understanding * Pre-teach vocabulary * Check One Page Profile (OPP) |
| **Cognition and Learning** | * Pre-teach vocabulary * Over-learning opportunities * Vocabulary lists * Knowledge Organisers * Small steps learning * Instructions on board in different colour / font * Keep instructions simple and numbered to reduce cognitive overload * Aids to support working memory – mind maps; prompts; sentence stems; word banks * Allow ‘take-up’ time * Clear and consistent routines * Use of assistive technology, e.g., laptops * Checklist / task card to reduce cognitive overload * Read OPP |
| **Social Emotional and Mental Health** | * Greet at the door and scan for their mood, do they need TLC / kind words? * Careful seating, do they need to sit at the back so they can exit discreetly? * Consider who is next to them – do they need more space? * Regular movement breaks / re-set breaks * Regulation item – something special to them they can use to help them re-set, e.g., a photo of a family member * Provide an exit strategy – a card / hand signal to show when they need to leave to re-set (remaining outside the class for agreed number of minutes, ideally 2-3) * A safe space out of the classroom, e.g., Learning Support / PO office * Protected time with a key adult, e.g., PO time * Social Stories * Ear defenders / ear buds * Pre-teach around a topic to reduce anxiety * Prep pupils that you will be cold-calling on them in the lesson * Constant dialogue explaining what you are doing * Signpost your feelings to model them and what they feel/look like * Allow to leave the classroom first when lesson finishes * Read OPP |
| **Sensory and Physical** | * Ear defenders / ear buds * Reduce the ‘noise’ in the classroom – consider displays, use buff-coloured slides to reduce visual stress, have a tidy and orderly classroom * Use of coloured paper where directed by SEND team * Consider seating – do they find it difficult near a door or window? * What is the light level like in your classroom? Can you use more natural light? * Keep the temperature even * Are resources in the correct font size or font? Avoid Times New Roman * Can some groups work outside the classroom for group room so it doesn’t become too noisy? * Coloured overlays * Writing slopes / grips * Regular movement breaks, give pupils jobs, e.g., handing out books * Read OPP |

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| Area of Need Maths | |
| **Communication and Interaction** | * Careful seating so that peers can read to each other * Adapt Seating position based on individual needs, e.g., minimising distractions for pupils with ADHD * Pre teach vocabulary to lowest 20% and SEND so that pupils are ‘re-learning’ and not experiencing vocabulary for the first time * Give extra time to think, ‘I will come back to you…’ * Pre teach new concepts * Use visuals and actions to help pupils learn and memorise new vocabulary * Use sentence stems and display in classroom, e.g. The angles in a triangle total 180 degrees. Rehearse these sentences * Use a checklist for routines, e.g., LJ, Date and Title |
| **Cognition and Learning** | * Pre teach or recap sills needed to be able to access the lesson, e.g., long division would benefit from rehearsal of times table knowledge * Provide clearly laid out worked examples in different colours for pupils to refer to * CPA (Concrete, Pictorial, Abstract) approach used. Provide concrete manipulatives in class with expectation they are used (especially in KS3) * During retrieval practice, focus on a fluency skill if it is needed in the lesson, e.g., number facts * Scaffolded examples on homework * Avoid too much copying / provide print outs / use of assistive technology * Use of Frayer Model * Use of mini-whiteboards to Check for Understanding |
| **Social Emotional and Mental Health** | * Be mindful of time pressures, allow extra time or remove countdowns if causing stress * Reduce number of questions asked for some pupils * Tell pupils with ASD what you will cover in the lesson * Give some pupils one question at a time * Support low-confidence pupils with Errorless Learning – plan 3 or 4 questions they can answer confidently before moving onto more challenging questions |
| **Sensory and Physical** | * Ensure all questions, images, digits use a clear font and appropriate size * Choose seating position carefully so pupils can see and hear * Repeat instructions and simplify language where needed * Concrete manipulatives to support learning |

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| Area of Need English | |
| **Communication and Interaction** | * Visual prompts and use of visualiser to support understanding * Pre teaching of vocabulary * Seating plan to consider position of pupils with SEND / lowest 20% * Repetition of instructions using clear and concise language * Additional time for Peer Talk * Tier 2 and 3 words explicitly taught * Use of Frayer Models to help develop vocabulary and understanding of words * Cue in pupil with name |
| **Cognition and Learning** | * Scaffolding to promote independence, e.g., writing frames, sentence stems * Assistive technology (read/write pen, as necessary) * Peer Talk to allow time to explore ideas * Pre teaching of vocabulary * Overlearning of Tier 2 and 3 vocabularies * Knowledge Organisers * Short, simple and concise instructions * Whole-class reading of text to support reading fluency * Highlighting of each word read on the board/visualiser, e.g., using Presentation Clicker * Coloured reading overlay and ruler packs in every classroom * Additional oral rehearsal of sentences before writing * Draw attention to use of memory aids e.g., mnemonics * Teach morphology and etymology of words, e.g., ‘washable’ with suffix ‘able’ meaning can be done which can be applied to other words with same suffix ending (Guided reading booklets at KS3) * Dictionaries and ACE dictionaries available |
| **Social Emotional and Mental Health** | * Careful seating plan and consider Peer work * Calm area in the classroom * Check-ins for reassurance/circulation * Individual support in beginning a task * Heavy modelling of adult making mistakes and this being a good way to learn something * Movement breaks * Red/green cards to signal for help |
| **Sensory and Physical** | * Choose seating position carefully so pupils can see and hear * Repeat instructions and simplify language where needed * Check lighting is appropriate, use of natural light where possible * Consider sensory overload |

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| Area of Need RPE | |
| **Communication and Interaction** | * Visual prompting – use of real-life photographs where possible * Videos / film clips to support scenarios * Verbal talking frames (model and have written on board) * Simplify language where needed * Be mindful of vulnerable pupils’ experiences and speak with HoY / Safeguarding or AHT – Inclusion, before teaching a topic * Explicit teaching of vocabulary and what words don’t mean * Where appropriate, draw on pupils’ personal experiences to offer real-life examples * Seating plan which follows SEND Register * RPE Support Sheet to guide tasks and interactions with lesson and tasks * Use of Handy Hints Metacognition Pack. * Use of guidance clips to guide writing 5-Mark, 8-Mark and 15-Mark questions. |
| **Cognition and Learning** | * Use visuals to support understanding of words * Pre teaching vocabulary * Repeat vocabulary throughout the lesson * Use of Frayer model to support vocabulary * Role play is used to support understanding of abstract concepts, e.g., opinion belief * Use of annotations to explain Sources of Wisdom (SoW) * Use of comic strip-style tasks to understand Sources of Wisdom (SoW) * Use of ABCD Structure to support writing of extended writing questions (such as 5-Mark, 8-Mark and 15-Mark) * Knowledge Organisers with key vocabulary * Teacher ‘read aloud’ sessions to support reading fluency and reduce cognitive load on pupils with poor fluency enabling them to access age-appropriate texts * Seating plan which follows SEND Register * RPE Support Sheet to guide tasks and interactions with lesson and tasks * Use of Handy Hints Metacognition Pack. * Use of guidance clips to guide writing 5-Mark, 8-Mark and 15-Mark Questions. * Use of iPad (if available) to provide PPT on or to dual code concepts. |
| **Social Emotional and Mental Health** | * Liaison with HoY / Safeguarding or AHT – Inclusion, before teaching a topics. Social Stories may be required prior to lesson * Clear behaviour expectations, remind of these before the lesson * Always signpost that pupils can speak with a trusted adult in school (Safeguarding) * Promote that we are a Safeguarding school and teachers want to keep pupils safe * Prepare soe pupils (carers and parents) of upcoming difficult topics * Seating plan which follows SEND Register * RPE Support Sheet to guide tasks and interactions with lesson and tasks |
| **Sensory and Physical** | * Calm environment with calm ‘safe’ space that pupils can access if overwhelmed * Seating plan which allows some pupils to have movement breaks * Seating plan which follows SEND Register * Consider voice volume and tone, keep it calm and relaxed * RPE Support Sheet to guide tasks and interactions with lesson and tasks * Use of iPad (if available) to provide PPT to help Students regulate learning. |

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| Area of Need PE | |
| **Communication and Interaction** | * Pre teach new vocabulary and use picture and modelling to support understanding * Set clear rules and routines * Mini plenaries throughout recapping on knowledge learned and skills focussing on * Check for understanding – ask questions, pupils to repeat back * Allow thinking time to process instructions |
| **Cognition and Learning** | * Constantly refer to success criteria – ensure displayed visually to as a memory aid * Key vocabulary displayed throughout the lesson * Appropriate grouping of pupils based on need, e.g., pupils with poor working memory paired with able pupil * Short, simple instructions * Model, coach and reinforce skills * Use of metacognitive strategies, e.g., talk through what you are doing * Regular recaps |
| **Social Emotional and Mental Health** | * Positive praise of skills and achievements linked to school values * Clearly mark the learning area so pupils know the boundaries for the lesson * Social stories for pupils who struggle with losing * Opportunities within a small group with LSA in experiencing losing, with LSA / teacher modelling feelings when lose |
| **Sensory and Physical** | * Background noise and reverberation are reduced * Glare is reduced * Teacher’s face can be seen and allow for lip readers to see mouth * Video presentations have subtitles for deaf / hearing difficulty pupils * Specialist equipment used when recommended by OT * Risk assess and review accessibility for all physical activities * Allow enough time for pupils to complete activities |

Inclusion ideas

You Tube Channel – Angela Lydon (MATP) <https://www.youtube.com/watch?v=OPkSVBhWKRA>

Youth Sport Trust Inclusion Pages <https://www.youthsporttrust.org/resources/inclusion/inclusion-2024-resources>

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| Area of Need Science | |
| **Communication and Interaction** | * Pupils can record their predictions and evaluations orally * Immersive reader on laptop * Pupils use pictures to support investigation * Subtitles turned on when watching a video * Tier 2 and 3 vocabularies displayed in room with clear definitions given * Use of mind maps to record ideas * Allow paired writing with peer to support generation of ideas * Allow pupils to sit with peers they are comfortable to communicate with, being mindful of those with SLCN |
| **Cognition and Learning** | * Knowledge Organisers * Use of dual coding with picture/diagram and word * Key vocabulary is revisited at the beginning of every lesson to ensure it has been embedded * Disciplinary literacy * Pre-drawn tables and charts for some pupils * Diagrams in presentations * Small step learning, e.g., slow practical * Writing frames used to support pupils with poor memory * Keep instructions short and concise * Pupils encouraged to take notes in way that suits them, e.g. bullet points, mind maps * Pre-teach vocabulary for next lesson at end of a lesson as an exit slide |
| **Social Emotional and Mental Health** | * Check-ins with some pupils * Allow pupils to have movement breaks or calm breaks * Use times to help keep some pupils focussed * Low stakes quizzes used which reduces anxiety around ‘a big test’ * Quiet area of lab in case pupil is overwhelmed * Careful seating for partner work, ensure they are comfortable with their partner |
| **Sensory and Physical** | * Careful seating of pupils – see SEND register * Risk points should be identified, e.g., noise, smell, hearing so that planning can be adapted * Pre teach some pupils how to use equipment especially pupils with fine/gross motor skills * Be mindful of Medical Needs register |

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| Area of Need Geography | |
| **Communication and Interaction** | * Specific group role when working with others, e.g., recording information * Pre teaching of vocabulary * Sentence stems to support writing * Real life photographs to explain events / places / things, do not assume they can visualise it in their head |
| **Cognition and Learning** | * Support with concept of scale, where possible visit a location or have aerial maps to show size * Map navigation – use of photos to create a photographic understanding * Enlarge maps where needed * Highlight symbols on a map * Focus on a small area of the map * Provide charts and tables to record information to support organisation * Use of memory aids promoted, e.g., mnemonics * Pre teach measuring and conversion of measures – link to how this is taught in Maths * Knowledge Organisers with key vocabulary for every topic * Use of concrete manipulatives where possible, atlases, globes, compasses |
| **Social Emotional and Mental Health** | * Photographs of a location to help visualise * Allow extra time to complete learning |
| **Sensory and Physical** | * Consider lighting of room, can more natural light be used? * Enlarge maps * Highlight symbols on maps * Ear defenders / ear buds in class |

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| Area of Need Modern Foreign Languages | |
| **Communication and Interaction** | * Make use of paired talk and small group work * Use puppets, where appropriate, for speaking activities (KS3) * Regular low stakes quizzes to embed vocabulary * Short burst choral repetition (KS3) * Regular opportunities to rehearse words and pronunciation * Use of body language and mime to support vocabulary and comprehension * Use of MWB, where appropriate, to engage and to support communication |
| **Cognition and Learning** | * Knowledge Organisers to support with vocab in class (in curriculum booklets and red vocab books) * Key vocabulary made explicit at start of lesson * Repetition of vocabulary (little and often) to aid vocabulary retrieval * Use of actions to accompany specific words (sound) * Spaced practice of vocabulary as Homework task / overlearning as Homework task * Low stakes checking for understanding using MWB * Learning baskets on desks with dictionaries and Frayer Model grammar cards * Use of colour coding to support vocabulary e.g. prepositions, tenses * Print out of PPT slides * Ensure accessibility of curriculum and engagement with use of supported slides and templates |
| **Social Emotional and Mental Health** | * Low risk speaking activities, e.g. choral repetition in KS3 * Pair and small group work * Regular teacher check ins |
| **Sensory and Physical** | * Ensure careful seating using SEND register + Medical Needs register for information * Enlarged text where needed * Coloured paper where needed |

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| Area of Need Art | |
| **Communication and Interaction** | * Tier 2 and 3 vocabularies displayed in room with clear definitions given * Use of mind maps to record ideas * Allow pupils to sit with peers they are comfortable to communicate with, being mindful of those with SLCN * Pre teach vocabulary where needed * Picture bank to support content in Knowledge Organisers |
| **Cognition and Learning** | * Knowledge Organisers * Use of dual coding with picture/diagram and word * Key vocabulary is revisited at the beginning of every lesson to ensure it has been embedded * Disciplinary literacy * Visual aids in the form of worked examples that pupils can have to hand when completing independent tasks * Small step learning * Keep instructions short and concise |
| **Social Emotional and Mental Health** | * Check-ins with some pupils * Allow pupils to have movement breaks or clam breaks * Use timers to help keep some pupils focussed * Low stakes quizzes used which reduces anxiety around ‘a big test’ * Quiet area of classroom * Careful seating for partner work, ensure they are comfortable with their partner |
| **Sensory and Physical** | * Careful seating of pupils – see SEND register * Risk pints should be identified, e.g., feel of a media working with * Pre teach some pupils how to use equipment especially pupils with fine/gross motor skills * Be mindful of Medical Needs register |

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| Area of Need Design and Technology | |
| **Communication and Interaction** | * Pupils use pictures to support investigation * Subtitles turned on when watching a video * Tier 2 and 3 vocabularies displayed in room with clear definitions given * Use of mind maps to record ideas * Allow paired writing with peer to support generation of ideas * Allow pupils to sit with peers they are comfortable to communicate with, being mindful of those with SLCN * Provide visual aids to demonstrate skills and final products |
| **Cognition and Learning** | * Knowledge Organisers * Writing frames * Key vocabulary is revisited at the beginning of every lesson to ensure it has been embedded * Disciplinary literacy * Pre-drawn tables and charts for some pupils * Keep instructions short and concise * Pupils encouraged to take notes in way that suits them, e.g., bullet points, mind maps * Refer to design brief throughout the lesson to remind pupils of the aim * Use visual aids, prompts and checklists * Use of ICT demonstrations broken down |
| **Social Emotional and Mental Health** | * Check-ins with some pupils * Allow pupils to have movement breaks or clam breaks * Allow time to complete tasks so all pupils have achieved * Increased supervision / risk assessment in place for some pupils when using equipment that could be considered ‘dangerous’ e.g., knife * Careful seating for partner work, ensure they are comfortable with their partner |
| **Sensory and Physical** | * Careful seating of pupils – see SEND register * Risk points should be identified, e.g., noise, smell, hearing so that planning can be adapted with, for example different materials offered * Allow pupils to adapt ingredients if they have a sensory issue around a food/smell / give advanced notice * Pre teach some pupils how to use equipment especially pupils with fine/gross motor skills * Be mindful of Medical Needs register * Colour coding |

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| Area of Need Computing | |
| **Communication and Interaction** | * Immersive reader used * Subtitles turned on when watching a video * Tier 2 and 3 vocabularies displayed in room with clear definitions given * Use of mind maps to record ideas * Allow pupils to sit with peers they are comfortable to communicate with, being mindful of those with SLCN |
| **Cognition and Learning** | * Knowledge Organisers * Use of dual coding with picture/diagram and word * Key vocabulary is revisited at the beginning of every lesson to ensure it has been embedded * Disciplinary literacy * Dictation software used where required * Small step learning * Keep instructions short and concise * Pupils encouraged to take notes in way that suits them, e.g., bullet points, mind maps * Pupils change font/colour of background by selecting aA icon in web address |
| **Social Emotional and Mental Health** | * Check-ins with some pupils * Allow pupils to have movement breaks or clam breaks * Use timers to help keep some pupils focussed * Low stakes quizzes used which reduces anxiety around ‘a big test’ * Careful seating for partner work, ensure they are comfortable with their partner * Pre teaching and forewarning of sensitive content, e.g., bullying online |
| **Sensory and Physical** | * Careful seating of pupils – see SEND register * Reduce glare on computers through use of screen filters * Pre teach some pupils how to use equipment especially pupils with fine/gross motor skills * Be mindful of Medical Needs register |

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| Area of Need Music / Drama | |
| **Communication and Interaction** | * Cue the pupil in by saying their name before you give the instruction * Are they seated where they can see the board and you? * Do they need non-verbal ways to communicate, e.g., sign? * Provide a checklist to reduce cognitive load * Ask pupil to repeat instructions back to check understanding * Pre-teach vocabulary * Check One Page Profile (OPP) |
| **Cognition and Learning** | * Pre-teach vocabulary * Over-learning opportunities * Vocabulary lists / Music element walls * Knowledge Organisers * Small steps learning * Instructions on board in different colour / font * Keep instructions simple and numbered to reduce cognitive overload * Aids to support working memory – mind maps; prompts; sentence stems; word banks * Allow ‘take-up’ time * Clear and consistent routines * Use of assistive technology, e.g., laptops * Checklist / task card to reduce cognitive overload * Read OPP * Choral speaking answers * Answer questions in full sentences * Note finders in Music * Performance flashcards with techniques in Drama |
| **Social Emotional and Mental Health** | * Greet at the door and scan for their mood, do they need TLC / kind words? * Careful seating, do they need to sit at the back so they can exit discreetly? * Consider who is next to them – do they need more space? * Regular movement breaks / re-set breaks * Regulation item – something special to them they can use to help them re-set, e.g., a photo of a family member * Provide an exit strategy – a card / hand signal to show when they need to leave to re-set (remaining outside the class for agreed number of minutes, ideally 2-3) * A safe space out of the classroom, e.g., Learning Support / PO office * Protected time with a key adult, e.g., PO time * Social Stories * Ear defenders / ear buds * Pre-teach around a topic to reduce anxiety * Targeted questions rather than cold-calling * Constant dialogue explaining what you are doing * Signpost your feelings to model them and what they feel/look like * Allow to leave the classroom first when lesson finishes * Read OPP |
| **Sensory and Physical** | * Ear defenders / ear buds * Reduce the ‘noise’ in the classroom – consider displays, use buff-coloured slides to reduce visual stress, have a tidy and orderly classroom * Use of coloured paper where directed by SEND team * Consider seating – do they find it difficult near a door or window? * What is the light level like in your classroom? Can you use more natural light? * Keep the temperature even * Are resources in the correct font size or font? Avoid Times New Roman * Can some groups work outside the classroom for group room so it doesn’t become too noisy? * Coloured overlays * Writing slopes / grips * Regular movement breaks, give pupils jobs, e.g., handing out books * Read OPP |

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| Area of Need History | |
| **Communication and Interaction** | * Cue the pupil in by saying their name before you give the instruction * Seating plan- should be able to see the board/be accessible to the teacher. * Ask pupil to repeat instructions back to check understanding * Pre-teach vocabulary- Key words on slide in green box (and copied on board where appropriate) * Check One Page Profile (OPP) * Use of think-pair-share discussions (particularly before extended writing) |
| **Cognition and Learning** | * Pre-teach vocabulary * Over-learning opportunities * Knowledge Organisers to support key words (Tier 2 and Tier 3 vocabulary) * Keep instructions simple and repeat. * Aids to support working memory – mind maps; prompts; sentence stems; word banks as necessary * Allow ‘take-up’ time * Clear and consistent routines * Use of assistive technology, e.g laptops (where appropriate) |
| **Social Emotional and Mental Health** | * Greet at the door and scan for their mood. * Careful seating, do they need to sit at the back/ spaces nearby? * Consider the topic- e.g. Holocaust topic/Black history/executions etc and remind students of difficult moments. * Prep pupils that you will be cold-calling on them in the lesson * Constant dialogue explaining what you are doing * Read OPP |
| **Sensory and Physical** | * Ear defenders / ear buds (where necessary) * Have a tidy and orderly classroom * Use of coloured paper where directed by SEND team * Are resources in the correct font size or font? Avoid Times New Roman * Coloured overlays * Regular movement breaks, give pupils jobs, e.g., handing out books * Read OPP |

**A Graduated Approach: Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

SEND Code of Practice

All children are individual, learn at differing rates and are entitled to fair access to the available resources. If a child is not making adequate progress, assessment over time will give information about the type of difficulty they may be experiencing and the most effective interventions to implement.

The Role of the School/Setting

* To guarantee that all teaching staff have the necessary core skills in order to scaffold learning opportunities to meet the needs of the majority of learners.
* To ensure that consistently high-quality teaching is in place.
* To ensure that systems are in place to regularly assess and monitor pupils’ progress in order to inform intervention, and to highlight pupils who may need additional and different provision.
* To ensure that local schools/settings have access to teachers with specialist knowledge, skills and understanding in the teaching and support of children with cognition and learning difficulties.
* To make effective use of the school’s SEN delegated budget.
* To provide a graduated response to intervention in line with the Code of Practice according to the severity of a pupil’s needs and in collaboration with pupils and parents.
* To seek and implement advice from L.A. support services where necessary;
* To ensure that appropriate additional and different provision is consistently in place to meet the needs of pupils with cognition and learning difficulties.

Shape

Description automatically generated

For very few students

For some students

Universal

For all students

Proactive and preventative

# **Identifying the needs of learners:– Universal: All**

Universal level There is an expectation that certain key elements will be in place within our schools/settings to address, support and co-ordinate a response that

meets the needs of all pupils.

We might see at this level:

* Lack of focus / concentration.
* Moving around / not being able to sit still.
* Vocabulary variation
* Difficulties with taking turns / working with others / sharing
* Variation in communication style with peers / adults (verbal and body language)
* Mis-interpretation of requests / communication / instructions
* Speech clarity
* Mis-reading of emotions in others / lack of empathy
* Inappropriate / non-age-related communication styles
* Lack of eye contact
* Lack of safety awareness.
* Challenges with transitions / changes to routine
* Challenges with self-regulation and emotional hi-jacking
* Avoidance of situations / withdrawing from situations
* Defiance
* Disagreements with peers
* Over or under sensory behaviours.

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| For All pupils |
| * Quality First Teaching * Increased scaffolding of activities and materials by presentation, outcome, timing, scaffolding and additional resources * On-going opportunities for individual support focused on specific targets, with reinforcement in whole class activities to aid transfer of skills * Scaffolded Curriculum Planning, activities, delivery and outcomes. e.g. simplified language. * Small steps approaches * 1:1 or small group support as needed * Targeted questioning * Use of pace, pauses, repetition and chucking of input and simplification. * Clear instructions/Layered instructions * Pre discussion of trips events. * Pre/post teaching of vocabulary * Specific teaching of vocabulary – introducing * Pre and post tutoring to enable pupils to engage with learning in the classroom. * Alternative forms of recording * Use of visual, auditory and kinaesthetic approaches. * Class visual timetables * A variety of recording methods * Modelling – your turn / my turn * Vocabulary lists (subject linked). * Positive behaviour reinforcement – talk partners * Restorative justice / regulation strategies * Resources and displays that support independence. * Enhanced opportunities to use technological aids * Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage. * Multi-sensory approaches to learning. |

**Identifying the needs of learners:– Targeted: Some**

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**Some** children and young people’s difficulties cannot be met by universal, whole school or class approaches. These difficulties are sustained over a period of time and these students will require a graduated approach which draws on: increasingly personalised learning, evidenced based interventions and support, information and advice from appropriate professionals and successive cycles of assess, plan, do, review. These become increasingly personalised to meet the students identified needs.

We might see at this level:

As above, however continued despite intervention, adjustments, scaffolded learning, resources and ongoing support:

* Sustained difficulties interacting with peers.
* Ongoing more significant difficulties building relationships.
* Poor speech clarity
* Increased dysregulated behaviour due to difficulties with expressive language.
* Significant delays in expressive/receptive language.
* Despite support – continued avoidance of situations.
* After ongoing support/intervention still finding change/transitions difficult.
* Increased frequency of needs and/or reluctance relating to group work/peer interactions.
* Memory difficulties.

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| For some pupils |
| * Word mats * Simplified language. * Brain breaks * Additional Processing time * Cognitive load considerations * Individual workstations * Timers * Visuals instructions * Social games / time to talk * Lego Therapy * Blank Level Questioning * Guided group/partnered work. * 1:1 or small group support. * ELSA * Zones of regulation/Alert Programme * Dictation devices/screen readers. * Advice from specialists to be included in the planning |

**Identifying the needs of learners:– Specialist: Few**

A **few** children and young people with communication and interaction needs do not respond to universal or targeted support delivered over a sustained period of time and require more specialised intervention and provision.

We might see at this level:  
Continuation of above behaviours, alongside lack of progress and increased behaviours:

* Poor attendance
* School refusal
* Lack of progress across the curriculum
* More extreme dysregulation behaviours – i.e.. complete shutdown, aggression, outburst, damage to property, violence.
* Patterns of consequences for behaviours – suspensions, isolations.
* Absconding.
* Fleeing lessons, hiding.
* Increased need to deescalate behaviour
* Low blank level assessment.

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| For Very Few pupils |
| * Individual / personalised timetable * Reduced Timetable/Part time timetable. * Individual workstation. * Social Stories / Scripts / Cartoon Conversations * Use of now and next board * Sensory – ear defenders, tent, sensory circuits * Additional referrals e.g. SALT * SEMH support * TEACCH Strategies. * PECS / Makaton * Attention Autism – bucket time * Intensive interaction * Use of technology – talking tiles, dictate, Microsoft office tools, clicker * Communication boards * Colourful Semantics * Backward Chaining * Talking Box * Training for staff in de-escalation (physical intervention). * Identi-Play * Educational Psychologist Assessment |

**Additional Reading**

[Communication and Interaction | Whole School SEND](https://www.wholeschoolsend.org.uk/page/communication-and-interaction)

[Resource library for families (speechandlanguage.org.uk)](https://speechandlanguage.org.uk/talking-point/parents/resource-library-for-families/)

[Social stories and comic strip conversations (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-coversations)

[Visual supports (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/visual-supports)

**A Graduated Approach: Cognition and Learning**

“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment”.

“Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia”

SEND Code of Practice

All children are individual, learn at differing rates and are entitled to fair access to the available resources. If a child is not making adequate progress, assessment over time will give information about the type of difficulty they may be experiencing and the most effective interventions to implement.

The Role of the School/Setting

* To guarantee that all teaching staff have the necessary core skills in order to scaffold learning opportunities to meet the needs of the majority of learners.
* To ensure that consistently high-quality teaching is in place.
* To ensure that systems are in place to regularly assess and monitor pupils’ progress in order to inform intervention, and to highlight pupils who may need additional and different provision.
* To ensure that local schools/settings have access to teachers with specialist knowledge, skills and understanding in the teaching and support of children with cognition and learning difficulties.
* To make effective use of the school’s SEN delegated budget.
* To provide a graduated response to intervention in line with the Code of Practice according to the severity of a pupil’s needs and in collaboration with pupils and parents.
* To seek and implement advice from L.A. support services where necessary;
* To ensure that appropriate additional and different provision is consistently in place to meet the needs of pupils with cognition and learning difficulties.

Shape

Description automatically generated

For very few students

For some students

Universal

For all students

Proactive and preventative

# **Identifying the needs of learners:– Universal: All**

Universal level There is an expectation that certain key elements will be in place within our schools/settings to address, support and co-ordinate a response that meets the needs of all pupils.

We might see at this level pupils:

* Operating broadly within age-related expectations
* Who can access the learning objectives with scaffolding or support
* Who experience challenges in specific subjects, possibly those more academic subjects
* Working below age-related expectations in specific subjects
* Make slower progress than age-related peers
* Have longer processing speeds/times
* Have inconsistencies in their profile/strengths and weaknesses

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| For All pupils |
| Quality first teaching  Scaffolded curriculum planning  Modelling  Increased scaffolding of activities and materials through presentation, outcome, timing, and additional resources  Chunked activities  Clear routines  Using a clear lesson structure to support modelled examples (as outlined in CUSP curriculum design 6-point lesson)  Teaching approaches which place a high emphasis on direct teaching, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement  Appropriate questioning and targeted simplified level/pace/amount of teacher talk  Additional processing time during discussions  Awareness that the child / young person may need more time to complete tasks and that equality of access may mean that they need to do some things differently.  Alternative forms of recording routinely used including e.g. mind maps, Writing frames,  Word banks and vocabulary mats  Key vocabulary displayed  Explicit teaching of vocabulary  Use of knowledge notes and knowledge organisers to support the knowledge for the lesson  Opportunities throughout the lesson for retrieval  Use of multi-sensory approaches  Use of practical resources and manipulatives  Talk partners and opportunities for discussion  Provide resources (hard copies) where appropriate  Routine specific feedback to pupils  monitor the progress of the child / young person using structured methods  Well organised classroom  Purposeful, relevant classroom environments that are not contributing to cognitive overload – non-distracting classroom environments  Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage  Visual timetables  On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills  Flexibility of groupings allows for buddy support / good role models / focused teaching.  Advice from external agencies is implemented in the classroom  Increased adult check-ins |

# **Identifying the needs of learners:– Targeted: Some**

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**Some** children and young people’s difficulties cannot be met by universal, whole school or class approaches. These difficulties are sustained over a period of time and these students will require a graduated approach which draws on: increasingly personalised learning, evidenced based interventions and support, information and advice from appropriate professionals and successive cycles of assess, plan, do, review. These become increasingly personalised to meet the students identified needs.

We might see at this level:

* working significantly and persistently below age-related expectations/peers
* Difficulties with literacy and numeracy impacting on access to other areas of the curriculum
* Clear inconsistencies in the pupils profile/strengths and areas for development
* Slower progress than age-related peers
* Increasing gap between the child and age-related peers
* Working memory challenges
* Challenges following sequences of instructions
* Challenges to sustain attention
* Sufficient progress is not being made

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| For some pupils |
| * Curriculum matched to starting points * Increased individualisation of activities and materials by presentation, outcome, timing, scaffolding and additional resources * Consideration is given to individualised and persoanlised homework tasks * Further modification of level, pace, amount of teacher talk to address pupils’ identified need. * Learning questions/statements and date provided/written for the child * Differentiated questioning and targeted simplified level/pace/amount of teacher talk * Awareness that the child / young person may need more time to complete tasks and that equality of access may mean that they need to do some things differently. * On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills * Explicit teaching of strategies and use of resources to assist with the development of independent learning. * Routine feedback to pupils * Alternative curriculum pathway offer for KS4. * Alternative forms of recording routinely used including electronic devices (assistive technology * Explicit teaching of strategies / resources to assist with the development of independent learning. * Access to regular individual support * Use of multi-sensory approaches. * Enhanced opportunities to use technological aids including Access to IT resources and programmes to support learning. Specific teaching of IT/Typing skills, iPads * Increased modelling * Visuals and dual coding, word banks and vocabulary mats * Use of sound buttons/recordings for instructions * Pre and post teaching is used to enable the pupil to engage with learning in the classroom. * Precision teaching * Targeted assessments and evidence-based interventions. * Gap analysis * Flexibility of groupings allows for buddy support / good role models / focused teaching. * Create frequent opportunities for peer-to-peer interaction * Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage. * Access arrangements * Advice from external agencies is implemented in the classroom * Staff working with the child / young person (support assistant and teaching staff) will require training to support their understanding of the child’s needs and the planning of individualised programmes of support * Alternative forms of recording routinely used including e.g. electronic devices use of a scribe, mind maps, clicker, Writing frames, * Hearing and sight tests * Specialist referral * SEND Solution circle * High tariff needs funding |

**Identifying the needs of learners:– Specialist: Few**

A **few** children and young people with cognition and learning needs do not respond to universal or targeted support delivered over a sustained period of time and require more specialised intervention and provision. These young people are likely to be working persistently well below age related expectations in literacy and/or numeracy despite access to appropriate interventions. Post-16 students will be, working persistently towards Entry Level in Literacy / Numeracy / Functional skills/ equivalent despite access to intensive, regular evidence based interventions

We might see at this level:

* Despite targeted intervention and assessment minimal progress is evident
* Increasing gap between the child and age-related peers
* Working memory challenges
* Significant difficulties following sequences of instructions
* Challenges to sustain attention

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| For Very Few pupils |
| * Work on bespoke curriculum tasks; * Access regular individual support * Encourage independence * Inclusion of life skills * Frequent opportunities for peer to peer interaction * Monitor the progress of the child / young person using structured methods * Adult support and subject withdrawal for daily targeted interventions to support the development of literacy and or numeracy. * Access to appropriate resources and specific interventions. * Planned time for individual and small group working with adult support. Staff training will be necessary * Personal and intimate care * Use of specialist equipment * SES Stage 2 and 3 * EHCNA * Specialist Provision |

**Useful Resources:**

The class teachers’ role is to make the education of all of their pupils their first concern and to enable them to achieve the highest possible standards. As well as providing inspiring learning experiences. Teachers are also at the forefront of forging positive professional relationships with parents so that they can work in the best interests of their pupils. Teachers are responsible for setting targets that stretch and challenge pupils of all backgrounds, abilities and dispositions. In relation to all pupils, teachers are expected to:

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| Be accountable for attainment, progress and outcomes |  |
| Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these |  |
| Adapt teaching to respond to the strengths and needs of all pupils |  |
| Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively |  |
| Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these |  |
| Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development |  |
| Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. |  |
| Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them (Teachers’ standards, 2011 (updated 2013)) |  |

**Additional Reading**

[Cognition and Learning | Whole School SEND](https://www.wholeschoolsend.org.uk/page/cognition-and-learning)

[Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send)

**A Graduated Approach: Social Emotional and Mental Health**

*Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*

SENDCode of Practice

Inappropriate, disturbing and challenging behaviours can be interpreted as a symptom or communication of an underlying need or difficulty. In order to address such behaviours we must address these underlying needs and difficulties.

Children and young people (STUDENTS) may experience a wide range of social and emotional difficulties which can manifest themselves in many ways. These may include:

**passive** behaviours such as:

* Anxiety
* Low mood
* Being withdrawn
* Avoiding risks
* Unable to make choices
* Low self-worth
* Isolated
* Refusing to accept praise
* Failure to engage
* Poor personal presentation
* Lethargy/apathy
* Daydreaming
* Unable to make and maintain friendships
* Speech anxiety/ reluctance to speak
* Task avoidance

**active** behaviours such as:

* Challenging behaviours
* Restlessness/over-activity
* Non-compliance
* Mood swings
* Impulsivity
* Physical aggression
* Verbal aggression
* Perceived injustices
* Disproportionate reactions to situations
* Difficulties with change/transitions
* Absconding
* Eating issues
* Lack of empathy
* Lack of personal boundaries
* Poor awareness of personal space

The Role of the School/Setting

* To guarantee that all teaching staff have the necessary core skills as described in the Inclusion Development Programme in order to differentiate learning opportunities to meet the needs of the majority of learners.
* To ensure that consistently high-quality teaching is in place.
* To ensure that systems are in place to regularly assess and monitor pupils’ progress in order to inform intervention, and to highlight pupils who may need additional and different provision.
* To ensure that local schools/settings have access to teachers with specialist knowledge, skills and understanding in the teaching and support of children with SEMH.
* To make effective use of the school’s SEN delegated budget.
* To provide a graduated response to intervention in line with the Code of Practice according to the severity of a pupil’s needs and in collaboration with pupils and parents.
* To seek and implement advice from L.A. support services where necessary;
* To ensure that appropriate additional and different provision is consistently in place to meet the needs of pupils with SEMH

There is an assumption that any learning needs will have been fully investigated before children are identified as having specific problems in any one area for example children who are unable to access the curriculum may present as having anxiety or challenging behaviours. The assumption is that, for all levels, the pupil has had the opportunity of positive learning experiences within an inclusive school/setting with appropriate behaviour management and in-school/setting support systems.

Assessment and intervention plans need to take account of contextual and interactional factors in the pupil’s environment as well as individual pupil factors. Also that a whole school/setting approach to the positive management of behavioural, emotional and social development is consistently implemented by all staff and across all aspects of school/setting life together with the provision of an emotionally literate teaching and learning environment.

Shape

Description automatically generated

For very few students

For some students

Universal

For all students

proactive and preventative

# **Identifying the needs of learners: Social, Emotional and Mental Health Difficulties – Universal: All**

Universal level There is an expectation that certain key elements will be in place within our schools/settings to address, support and co-ordinate a response that meets the needs of all pupils.

We might see at this level:

* Failure to make the progress expected across many areas of the curriculum.
* Difficulty remaining on task in lessons.
* Difficulties forming and / or maintaining positive peer relationships.
* Difficulties complying with boundaries, routines and requests.
* Low level disruption.
* Task avoidance / refusal.
* Shows slow development of age appropriate social skills such as personal presentation, hygiene, self-care, eating, levels of concentration, organisation.
* Difficulties self-regulating.
* Unable / difficulties accepting praise.
* Slow development of age appropriate emotional regulation and responses e.g. High level of frustration, full body response in older children.
* Low mood
* Withdrawn or isolated.
* Avoidant behaviours and/or anxiety.
* Needing frequent reassurance and support.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| For All Pupils | | | | |
| * There is a clear systems of rewards and sanctions which take into account reasonable adjustments which are understood by students and staff, and applied with consistency. * Positive relationships are developed with students and their families to provide a safe and secure environment of belonging. * The behaviour policy is appropriate, allows for reasonable adjustments for the child and is applied with consistency. * Positive noticing reinforces and models when the student is getting things right. ‘Catch them being good’ – regular reinforcement of positive behaviours * Appropriate seating plans are in place which are supportive of positive engagement. * Lessons are well structured, on track with schemes of work and differentiated to meet individual pupil needs * Teaching assistants are effectively deployed to enhance pupil understanding as well as participation * Resources are thoughtfully provided, fit for purpose and safe to use * The environment is well organised * Links to assessment and/ or course work is clear, focussed and used well to inform future teaching. * There is a relentless focus on reading and communication skills development. * Lessons enhance pupil personal development: e.g. strong personal relationships /independence/ communication/ emotional literacy/diversity awareness/ cultural capital/character education/ physical health and mental wellbeing. * Scripted responses that are consistent and say what you want the students to do rather than what you don’t want them to are in place and used consistently * Pen portraits are in place detailing triggers and strategies * A range of opportunities to develop social and emotional skills are in place e.g. circle of friends * Restorative practices are in place to address incidents between staff and students and between students. * Risk assessments are in place for individual pupils * Assessment to identify needs across the curriculum and identify barriers to learning are in place. * flexible teaching arrangements are in place e.g. 1-1, focused small group support based on need e.g. guided group work, pre-teaching, post-teaching * Regular de-briefs are in place with staff who support students to ensure ongoing communication about what is working well and what needs to be refined. * Transitions are well planned and managed carefully * Training is appropriate and relevant to the needs of the cohort e.g. Restorative Justice, Emotion Coaching, Solution Circles, Aces * Liaison with agencies supporting pupils * Completion of baseline assessments against which progress can be measured * Risk assessments are in place and reviewed at least annually   Stage 1 of Suffolk’s Graduated response [Graduated Response A4 (openobjects.com)](https://search3.openobjects.com/mediamanager/suffolk/enterprise/files/graduated_response_a4_oct21.pdf) | | | | |
| Suggested interventions | | | | |
| Connecting with others | Making a contribution | Taking notice/Awareness | New Learning | Physical Body |
| Updating and sharing your one page profile  Playing a board game with a group  Being a mentor  Giving a tour of the school  Demonstrating a skill  Teach the students specific social and emotional skills during tutor time, play time and PSHCE lessons | Helping a peer  Taking on a classroom responsibility  Improving the environment  Showing around visitors  Joining the school council  “helpfulness’ as a school value | Access to fiddle toys, headphones, time out/refocus cards, safe spaces are in place and students are taught how to use them  Learning a range of Breathing techniques  Practicing a range of relaxation strategies.  Mindful colouring  Origami club  Yoga club | Work from within the curriculum: extension up and scaffolding towards  Joining a club or group  New learning is the basic aim of every lesson: good adaptive approaches will achieve this for the large majority and will be demonstrated through school QA processes.  A good range of relevant awards and accreditations | PE lessons are timetabled and content is appropriate for the cohort.  Healthy eating is part of school wide awareness and food provision  Health and fitness is reinforced within science and PSHCE curriculum  Social times provide for physical activity suitable to age and stage of child. |

# **Identifying the needs of learners: Social, Emotional and Mental Health Difficulties – Targeted: Some**

# 

**Some** children and young people’s difficulties cannot be met by universal, whole school or class approaches. These difficulties are sustained over a period of time and these students will require a graduated approach which draws on: increasingly personalised learning, evidenced based interventions and support, information and advice from appropriate professionals and successive cycles of assess, plan, do, review. These become increasingly personalised to meet the students identified needs.

We might see at this level:

* Frequent difficulties managing own emotions.
* Attention seeking, disruptive or challenging behaviours which cause frequent disruption in learning and group activities. Relationship difficulties, including bullying or intimidating (or victim of bullying).
* Unable to or difficulties with recognising the impact of their behaviour on others.
* Difficulty working co-operatively in a group with peers.
* Showing impulsive, risk taking behaviours and an inability to keep safe
* Increasing inability to follow instructions and routines.
* An increasing need to use unkind words and physical behaviours to communicate their wants, needs, thoughts and feelings.
* Taking a long time to self regulate despite adult support
* Difficulties relating to unfamiliar people.
* Low self-confidence and self esteem
* Quick triggers to emotional responses and slow to calm down.
* Emotional responses frequently outside of age-appropriate norms.
* Frequently becomes withdrawn or isolated.
* Separation anxiety which is affecting ability to participate and engage in school life and their learning.
* Engagement in unpredictable and unhelpful behaviours to get their needs met'
* Increasing frequency of low mood
* Increased hypervigilance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| For some pupils | | | | |
| * Staff training is provided for specific concerns * Referral to further agencies who may be able to offer support * Development of individual behaviour plans * Individual plan to ‘high stress’ situations and help with dysregulation. * Implementation of reasonable adjustments within the school day to accommodate specific needs * Provision of a safe space * Small group or 1:1 sessions targeting appropriate social and emotional development. * Reduced transitions or staff changes. * Allocation of a key worker or named person * Enhanced observation schedules for example using ABCC charts during observations (antecedent, behaviour, consequences and communication). * Targeted interventions are used to teach students self-help strategies around social and emotional awareness and regulation and good mental health. This could include: Emotional Literacy Support Assistant (ELSA), social skills groups, relaxation and mindfulness, Thrive, pupil coaching, peer mentoring, engagement work, self-regulation, emotion coaching, zones of regulation and counselling. * Students will need a personalised curriculum or enhanced support and structured activities at certain parts of the school day e.g. break time, or at a point of transition such as after lunch. * Risk assessments are in place and reviewed at least termly * Safety planning to support mental health needs is enhanced e.g., personal safety plans for self-harm, including the relevant health professional in this process. * Plan and deliver training and support so staff have skills to be able to manage challenging behaviour E.g. De-escalation, distraction and calming techniques such as those delivered through ‘Team Teach’ and similar programmes. * Request an Inclusion Support Meeting   [Specialist Education Services: Inclusion Support Meetings (office365.com)](https://outlook.office365.com/owa/calendar/EducationInclusionSupport@suffolknet.onmicrosoft.com/bookings/)  Stage 2 of Suffolk’s graduated response | | | | |
| Suggested interventions | | | | |
| Connecting with others | Making a contribution | Taking notice/Awareness | New Learning | Physical Body |
| Playing a game with a partner  Receiving mentoring or welbeing support activities  Paired structured activity in nurture rooms or lessons such as PE  Learning how to greet a visitor and help to show them round  Learning how to email/ text/call in ways that are positive  Learning how to share or play with one other child  Personal learning about emotional awareness and understanding eg “when my worries get too big | Being a (supervised) mentor or group leader for a small task or activity  Being supported to contribute to school council projects  Having lessons or TA support scaffolded so that contributions to class or group discussions can be facilitated  Having the opportunity to showcase a particular strength or personal quality | Walk and talk  Forest school  Pond dipping  All the above suggestions in a more personalised space.  ELSA activities. | A topic of interest: own topic work  A skill e.g. tie your laces  An interest: to play an instrument  A challenge: new language  An academic challenge: maths activity  Personalised timetable  Adapted learning at such a significant level that it requires an alternative curriculum.  Access to additional awards and in house certificates to celebrate successful learning | Occupational Therapy interventions are in place.  Go to the gym  Sensory circuits  Ride a bike  Use a scooter  Football dribbling  How many XX can you do in a minute/challenges e.g. Shooting baskets  Personalised learning about healthy foods and that might include cooking and preparation sessions. |

# **Identifying the needs of learners: Social, Emotional and Mental Health Difficulties – Specialist: Few**

A **few** children and young people with social, emotional and mental health needs do not respond to universal or targeted support delivered over a sustained period of time and require more specialised intervention and provision.

We might see at this level:

* Ongoing difficulties developing the social skills required to engage in learning, stay on task and make progress.
* Persistent non-compliance
* Significant and frequent unkind language or physical behaviours or sexually inappropriate behaviour towards peers and/or adults
* Damages or destroys own learning and/or the learning environment.
* Frequency of disrupted learning limiting progress of self or others.
* Does not understand high risk situations and/or show fear or pain.
* Requires a high level of adult support to develop age appropriate independent and self-care skills, such as personal presentation, hygiene, self-care, eating, levels of concentration, organization etc.
* Finds it hard to manage conflict and move on from conflict with errs despite additional support.
* Frequently needs 1:1 and possibly 2:1+ at times.
* Continues to feel unsafe around supportive and trusting adults.
* Finds it hard to enjoy positive and trusting relationships with a range of adults and peers. Often engages in unhelpful behaviours to get their needs met.
* Needs frequent additional adult support to help them self-regulate.
* Unable to recognise or accept praise or value achievements of self or others.
* May engage in self-harming behaviours.
* Regularly feels unable to engage in a range of adult led tasks and therefore regularly engages in avoidance strategies.
* Unable to self-regulate (age appropriately) without frequent support from staff.
* Frequently seeks affection and reassurance to support insecurities.
* Extremely sensitive to criticism.
* Very high level of skilled or specialist adult support needed to help process and express emotions.
* Inability to regulate emotions even with skilled or specialist adult support.
* Increasing levels of daily separation anxiety from key family members which causes on going distress for a significantly extended period throughout or beyond the separation.
* Frequent and sustained hypervigilance or reactions to triggers that are not immediately obvious to key adults supporting them.
* Projects extreme emotions onto adults and peers.
* Resorts to fight, flight or freeze responses when distressed.
* Frequent detachment when distressed, either shutting down or dissociating themselves from the event.
* Finds it hard to be flexible to others’ needs within their friendships.
* Emotionally based school refusal
* Display high levels of anxiety resulting in either internalising or externalising behaviours.
* Periods of withdrawal become extended and sometimes dissociative.
* Obsessive behaviours or inappropriate relationships with objects, food or addictive substances.
* Ritualistic behaviours including rocking and self-soothing.
* Displaying unusual behaviour around food including refusing to eat in front of others, hording, obsessing or stealing.
* Extreme anxiety if control mechanisms, rituals or demands are ignored or removed.
* Requires frequent specific interventions on a daily basis from a range of adults in order to make progress and address SEMH needs.
* Engagement in extreme risk-taking behaviours that present a very serious risk to themselves or the safety and the education of others

e.g. harmful sexualised behaviours, violence, criminal activity and / or substance misuse.

|  |  |  |  |  |
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| For very few pupils | | | | |
| * Additional specialist assessments in order to contribute to specific and focused targets * Development of a multi-agency plan * Bespoke provision in or out of school * Commissioning specialist interventions e.g. counselling, bereavement support, therapeutic interventions. * Enhanced internal or alternative/off site provision may be needed where the level of specialist skills and experience are not available in school. This should be time limited and explicit, with a view to return to on site school provision as soon as possible * In a very few number of cases, the SEMH needs of the students may be so   significant that the specialist provision available locally is not able to meet needs. In these cases, a specialist panel would need to consider whether ‘out of local authority’ (OLA) provision is needed. This may include  specialist residential providers nationally. It is important that expectations for parents regarding these placements are sensitively managed; as in the vast majority of cases it is usually in the best interests of the STUDENTS to be supported locally   * Consideration to whole school inclusion support from the brochure   [inclusion\_services\_brochure.pdf (openobjects.com)](https://search3.openobjects.com/mediamanager/suffolk/enterprise/files/inclusion_services_brochure.pdf)  Stage 3 of Suffolk’s graduated response | | | | |
| Suggested interventions : WELLNESS co-produced curriculum | | | | |
| Connecting with others | Making a contribution | Taking notice/Awareness | New Learning | Physical Body |
| Plot  Noise Solutions  Green light Trust  Horse Riding  Individual emotion learning as per ed psych recommendations often in EHCPs  Being able to attend meetings or feed into discussions about themselves  Positive relationships with adults for example with ELSA or Emotion coaching training | Doing a job  Taking on a role of responsibility  For those who are able, to reflect on their earlier/less mature selves to offer peer support to others  Having the opportunity to showcase a particular strength or personal quality in a way that is structured to avoid undue pressure or post event panic.  Contributing to own profile documents/ CIN meetings/annual reviews/ LAC meetings/ etc  Personal progress tracking and reward systems: sometimes linked to an “economy” | Supported to attend counselling/meditation/ sessions within school  Break out room systems that are bespoke to child and give a safe space to be  All of the above risk assessed for safety, discussed and planned individually. | Online tutoring/Remote teaching if it is appropriate to that child and their home circumstances and as part of reintegration  ATS  One to one working with an adult skilled and knowledgeable: this might include for example someone with a similar hobby interest to run a club type activity  Agreed learning steps “learn how to” learn more about” that the child is keen to acquire  A wider trawl for vocational awards to celebrate steps in personal progress. | Bespoke physical activities e.g. horse riding  Highly adapted PE curriculum  Sensory circuits/ fine motor skills practice/ small scale OT supports such as pencil grips/chair bands and angle boards/  Individual advice and guidance on healthy eating and food preparation  For older pupils linked to gym equipment use and budgeting skills |

Useful Resources:

**Picture Me (R Merrick)**

A tool which includes four illustrations designed to support children in discussions regarding their everyday communication for children aged 5-10

<https://www.jr-press.co.uk/childrens-views-speech-language-communication-needs.html>

**Drawing the Ideal Self**

A simple technique used to support drawing and talking

<https://www.drawingtheidealself.co.uk/>

**Myself as a Learner (R Burden)**

A scaled list of items with statements such as “When I am given new work to do, I usually feel confident I can do it.”

**Measures of Children’s Mental Health and Psychological wellbeing (GL Assessments)**

Consisting of 7 topics a range of perspectives are gathered to inform intervention and next steps

* Belonging
* Distress
* Enjoyment
* Healthy Living
* Resilience
* Responsiveness
* Social Behaviour

<https://www.gl-assessment.co.uk/assessments/products/measures-of-children-s-mental-health-and-psychological-wellbeing/>

**Pupil Attitudes to self and School (GL Assessments)**

An all age attitude survey which provides evidence of pupil attitudes towards themselves as learners and their attitudes towards school

<https://www.gl-assessment.co.uk/assessments/pass/>

**Butler Self-Image Profile**

For children aged 7-11 the profile is a measure of self-image and self esteem and provides a comprehensive understanding of self functioning

<https://emotionallyhealthyschools.org/?s=self+image+profile>

**The Boxall Profile**

This tool can create a profile which can identify specific issues.

<https://new.boxallprofile.org/>

**Strengths and Difficulties Questionnaire**

A tool for 3-16 year olds which includes questions for students, parents and educators.

<https://www.sdqinfo.org/py/sdqinfo/b3.py?language=Englishqz(UK)>

**Special Educational Needs in Mainstream Schools (EEF)**

Five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas they can implement (see page 14-19 for graduated response)

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

**Improving Social and Emotional Learning in Primary Schools (EEF)**  
Six evidence-based recommendations for improving social and emotional learning in primary schools (with relevance to secondary and special schools too).

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>

**Additional Reading**

Identifying a pathway for Behaviour Support and response – Unity Schools Partnership



**A Graduated Approach Sensory and Physical Needs**

*Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.*

The Code of Practice

*Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.*

The Code of Practice

The Role of the School/Setting

Shape

Description automatically generated

For very few students

For some students

Universal

For all students

Proactive and preventative

# **Identifying the needs of learners:– Universal: All**

Universal level There is an expectation that certain key elements will be in place within our schools/settings to address, support and co-ordinate a response that meets the needs of all pupils.

We might see at this level:

Visual Impairment

* make errors when copying off the board
* difficulties seeing the board from a distance
* lack confidence
* find it difficult to concentrate when reading and/or writing
* hold text close or far away and/or may hold equipment unusually close or at a strange angle
* tire easily

Hearing Impairment

* ask you to repeat instructions
* say they haven’t heard/understood what you have said
* have difficulties with attention and concentration
* find it difficult to follow instructions or be slow to start tasks after being given instructions
* sometimes miss or misunderstand key information
* have difficulties processing auditory information, including verbal and non-verbal information
* have difficulties acquiring and retaining vocabulary
* have grammatically immature speech
* frequent colds/ear infections
* difficulties with acquisition of phonic skills

Physical Impairment

* have difficulties in throwing, catching, balance safety in Physical Education
* have difficulties in Motor control
* have minor physical difficulties
* poor hand eye coordination

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| For All pupils |
| * Review the accessibility (Accessibility audit) * Quality first teaching * Clear routines and expectations * Staff awareness * Classroom displays appropriate – font, colour, signage * Appropriate classroom lighting * Colour of screen on the interactive whiteboard * Strategies to maximise acoustics e.g. closing the classroom door * Accessible parking for drop off * Accessible toilet |

# **Identifying the needs of learners:– Targeted: Some**

# 

**Some** children and young people’s difficulties cannot be met by universal, whole school or class approaches. These difficulties are sustained over a period of time and these students will require a graduated approach which draws on: increasingly personalised learning, evidenced based interventions and support, information and advice from appropriate professionals and successive cycles of assess, plan, do, review. These become increasingly personalised to meet the students identified needs.

We might see at this level:

Visual Impairment

* make errors when copying off the board
* not respond to non-verbal instructions e.g. facial expressions
* lose their place when reading, skip lines or struggle to find text on a page
* avoid reading
* squint at text, close or cover one eye
* bump into furniture/people, knock things over
* find it difficult to pick up things up that have been dropped
* have deteriorating handwriting – may be unusually small or large, or letters may be poorly formed
* have a poor or unusual sitting posture
* have signs of poor hand-eye co-ordination
* Difficulties sharing worksheets

Hearing Impairment

* have difficulties with receptive and expressive language
* not always understand verbal (spoken) information
* find it difficult to express their needs
* have issues with friendship groups or issues with socialising with peers. They may withdraw from social situations
* find it difficult to listen when there is background noise
* become upset by loud sounds
* be difficult to understand if the context is not known
* use alternative means of speech to try and express themselves e.g. gestures, taking and pointing
* often appearing to ignore and/or misunderstand instructions.
* difficulties in understanding or responding to verbal cues

Physical Impairment

* fine and gross delay
* have difficulties with spatial orientation issues
* need supervision or support for medical conditions, diet and toileting, dressing and/or mealtimes
* have needs that impact on CYP’s self-esteem and social relationships
* work at a slower pace due to fatigue
* take medication which affects concentration and mood

|  |
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| For some pupils |
| * Assisted technology * Classroom resources such as writing slopes, pencil grips, * Sensory breaks within their provision * Height adjustable work station * Additional 1-1 or small group support within the classroom * Exam access arrangements * OT referral and support within school * Specialist teaching support and input * Site survey to support any adaptations needed |

**Identifying the needs of learners:– Specialist: Few**

A **few** children and young people with sensory and physical needs do not respond to universal or targeted support delivered over a sustained period of time and require more specialised intervention and provision. Physical conditions may be neurological or metabolic causes such as cerebral palsy, achondroplasia, or spina bifida. severe trauma, perhaps as a result of an accident, amputation or serious illness., degenerative conditions, like muscular dystrophy e.g. Duchenne. a diagnosed eye condition which may be reduced near or distance vision or cerebral vision impairment or a hearing loss and/or vision loss which can impact on their ability to access the curriculum.

We might see at this level:

Visual Impairment

* assessed moderate vision loss that cannot be corrected, or to be registered sight impaired by an Ophthalmologist
* a diagnosed eye condition e.g. cerebral visual impairment
* difficulties reading normal print
* vision loss which can impact on their ability to access the curriculum

Hearing Impairment

* difficulties in communicating through spoken language/interactions with peers and adults.
* frustrations and anxieties arising from a difficulty to communicate, leading to associated difficulties and peer relationships.
* tendency to rely on peers or visual cues observing behaviour and activities to cue into expected responses.
* tendency to withdraw from social situations
* Increasingly using additional strategies to facilitate communication.
* difficulties listening at a distance of more than two meters

Physical Impairment

* difficulties in safely accessing the physical environment, facilities and equipment, whole school and class activities, including assessments, practical lessons, information and communication technology.
* difficulty in achieving independent self-care skills.
* difficulties in communicating through speech and other forms of language.
* emotional stress and physical fatigue

|  |
| --- |
| For Very Few pupils |
| * Specialist teacher/sensory support services * Liaison with clinical/medical professional * Specialist training to support specific child e.g. manual handling * Technology such as Roger Pens and Hearing Loops, screen sharing * Alternative methods of recording * Magnifiers * Enlarged text * Additional support with transition around the school * Provision adaptation for specific targeted specialist involvement e.g. hydrotherapy whilst others do PE * Personal care support * Healthcare plan * Lift and evac chair * Personal Evacuation Plans |

A picture containing shape

Description automatically generated

**The Worry Wheel**

Specialist Provision

Universal Support

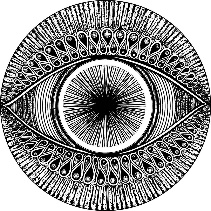
* Senior Mental Health Meetings
* Beth and Hope
* Referral to LA services
* Educational psychology
* Referral to multi disciplinary teams

Professional Curiosity

* Notice
* Respond
* Engage
* Discuss
* School mental Health Leads
* Adaptive teaching
* Introvert and extrovert behaviours
* Reasonable Adjustments
* Welfare support
* Pastoral support
* Transition support for all
* Education Endowment Fund documents – Improving Social and Emotional Learning
* Universal parental/carer engagement offer
* Information sharing with parents and carers
* Access to Teaching School Hub
* Initial Teacher Training/Early Career Teachers
* Bespoke Unity Sessions and CPD in school
* Leadership Events
* Thrive/TISUK
* Behaviour policy
* Attendance policy
* Elsa
* Therapeutic interventions

Anna Freud Centre

SEMH Graduated response

 I Spy (NASEN)

Ways of meeting children’s social, emotional and mental health needs.

With thanks to Cherbourg Primary School for sharing this resource, which is used to help visitors and trainees notice the sometimes subtle practices and adult behaviours, which make all the difference to children with social emotional and mental health needs.

**Building relationships**

I have seen:

An adult giving specific praise, e.g. I really like the way you have written your ‘a’s.

Example.

………………………………………………………………………………

An adult modelling good eye to eye contact when talking to a child.

Example.

………………………………………………………………………………

An adult smiling and showing genuine interest in what the child is saying.

Example.

………………………………………………………………………………

An adult facilitating a conversation or activity between two children.

Example.

Example.

………………………………………………………………………………

**Communication**

I have seen:

An adult demonstrating relaxed body language, (low shoulders, arms down, face unfurrowed).

Example.

………………………………………………………………………………

An adult encouraging a child to use words to communicate, rather than aggression.

Example.

………………………………………………………………………………

An adult showing active listening skills (giving eye contact, repeating back the main point etc)

Example.

………………………………………………………………………………

An adult encouraging polite language and manners.

Example.

Example.

………………………………………………………………………………

**Language**

I have heard:

An adult using a clear, calm voice at all times.

Example.

………………………………………………………………………………

An adult giving the information carrying words at the start of sentences (particularly when a child is starting to show signs of anxiety or frustration).

………………………………………………………………………………

Example.

An adult being playful with language, to amuse, laugh together and/or to distract a child as part of de-escalation. NB Sarcasm is not playful.

………………………………………………………………………………

Example.

An adult gently checking a child has understood the language used in explanation or instruction.

………………………………………………………………………………

Example.

Example.

An adult using language to reflect a child’s feelings, e.g. I can see that you are finding this frustrating.

………………………………………………………………………………

Example.

Example.

**Routines**

I have seen:

A child or adult referring to a visual timetable.

Example.

………………………………………………………………………………

An adult referring to what will happen next, or what has happened before the current activity/task

Example.

………………………………………………………………………………

A child showing that s/he knows where personal items are in the room, e.g. drinks bottle, PE kit

Example.

………………………………………………………………………………

A child showing that s/he knows how to move around the school building, e.g. silent, in single file.

Example.

………………………………………………………………………………

**Strategies for de-escalation**

I have seen a child show signs of poor behaviour and then:

An adult counting a child down from 5 to 1.

Example.

………………………………………………………………………………

An adult using appropriate humour to re-engage a child in the task.

Example.

………………………………………………………………………………

An adult tactically ignoring a child.

Example.

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An adult distracting a child through language or action.

Example.

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Another de-escalation strategy I have seen:

………………………………………………………………………………………..

**Giving choices**

I have seen:

An adult offering a child a choice of one of two things.

Example.

………………………………………………………………………………

An adult engaging a child in problem solving, e.g what do you think you could do to turn this round?

Example.

………………………………………………………………………………

An adult asking a child to choose in which order a task or tasks may be completed.

Example.

………………………………………………………………………………

An adult offering a child ‘time out’ to turn behaviour round (also a de-escalation strategy).

Example.

………………………………………………………………………………

**Teaching new skills**

I have seen:

An adult working with a child on an intervention programme.

Example.

………………………………………………………………………………

An adult showing a child the rules of a game.

Example.

………………………………………………………………………………

An adult working with more than one child offering reminders of sharing skills

Example.

………………………………………………………………………………

An adult supporting a child by rephrasing a child’s demand or question and asking the child to repeat.

Example.

………………………………………………………………………………

**Encouragement and Rewards**

I have seen:

An adult discussing points for a points card.

Example.

………………………………………………………………………………

A child be moved within a class reward system.

Example.

………………………………………………………………………………

A child explaining how his/her points card works.

Example.

………………………………………………………………………………

An adult giving specific praise about a piece of work or learning.

Example.

………………………………………………………………………………

Julie Greer2018

# **Annual Reviews**

# It is the local authority’s statutory duty to complete an annual review for every child/ young person with an Education, health and Care Plan.

# They must be reviewed, as a minimum, every 12 months. In some circumstances reviews might have to be carried out earlier (for example for younger children or due to significant change in needs)

# Reviews should:

* Focus on and monitor progress towards outcomes and longer term aspirations
* Consider if outcomes and supporting steps remain appropriate
* Gather information about strength and needs across education, health and care (as relevant)
* Assess effectiveness of provision
* Consider the continuing appropriateness of the EHC plan in the light of the child/young person’s progress or changed circumstances

# During the year the educational setting will monitor progress towards outcomes specified in the EHCP. Smaller steps helping to achieve the outcomes will be regularly monitored. The frequency of these reviews will be agreed for individual children/young people and will depend on their individual circumstances.

The grid below can be used to document progress against each of the targets.

EHCP Provision

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Diagnosis | Provision Delivered by the SEND Team | In class support (to be added to seating plan) |
|  |  |  |  |
|  |  |
|  |  |
|  |  |
|  |  |

# Review process

# Before the meeting: In the vast majority of cases, the child’s young person’s educational setting is responsible for

* Organising and coordinating the meeting
* Inviting attendees
* Sending out reports and any other written contributions; these should include child/young person views, parental contributions, educational setting report and any other reports from professionals involved in supporting the child/young person.

The Child /young person – must give their views about their dream and aspirations. The views should be presented either by the child/young person during the meeting or if they do not wish to attend the meeting by a presentation that they have prepared before the meeting.

Parents/ carers should be encouraged to complete the Parents Views Form or write their own contribution which will express their views.

Educational staff and other professionals involved with the child/ young person – should complete analysis, evaluation and investigation into the success of the provision put in place.

If needed, additional assessments or observations may have to be carried out.

Attendees to be invited to the annual review meeting: -

* The child/young person
* The child’s parents/ carers (if the child is looked after by the local authority the child’s social worker and the residential care worker or foster parents should be invited, as appropriate)
* A relevant teacher, who may be the child’s class teacher or form/year tutor, the SENCO, or some other person responsible for the provision of education for the child
* A representative from the placing LA
* Any other person who the child/young person, the parent, educational setting or the LA consider appropriate.

1. The Annual review meeting

Person centred Planning practice recommends that the voice of the child should be considered first in the meeting. Other aspects of the meeting can then be discussed within the context of the child’s wishes. All present at the meeting, especially the child/young person and the parents/carers should be given opportunities to express their views about all aspects of the review.

1. After the review meeting

* The annual review report should be completed by the educational setting as soon as possible and sent to the SEN Assessment Service
* All relevant documents should be attached
* Report should be fully completed, signed and dated
* For all young people in year 9 and above the annual review report must contain information about planning for adulthood

The following may serve as a useful checklist.

Annual Review Checklist & Audit Framework

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Annual Review Checklist** | | | | | | | |
| **Key Areas** | **Criteria** | | **Yes** | **Partly** | **No** | **N/A** | **Additional comments** |
| **Advice form** | Has the correct report template for age of child/young person been used? | |  |  |  |  |  |
| Was the Annual Review (AR) meeting held within 12 months of the date when the EHC plan was issued (or when the previous review took place)? | |  |  |  |  |  |
| Is it clear that the child’s parents or the young person, a representative of the educational setting, a LA SEN officer, a health service representative and a LA social care representative were invited to attend the AR meeting? | |  |  |  |  |  |
| **Person-centred planning** | Is the One Page Profile current and completed? | |  |  |  |  |  |
| Was the review undertaken in partnership with the child and their parent or the young person? E.g. by attending the meeting and/or providing their views and aspirations | |  |  |  |  |  |
| Is it clear whose views are being communicated i.e. if views were gathered directly from CYP or provided by parents/carers or others? | |  |  |  |  |  |
| **EHC Plan Sections B, E and F**  (Education needs, outcomes & provision) | Does it contain comprehensive updated descriptions of the CYP’s special educational needs?  *Good practice: Information about ‘needs’ should not be one- off observations, description of provision required or outcomes to achieve.* | |  |  |  |  |  |
| Does it contain comprehensive information regarding the CYP’s progress during the previous year? Are up to date learning achievements and attainment levels included? | |  |  |  |  |  |
| Have new special educational needs been identified? | |  |  |  |  |  |
| Have all education outcomes have been reported on?  (Does it describe progress made in relation to the education outcomes named on the EHC plan?) | |  |  |  |  |  |
| Have education outcome measures been completed? | |  |  |  |  |  |
| Does it include progress towards interim targets across the year? (Relevant documents can be attached to evidence these) | |  |  |  |  |  |
| Does it recommend new educational outcomes, or adjustments to existing outcomes, to be achieved at the end of the next key stage, if appropriate? | |  |  |  |  |  |
| If new outcomes are recommended, are these SMART (specific, measurable, achievable, relevant and time bound)? *Note: It should be clear how people will know whether or not each outcome has been achieved* | |  |  |  |  |  |
| Does it clearly set new short-term targets or steps for the coming year, if appropriate? | |  |  |  |  |  |
| Does it review the effectiveness of the special educational provision set out in the EHC plan? | |  |  |  |  |  |
| Does it clearly state what changes might need to be made to the educational support that is provided? (E.g. if provision is no longer appropriate or needs adjusting.) | |  |  |  |  |  |
| Is new educational provision recommended? | |  |  |  |  |  |
| If additional educational provision is recommended, is this quantified and specified e.g. details of who will deliver provision, or how often / how long?)  *Good practice: vague wording such as ‘regular’, ‘may benefit from’, ‘opportunities’, ‘access to’ etc. should not be used.* | |  |  |  |  |  |
| *Good practice: Where quantified support is given across different provision e.g. hours, is it clear what the total amount will be? Note: Any duplication needs to be resolved e.g. if the professional has put ‘social club 1x hour a week’ in three places, then does that mean three hours or one hour?* | |  |  |  |  |  |
| If additional educational provision is recommended, is it clear which professional has recommended this?  *Note: Professionals must only make recommendations within their area of expertise and any recommendations made outside of their area of expertise must confirmed by the relevant professional.* | |  |  |  |  |  |
| Has evidence been provided to support recommended changes?  (E.g. is there an annotated version of Section B from the existing EHC plan to clearly show what is no longer applicable?) | |  |  |  |  |  |
| **EHC Plan Sections C, E and G**  (Health needs, outcomes & provision) | Were any reports from relevant professionals involved gathered as part of the review, so that the information can be used by the educational setting to measure the CYP’s progress? | |  |  |  |  |  |
| Does it contain comprehensive updated descriptions of the CYP’s health needs?  *Good practice: Information about ‘needs’ should not be one- off observations, description of provision required or outcomes to achieve.* | |  |  |  |  |  |
| Does it contain comprehensive information regarding the CYP’s progress during the previous year? | |  |  |  |  |  |
| Have new health needs been identified or is there an update of any medical needs that have an impact on the CYP’s education?  *Good practice: the educational setting should not include any speculative health provision or conjectural description of health needs.* | |  |  |  |  |  |
| Have all health outcomes been reported on?  (Does it describe progress made in relation to the health outcomes named on the EHC plan?) | |  |  |  |  |  |
| Have health outcome measures been completed? | |  |  |  |  |  |
| Does it recommend new health outcomes, or adjustments to existing outcomes, to be achieved at the end of the next key stage, if appropriate? | |  |  |  |  |  |
| If new health outcomes are recommended, are these SMART (specific, measurable, achievable, relevant and time bound)? *Note: It should be clear how people will know whether or not each outcome has been achieved* | |  |  |  |  |  |
| Does it clearly identify any short term targets or steps that have been met, and set new short term targets or steps for the coming year, if appropriate? | |  |  |  |  |  |
| Does it review the effectiveness of the health provision set out in the EHC plan? If changes are suggested, are there any medical reports to confirm this? | |  |  |  |  |  |
| Does it clearly state what changes might need to be made to the health support that is provided? E.g. if provision is no longer appropriate or needs adjusting. | |  |  |  |  |  |
| Is new health provision recommended? | |  |  |  |  |  |
| If additional educational/health/social care provision is recommended, is this quantified and specified e.g. details of who will deliver provision, or how often / how long? *Good practice: vague wording such as ‘regular’, ‘may benefit from’, ‘opportunities’, ‘access to’ etc. should not be used.* | |  |  |  |  |  |
| *Good practice: Where quantified support is given across different provision e.g. hours, is it clear what the total amount will be? Note: Any duplication needs to be resolved. E.g. if the professional has put ‘social club 1x hour a week’ in three places, then does that mean three hours or one hour?* | |  |  |  |  |  |
| If additional health provision is recommended, is it clear which professional has recommended this?  *Note: Professionals must only make recommendations within their area of expertise and any recommendations made outside of their area of expertise must confirmed by the relevant professional.* | |  |  |  |  |  |
| Has evidence been provided to support recommended changes? | |  |  |  |  |  |
| **EHC Plan Sections D, E and H1 and H2**  (Social Care needs, outcomes & provision) | Were any reports from relevant professionals involved gathered as part of the review, so that the information can be used by the educational setting to measure the CYP’s progress? | |  |  |  |  |  |
| Does it contain comprehensive updated descriptions of the CYP’s social care needs?  *Good practice: Information about ‘needs’ should not be one- off observations, description of provision required or outcomes to achieve.* | |  |  |  |  |  |
| Does it contain comprehensive information regarding the CYP’s progress during the previous year? | |  |  |  |  |  |
| Have new social care needs been identified or is there an update of any social care needs that have an impact on the CYP’s education?  *Good practice: the educational setting should not include any speculative social care provision or conjectural description of social care needs.* | |  |  |  |  |  |
| Have all social care outcomes been reported on?  (Does it describe progress made in relation to the social care outcomes named on the EHC plan?) | |  |  |  |  |  |
| Have social care outcome measures been completed? | |  |  |  |  |  |
| Does it recommend new social care outcomes, or adjustments to existing outcomes, to be achieved at the end of the next key stage, if appropriate? | |  |  |  |  |  |
| If new social care outcomes are recommended, are these SMART (specific, measurable, achievable, relevant and time bound)? *Note: It should be clear how people will know whether or not each outcome has been achieved* | |  |  |  |  |  |
| Does it clearly identify any short term targets or steps that have been met, and set new short term targets or steps for the coming year, if appropriate? | |  |  |  |  |  |
| Does it review the effectiveness of the social care provision set out in the EHC plan? If changes are suggested, are there any social care reports to confirm this? | |  |  |  |  |  |
| Does it clearly state what changes might need to be made to the social care support that is provided? E.g. if provision is no longer appropriate or needs adjusting. | |  |  |  |  |  |
| Is new social care provision recommended? | |  |  |  |  |  |
| If additional social care provision is recommended, is this quantified and specified e.g. details of who will deliver provision, or how often / how long? *Good practice: vague wording such as ‘regular’, ‘may benefit from’, ‘opportunities’, ‘access to’ etc. should not be used.* | |  |  |  |  |  |
| *Good practice: Where quantified support is given across different provision e.g. hours, is it clear what the total amount will be? Note: Any duplication needs to be resolved. E.g. if the professional has put ‘social club 1x hour a week’ in three places, then does that mean three hours or one hour?* | |  |  |  |  |  |
| If additional social care provision is recommended, is it clear which professional has recommended this?  *Note: Professionals must only make recommendations within their area of expertise and any recommendations made outside of their area of expertise must confirmed by the relevant professional.* | |  |  |  |  |  |
| Has evidence been provided to support recommended changes? | |  |  |  |  |  |
| **EHC Plan Section I** | Does the current placement remain suitable? | |  |  |  |  |  |
|  | If no, is evidence provided about actions taken and impact of these? |  |  |  |  |  |
| If no, is there description about the different and additional provision that is required? |  |  |  |  |  |
| If the CYP is leaving the current education setting at the end of the current school year, is a preferred next placement identified? | |  |  |  |  |  |
| **EHC Plan Section J** | Is the Personal Budget Section complete? | |  |  |  |  |  |
| **For Year 9 and Above: Moving into Adulthood** | If the review takes place when the CYP is in Year 9 or above, is there an emphasis on Preparing for Adulthood (PfA)? | |  |  |  |  |  |
| If the review takes place when the CYP is in Year 9 or above, do the *outcomes* focus on Preparing for Adulthood (PfA)? | |  |  |  |  |  |
| If the review takes place when the CYP is in Year 9 or above, does the existing and/or additional recommended education, health and social care *provision* focus on Preparing for Adulthood (PfA)?) | |  |  |  |  |  |
| Is it clear who has contributed to this section? | |  |  |  |  |  |
| Is it clear what the young person’s goals are in all 4 areas? | |  |  |  |  |  |
| For activities and employment, is how this can be achieved specific and who will support identified? | |  |  |  |  |  |
| For community inclusion, is how this can be achieved specific and who will support identified? | |  |  |  |  |  |
| For independent living and care, is how this can be achieved specific and who will support identified? | |  |  |  |  |  |
| For health and wellbeing, is how this can be achieved specific and who will support identified? | |  |  |  |  |  |
| If the young person is leaving the current education setting at the end of the current school year, is a preferred next step identified? | |  |  |  |  |  |
| **General comments** | Are any differing views recorded? | |  |  |  |  |  |
| Further actions with who and date completed recorded | |  |  |  |  |  |
| Is it clear that the continuing appropriateness of the EHC plan has been considered? E.g. recommendation to amend or cease the plan or to re-assess needs. | |  |  |  |  |  |
| Is the Summary completed in line with the report? | |  |  |  |  |  |
| Are the details of the person completing reports included? | |  |  |  |  |  |
| Are all reports/forms signed and dated? | |  |  |  |  |  |
| Is the advice presented clearly?  E.g. well scanned, well oriented, pages in order, reports in a sensible order and clear what they are | |  |  |  |  |  |
| **Total scores for Yes / Partly / No / N/A:** | | |  |  |  |  |  |
| **General comments:** | | | | | | | |

**A method of communicating annual review outcomes to other staff.**

From Maria South, Churchill SENCO

**Annual Review**

**Name:**

**Date of birth**

**Date of Annual Review**

**Agreed outcomes and actions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **0utcome and targets** | | | | |
| **Outcome** | | | | |
| **Targets** | | | | |
| **Speech and Language** | **Occupational Therapy** | **Pastoral Team** | **In Class** | **Other** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **0utcome and targets** | | | | |
| **Outcome** | | | | |
| **Targets** | | | | |
| **Speech and Language** | **Occupational Therapy** | **Pastoral Team** | **In Class** | **Other** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **0utcome and targets** | | | | |
| **Outcome** | | | | |
| **Targets** | | | | |
| **Speech and Language** | **Occupational Therapy** | **Pastoral Team** | **In Class** | **Other** |

**Delivery of EHCP Provision**

If there are concerns about delivery of EHCP Provision/relevance of provision (Section F) the flow chart below may be useful.

Concern raised by the parent that their child’s provision is not being delivered.

Is all of the provision in place and can this be evidenced?

Provision does not reflect need.

Young person is not making progress.

Is an alternative placement required?

Does the EHCP need updating?

Young person is:

* extremely challenging
* not making progress
* significant new needs have emerged.

Liaise with the parent. Ascertain their views and ensure these are recorded.

Hold an annual review.

Ensure that the Local Authority caseworker is present.

Review section F to ensure what is there is being delivered or that there is a valid reason (e.g. updated assessments) detailing why is no longer appropriate.

**Remote Learning**

There may be occasions when a remote learning programme needs to be put into place (for example a delay to completion of building works on hub opening. Or when remote education is being delivered for a short period due to unforeseen circumstances) In these unique circumstances, the following can act as a guide.

**Prepare staff**

1. Be clear about safeguarding arrangements and make time for e safety training
2. Train teachers on the most appropriate platforms, interventions and techniques you want used
3. Provide clear instructions to TAs and other support staff about how they can be effective in delivery, preparation and resourcing
4. Consider how to upskill new staff and include IT skills in recruitment procedures

**Prepare students and families**

1. Make sure all pupils at home have suitable devices
2. Set up regular communications between school and home, which includes feedback, to enable you to refine your whole school and individual pupil offers
3. Provide pupils with schedules, timetables and social stories so that they know what to expect and when to expect it, just as you would on site
4. Include how the teacher will provide feedback for the work they produce/ the lessons they engage with/tasks they undertake
5. Explain to the care giver the learning points/relevance to their child of any resource provided.

**Planning and preparation**

1. Have a single platform/storage space. Due to the diverse range of resources likely to be accessed consider using padlets. (Primaries often use Class Dojo or showbie.)
2. Video lessons: One benefit of recorded lessons is that families with more than one child to support at the same time/only one device/or if pupil attention is likely to be erratic, lessons can be accessed at any time of day (or night!). Mike Vaughn can advise on platforms such as You Tube (without adverts) and Vimeo etc
3. Live lessons: helpful if teacher is teaching on site at the same time as supporting pupils at home. Ofsted are keen that live lessons are not the only option.
4. Consider VI and HI pupils in the production and delivery of online resources
5. Ensure that learning is planned as incremental and scaffolded just as on-site learning would be, targeting individual objectives
6. Audit pupil EHCPs section F and check that all provisions are catered for. If they cannot then discuss with families the nearest possible arrangement. For example, how to set up a sensory circuit at home.
7. Involve multi-disciplinary team members to dovetail services to provide holistic support to pupils and communicate with each other about who is providing what and when
8. Discuss, agree and record any reasonable adjustments made to the recommended amount of provision by government. Guidelines are:

* Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
* Key Stage 2: 4 hours a day
* Key Stages 3 and 4: 5 hours a day

**Delivery**

1. Use a variety of tools to engage and motivate but not at the expense of quality first teaching. Consider: school produced lessons/Oak Academy/online resources/resources shared between schools and teachers /BBC Bitesize/ resources associated with specific curriculum areas such as White Rose Maths/printed resources
2. Scripted routines: start and end live and recorded lessons with familiar scripts. Provide a suitable amount of repetition and rehearsal within lessons. Use a lesson structure template.
3. Match delivery closely to pupil’s communication needs: simplified language/use of symbols and photographs/ signing support
4. Use a variety of techniques to check engagement and understanding: for example use of chat “complete this sentence…..” Quiz’s/modelling/direct instruction (scripted routines)/give examples “my turn your turn” “I say you say”/key vocabulary banks
5. Social Skills learning can be particularly appropriate: set tasks (e.g. cooking task/ homecare task), provide scaffolding to support care givers (photographic/symbol explanations):consider how to record success (photograph back to teacher ) and how to provide feedback:(usual school reward and praise systems: merits etc)

**And finally**

1. Consider how students and families might be networked together: to facilitate social contact and minimise the effect of isolation for pupils and care givers
2. Consider “mastery classes” :what would that look like for your pupils? Could you invite guest teachers to be involved?

# **Resources**

There are many resources which may be useful but as a starting point the lists below may help when setting up or expanding resources.

**Classroom Essentials**

1. Read EHCPs and check for provision -  coloured paper/exercise books/particular equipment /furniture that needs buying in/wedge cushions/movein sit cushion scissors/ pencil grips - while there is money available to buy it.
2. Primary - Clicker 8 License where appropriate e.g is it in EHCP?
3. Other tech - Touch Typing programme - Nessy, Secondary - Text Help Read and Write (secondary) Schools may have licenses already.
4. Assessments: reading YARC, spelling, maths - unless schools already have them.
5. Magnetic whiteboards, pens, whiteboard rubbers
6. Magnetic foam letters/numbers
7. Timers - sand, electronic
8. Talking point/big point/talk tins/recordable buttons/clever tiles/talking pegs - for recording words, sounds, sentences etc.
9. Dictaphone/voice recorder (Secondary)
10. Talkabout - various books depending on ages
11. Writing slopes
12. Feelings fans
13. Quiet foam dice
14. Visualiser
15. Dictionaries/thesaurus
16. Ace spelling dictionary/rhyming dictionary
17. Cameras
18. Headsets
19. Tent/den
20. Numicon  - various packs depends on abilities covered - need some sort of concrete manipulates - again schools may already have
21. Selection of games - Connect 4, Scrabble, Jenga, bingo, chess, drafts, Guess Who, Uno,

**Speaking and Listening:**

* Boardmaker Software: <http://www.inclusive.co.uk/boardmaker-plus-v6-p2128>Boardmaker is a program which helps staff create visuals using on-screen and printed symbols to support learning activities.

**AAC (Augmentative & Alternative Communication)**

* Talking Tins: <https://www.winslowresources.com/talking-tin-red-40-seconds-recording.html>Talking Tins can record and play back 20 / 40 seconds of audio depending on the tin. This supports students to remember spoken information as it can be quickly captured and heard multiple times.
* BIGmack: <http://www.inclusive.co.uk/ablenet-bigmack-p2039>BIGmacks are similar to Talking Tins but can record and play back up to 2 minutes of recording time. These have one large single button.
* Black Sheep Press - Visual Cue Cards: <https://www.blacksheeppress.co.uk/product/visual-cue-cards/>Pre-made visual cue cards can support communication, organisation, routine, memory and help students to use strategies during teaching.

**Language**

* Colorcards  
  - Everyday Objects: <https://www.routledge.com/Everyday-Objects-Colorcards-2nd-Edition/peechmark/p/book/9781909301955>This Colorcards set can be used to screen and support object naming and sentence comprehension.  
  - Prepositions: <https://www.routledge.com/Prepositions-Colorcards/peechmark/p/book/9781138300682>This Colorcards set can be used to screen and support understanding and use of prepositions in sentences.  
  - Basic Verbs: <https://www.routledge.com/Basic-Verbs-Colorcards-2nd-Edition/peechmark/p/book/9781909301948>This Colorcards set can be used to support understanding and use of verbs in sentences.
* Word Aware: <https://www.routledge.com/Word-Aware-Teaching-vocabulary-across-the-day-across-the-curriculum/Parsons-Branagan/p/book/9780863889554>Word Aware is a structured approach to teaching vocabulary in children of all abilities across the curriculum.
* Colourful Semantics: <https://www.elklan.co.uk/11-16s/colourful-semantics>Colourful Semantics is a visual approach to supporting literacy which can be used in lessons.
* Language and Speech Link https://speechandlanguage.info/

**Inference**

* Black Sheep Press – Mr Goodguess: <https://www.blacksheeppress.co.uk/product/inferencing-skillsr-mr-goodguess/>The Mr Goodguess resource provides activities to develop visual inferencing skills.
* Reading and Thinking series: <http://www.learningmaterials.co.uk/Literacy/New-Reading-and-Thinking>Reading and Thinking provides activities to develop text-based inferencing skills.

**Social Skills**

* Talkabout: <http://alexkelly.biz/product-category/talkabout-books/>Talkabout is a practical resource with worksheets and activity ideas to support the development of social skills.
* Colorcards – Emotions & Expressions: <https://www.routledge.com/Emotions--Expressions-Colorcards/Boyce/p/book/9780863889271>This Colorcards set can be used to screen and support recognition of facial expression, body language and the likely emotions this is associated with.
* Black Sheep Press – Social Responses: <https://www.blacksheeppress.co.uk/product/social-responses-basic-level/>This resource provides activities to promote appropriate responses in social situations.
* Black Sheep Press – Recognising Emotions KS1 & 2: <https://www.blacksheeppress.co.uk/product/recognising-emotions-ks12/>This resource supports understanding of emotions and facial expressions, conversational social skills and classroom behaviour.
* The Friendship Formula – A social skills programme to develop awareness of self and others

**Physical Support**

* **Exercise balls (round and peanut shaped)**

Student to sit on a large therapy (or large gym) peanut shaped ball and bounce for additional proprioceptive and vestibular input. Peanut shaped balls provide additional stability for students. Student lays on their stomach and an exercise ball is rolled over their back, arms and legs. Different amounts of pressure can be applied, depending on the child’s responses and preferences.

* **Trampette**

Can be used to provide movement breaks under supervision or as part of a wider obstacle course. For some students this will be alerting, for others it will be calming so monitor the impact on each student.

* **Scooter board**

Student lays flat on their stomach and pulls themselves forwards using their hands and arms along the floor. Alternatively, students can kneel on the board and use their hands to move the board. Recommended use on flat, smooth surfaces. Safety: students must never stand on the board due to falls risk.

* **Lycra body sock**

Student steps inside the body sock and stands or lays down on a mat under supervision and stretches their arms and legs for additional feedback.

* **Calm down tent/space**
* **Medium strength therapy putty**

Can be used for a warm-up before fine-motor skills activities or as a daily activity to build dexterity and strength in the fingers and hands.

* **Threading laces**
* **Tweezer game**
* **Non-toxic sensory bottles/tubes**
* **Textured sensory balls**
* **Fiddle items**
* **Sand or auditory timers to support transitions between tasks**
* **Roll-out mats if PE mats are unavailable**

All equipment must be used with close adult supervision due to the sensitive nature of each student’s sensory systems which may become over or under-stimulated quickly.

* **Tunnel**

Crawling on stomach encourages the development of core strength and stability.

* **Move and sit cushions (wobble cushions)**

For students that require additional movement whilst seated in their chairs.

* **Rocking chair**

Provides additional vestibular input, where swings and suspension equipment is not available for use.

* **Puzzles and pattern based board/card games. Dot-to-dot books, mazes, spot the difference, copy the image, complete the picture, tangrams.**

Support the development of visual perceptual skills.

* **Construction and building activities e.g. Lego, Duplo, marble run.**

Supports motor planning and fine motor skills.

**Specialist resources may be sourced from:**

* <https://www.fledglings.org.uk/>

**General Resources (Social stories, reward charts etc)**

* <https://happylearners.info/schools/index.html>
* <https://www.online-stopwatch.com/classroom-timers/>

**Useful websites for activities**

Finger gym **-** [What is finger gym and funky fingers? (earlyyearscareers.com)](https://www.earlyyearscareers.com/eyc/learning-and-development/finger-gym-funky-fingers/)

Free Touch Typing - <https://www.typingclub.com/>

**Gifted and talented**

<https://www.giftcourses.co.uk/>

<https://www.learnus.co.uk/>

**Behaviour/SEMH**

[Mental Health Matters: translating evidence in to practice in the classroom (padlet.com)](https://padlet.com/asamways/mental-health-matters-translating-evidence-in-to-practice-in-pem5o49rjwlfure5)

<https://sensory.semh.co.uk/>

<https://semh.co.uk/types-semh-intervention/>

<https://semh.co.uk/>

<https://www.challengingbehaviour.org.uk/>

Motional <https://www.motional.io/>

**Anxiety**

[Anxiety - Cerebra](https://cerebra.org.uk/download/anxiety-guide-a-guide-for-parents/)

# **Images**

<https://thenounproject.com/>

# **ADHD**

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Member%20Networks/Divisions/DECP/DECP%20Nonpharmacological%20interventions%20MAY%202022.pdf>

**Additional Speech and Language Support**

<https://asltip.com/> (Help to find a speech and language Therapist)

**Suffolk SENCO Support (SENCO Central)**

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=Fd-ONIQX11M>

**Education Endowment Fund Reports** [Guidance reports | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports)

Working with parents [Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents)

Improving behaviour [Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour)

Making Best Use of TA’s [Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)

Five a Day [EEF blog: ‘Five-a-day’ to improve SEND outcomes | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes)

Support for parents [Home - My Family Coach](https://www.myfamilycoach.com/)

**Emotionally Based School Avoidance**

|  |  |
| --- | --- |
| Training | |
| <https://www.youtube.com/watch?v=dLqM1PxJhto> | Working with Emotional Based School Avoidance. Linda Brindle and Hope Westgate |
| <https://www.youtube.com/watch?v=mGa3xTAAyLQ> | Supporting your child to get back to school Parents Workshop |
| <https://www.youtube.com/watch?v=a3h4PtwKoaw> | Supporting our Young People with Anxiety |
| Toolkits | |
| <https://www.lpft.nhs.uk/young-people/lincolnshire/professionals/how-can-i-help> | How can I help?  Toolkits for young people and Education Staff |
| <https://westsussex.local-offer.org/information_pages/473-introduction> | Guidance on working with Emotionally Based School Avoidance |
| <https://mentallyhealthyschools.org.uk/resources/separation-anxiety-tips-for-parents/> | Separation Anxiety Tips Anna Freud Centre |
| <https://www.family-action.org.uk/content/uploads/2020/07/Toolkit-for-Regulation.pdf> | A Guide for Emotional Regulation in The Classroom |
| Useful Videos | |
| <https://www.bing.com/videos/search?q=every+opportunity+youtube&view=detail&mid=B06FAB64C9CA6565D513B06FAB64C9CA6565D513&FORM=VIRE> | Every Interaction is an Intervention |
| <https://www.bing.com/videos/search?q=the+invisible+string+video&view=detail&mid=5D2B5086880CBCF24B125D2B5086880CBCF24B12&FORM=VIRE> | The Invisible String |

Behaviour and Attitudes

# **Attendance**

**Why does Attendance matter?**

*The world is run by those who turn up.*

Attending school on a regular basis is the key to children doing well at school and sets them up with good routines for later life and the working world, as well as giving them the opportunity to:

· Make friends and improve social skills

· Learn new things and develop skills

· Increase confidence and self-esteem

· Achieve potential and fulfil aspirations

**Why attend every day?**

*School. It's that glorious mix of social and educational*

*encounters that happens every week day for thirteen long years.*

At Unity School’s Partnership we have immense pride in the education and opportunities that we offer our pupils. We value each child and their individual potential highly. To help them to flourish and reach this, we expect a high level of attendance.

Evidence shows us that attendance is linked directly to achievement.

Here is an example of how regular non-attendance can build up.

· Charlie is a fictional child in Year 5.

· His attendance rate is 90%.

* His parents think this is quite good.

· Charlie is absent for the equivalent of **one half day every week.**

· In Year 5 Charlie’s attendance rate means that he missed the equivalent of **four whole weeks of lessons** (20 days) in the school year.

· If Charlie continues to attend for only 90% of the time, then over five years he will miss the equivalent of about **half a year of school.**

· Over 10 years he will miss the equivalent of **one year of school.**

All pupils’ attendance is monitored in the hub by school staff, who complete a weekly attendance monitoring sheet, and the Educational Welfare Officer (EWO). The Educational Welfare Officer meets with the school regularly to monitor children whose attendance is under 95%. The EWO is able to offer support and guidance. Good practice in a specialist setting is to:

* Monitor attendance weekly
* Raise concerns with parents quickly and put supporting strategies in place
* Send a letter home when attendance falls below 92%.
* If attendance falls below 90% seek active involvement of the EWO

**Supporting Pupils in a Specialist Environment**

Many pupils may have had periods of long absence prior to the allocation of a specialist placement. We also know that many pupils travel long distances to our specialist hubs and we understand that, as a parent, it may sometimes be a difficult decision whether to send them in or not.

· All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil’s individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence. (DFE August 2020) A part -time timetable should aim to be concluded within a period of six weeks.

* Many of our pupils suffer anxiety and need reassurance from us and parents that they will be well supported and looked after while they are at school. Trusting relationships with parents and children are therefore vital. Encourage parents to ring school if they are anxious, as regular communication will be key.

· If pupils are at school and feeling a little under the weather, reassure parents that they will be looked after e.g. in the medical room. Make it clear they will not be left alone. In line with the school policy, it may be possible that medication such as Calpol, can be administered.

· As a specialist environment that meets the needs of those with complex needs, make sure children have access to places where they can have time out, rest or even have a sleep if needed.

**Reintegration after Suspension for SEND Pupils**

Suspension of SEND pupils is often as a result of SEND needs not being fully supported. Suspension provides an opportunity for everyone to reflect, rethink support, implement effective strategies and make reasonable adjustments in order that negative cycles of behaviour are broken. The reintegration meeting provides an opportunity for productive and meaningful planning. The route will be different for each pupil, but the goal of making sure that the pupil feels safe and ready to learn will be the same.

In order to consider strategies for reintegration, it is important to understand the impact of suspension on a student with SEND, who may feel they are very different to their peers and believe that they are not welcome at school. Their family may feel confused, hopeless and find themselves ostracised by other parents and sometimes by the school itself. Suspension may result in a strained relationship between home and school which needs to be repaired in order for reintegration to be successful.

As a result, schools should aim to understand:

* the context of an incident that has led to exclusion and any contributing factors.
* how the pupil’s special needs affected their behaviour and any triggers.
* the pupil’s actions from their perspective

Before the meeting

* Review the incident. Were there any points at which the course of the student’s behaviour could have been changed e.g., through distraction, swapping staff, improving clarity of instruction, reducing cognitive overload, introducing visual supports, allowing time out etc.
* Review documentation about the pupils e.g., are there any needs not being met? Is there any provision listed e.g., in previous plans, EHCP’s which is not being delivered?
* Collate useful information from staff who know the student well and can provide information about barriers to learning, useful strategies and strengths.

During the meeting:

* Start with the student’s strengths. What does the student feel are their strengths? This may include considering what they enjoy out of school.
* Ensure the student is provided with an opportunity to explain what happened. Questions may include: What happened? What were you thinking at the time?
* Be clear about which actions were unacceptable and why. Modelling, explanation, visuals may all help this.
* Provide an opportunity for reflection. Discuss what the student could do differently next time in a similar situation. A student may be able to consider who has been impacted by their actions. What actions are acceptable? Which actions allow the student to safely remove themselves from a situation?
* Draw up a plan which is understood. Visuals, social stories, written instructions may all help aid understanding. Ask the student what can be done to help them. There are numerous strategies which could be included in a plan and the graduated responses in the SEND handbook can act as a point of reference.
* At all stages provide an opportunity for parents and carers to make suggestions.

After the meeting:

* Communicate all actions and outcomes to those who need to be aware.
* Check in with the student regularly and be prepared to amend the plan for any points that are not working.
* Continue with the plan if it is successful. Removing support too early can result in a deterioration in behaviour.
* Consider if there are any referrals needed to other agencies to support the students longer term success.
* Mediation and restorative justice may be useful if other students have been involved or members of staff.
* Complete any necessary assessments to see if there are any unmet SEND needs.

Re-integration after a suspension of a pupil for SEND is likely to be more successful if:

* The whole school community is accepting of and adhering to a genuinely inclusive and accepting ethos.
* Students with SEND are listened to and have their point of view understood and have an opportunity to communicate in a way which meets their needs.
* School staff building a stable, trusting and nurturing relationship with students.
* Collaborative working is in place to facilitate positive relationships.
* There is an opportunity to form a positive and constructive relationship with parents, carers and other professionals.
* Staff work together as a team, supporting one another; looking for solutions together and agreeing consistent approaches.
* Processes, procedures and actions are clear.

**Safeguarding**

At Unity Schools Partnership we recognise that pupils with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration
* Pupils being more prone to peer group isolation than other pupils
* The potential for pupils with SEND being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
* Communication barriers and difficulties in overcoming these barriers

The safeguarding Network highlight how Children with disabilities are 3.7 times more likely than other children to be abused or neglected. In order that we can keep all children in our specialist hubs safe from harm staff need to:

* sign to confirm they have read and understood Part one (or Annex A if appropriate) of the Department for Education’s statutory safeguarding guidance, [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) (September 2021), and review this guidance at least annually. They will also sign to confirm they have read and understood their school’s current child protection procedures.

and be aware of

* Systems which support safeguarding, including the staff and persons in a position of trust code of conduct, their school’s child protection procedures and the roleof the designated safeguarding lead (DSL)
* The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
* The process for making referrals to local authority children’s social care and for statutory assessments that may follow a referral, including the role they might be expected to play
* What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
* The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), children missing from education, child criminal exploitation, FGM, radicalisation and peer on peer abuse

Staff working in specialist hubs must have due regard to National legislation and Trust policy. Safeguarding will be reviewed annually in each of the specialist hubs and processes and procedures monitored.

accountability for safeguarding and attendance in particular (and everything really!) rests with the HT and however responsibilities are delegated, there must be clear ownership and responsibility

**Identifying a pathway for behaviour support and response**

Policy, understanding and fairness.

Does the policy allow for adjustments according to need and circumstances?

Is there agreement across the school around what are significant behaviours?

Yes

Does the child have SEND?

Is the child’s behaviour stand alone?

If this is a pattern involving multiple pupils, then review whole school strategies/communication with families and consistency of response. Consider if bullying or coercion may be part of some pupil’s involvement.

Yes9

Make the situation safe.

Give time for recovery

Make decisions based on the schools behaviour policy and with regard to SEND or suspected SEND needs.

Identify a staff member to listen to the child and speak with parents.

Yes

Prior to the significant behaviours, were their needs being met in class? Were any adjustments being made in or out of class?

Make decisions regarding significant behaviour based on behaviour policy. Ensure sanctions are consistent.

No

Yes

No

For individual pupils

Does the child have identified SEND Needs or vulnerabilities?

For individual pupils

Consider further support e.g. referral to other agencies, mediation, circle of friends, meet and greet etc. Ensure sanctions are consistent.

Stop. Review, restorative justice discussion, Improve, Monitor

Does the child have a suspected/undiagnosed need or vulnerability?

Is the behaviour significant?

No

Clarify levels of significance and strategies to deploy

**Transition**

Once they have been allocated a place, it is vital that the children feel safe and have appropriate places they can go and people they can approach if they feel overwhelmed or anxious. Transition can be a difficult and challenging time for children and their families, however there are activities which can offer structure and provide support. Also, remember children need to finish their last placement successfully so there is closure and a chance to say goodbye properly.

Spending a session with the new class and teacher.

Share a video of the Hub or school.

Visits after school when the environment is empty is a good starting point for many children. Allow them to take their own photos if they wish.

Spending a lunchtime at school. Lunchtimes can be a challenging time so a successful lunchtime may allay a lot of anxieties.

Walk the route from the drop off point to the classroom so there is some familiarity.

Open lines of communication between home and school with phone calls and emails.

Make sure parents have all the info they need (e.g. where to find the school dinner menu) so families can support pupils by planning in advance at home.

Transition Activities

Consider a home visit

Share essential information e.g. photos, of the staff, building and facilities.

Allow enough time to order uniform so when children start they feel like they belong.

Send a letter or a message from a current pupil.

Following a programme such as that offered in Supporting Successful Transitions from Primary to Secondary School by Tina Rae

Share the class timetable.

**Surveys**

The Trust conducts an annual survey of all staff, pupils, and parents. You may wish to collect more detailed information about SEND and a selection of potential surveys appear below

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Parents Survey | Strongly Agree | Agree | Disagree | | Strongly Disagree |
| The information I was given about school prior to admission was good |  |  |  | |  |
| The website and App keep me informed about the day to day life of the school |  |  |  | |  |
| I think the school keeps me well informed about how my child is doing via parents evenings, reports and Annual reviews |  |  |  | |  |
| My child is making good progress at this school |  |  |  | |  |
| The school addresses my child’s particular needs |  |  |  | |  |
| The school is managed and led by the Headteacher and governors effectively |  |  |  | |  |
| The teaching is at least good at the school |  |  |  | |  |
| All staff are friendly towards myself and other parents |  |  |  | |  |
| When they visit parents are welcomed into the school |  |  |  | |  |
| When I am concerned about my child’s progress I know who to contact |  |  |  | |  |
| If I have any concerns I’m confident my views will be taken seriously |  |  |  | |  |
| Before major changes are made in school, parents are asked for their views |  |  |  | |  |
| School provides clear advice about how I can support my child’s work at home |  |  |  | |  |
| The school prepares my child for the future and life beyond the school |  |  |  | |  |
| The School Encourages my child to have a healthy lifestyle |  |  |  | |  |
| My child enjoys the enrichment activities |  |  |  | |  |
| The school keeps my child safe |  |  |  | |  |
| Unacceptable behaviour is dealt with effectively |  |  |  | |  |
| The school is a visible part of the community taking part in local events |  |  | |  |  |
| All families are equally valued whatever their backgrounds |  |  | |  |  |
| My child enjoys being at the school |  |  | |  |  |
| I would recommend the school to other parents |  |  | |  |  |

Additional comments

What I think about Churchill School

I am a girl

I am a boy

|  |  |  |
| --- | --- | --- |
|  | I Agree | I Disagree |
| I enjoy school and am happy at Churchill |  |  |
| I learn a lot in lessons |  |  |
| I feel pleased with myself when I’ve done a good piece of work |  |  |
| My work is shared with others |  |  |
| Staff like to listen to my ideas |  |  |
| Staff help me with my work |  |  |
| I know how well I am doing at school |  |  |
| My work is marked regularly and I am told how my work can improve |  |  |
| I feel safe in school |  |  |
| Behaviour is good in my school |  |  |
| I think our school rules are fair |  |  |
| When I feel unhappy at school there is always an adult to look after me |  |  |
| When children quarrel/argue in school an adult sorts it out fairly |  |  |
| I like to help in school when jobs need doing |  |  |
| Staff are interested in what I do outside school |  |  |
| If I am away from school Staff ask me where I have been |  |  |
| My school helps me to be healthy |  |  |
| There is a good choice of enrichment activities |  |  |

|  |  |  |
| --- | --- | --- |
|  | I Agree | I Disagree |
| The resources to help us with our learning are good |  |  |
| The school helps me get ready to move into the next stage of my education |  |  |
| The Headteacher and everyone in our school does a good job |  |  |

Complete these sentences

The playground would be better if………………………………………………………….

………………………………………………………………………………………………

I learn best at school when………………………………………………………………….

………………………………………………………………………………………………

The three things I like best about the school are:

1……………………………………………………………..

2……………………………………………………………..

3……………………………………………………………..

The three things I like least about the school are:

1……………………………………………………………..

2……………………………………………………………..

3……………………………………………………………..

Personal Development

External AgenciesText

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# **Children's Speech and Language Therapy**

**General Details**

Children's Speech and Language Therapy is a core service provided by Integrated Community Paediatric Services (part of Suffolk Community Healthcare).  The service sees children with a range of speech, language and communication needs (including eating/drinking difficulties).  The service provides an assessment and intervention service for children with identified needs.  These can present as:

* unclear speech
* slow or unusual development of spoken language
* little or no spoken language
* difficulties with chewing or eating and drinking
* difficulties in understanding what people say
* stammered (or stuttered) speech
* voice problems

The service will aim to support children/young people and their families by providing therapy and appropriate packages of care to meet the individual needs of each child.

Paediatric Speech and Language Therapy Service (west)

01473 321225

[Childrensslt.icps@wsh.nhs.uk](mailto:Childrensslt.icps@wsh.nhs.uk)

[Paediatric speech and language therapy (wsh.nhs.uk)](https://www.wsh.nhs.uk/Services-A-Z/Childrens-services/Childrens-community-services/Paediatric-speech-and-language-therapy/Paediatric-speech-and-language-therapy.aspx)

St Helen's House, 571  
Foxhall Road  
Ipswich  
Suffolk

IP3 8LX

# [**https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=XC-HsIMxH\_s**](https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=XC-HsIMxH_s)

# **Speech, Language and Communication Education Outreach Service**

The Education Outreach Service for Speech, Language and Communication (SLCN) provide advice and support to primary and secondary schools.

They are part of the Sensory and Communication and Interaction Service within the Specialist Education Service.

The children and young people who are referred to the service have additional needs in speech, language and communication, and this is likely to be affecting their learning in school. The children may experience difficulty expressing themselves verbally, understanding language and following instructions. Their communication needs may be affecting their ability to make friends and take a full part in school life.

The service supports colleagues in schools to understand how SLCN can affect a child’s progress across the curriculum and their social inclusion. We do this through speaking to school staff, parents and the child him/herself, observing how the child learns and responds in different situations, both in the classroom and in unstructured times during the school day.

The team are able to offer advice and support in creating a communication-friendly environment with good practice at its heart. They model strategies and approaches that support the inclusion of children and young people with SLCN and deliver introductory training in SLCN as well as in specific areas such as listening skills, social communication groups or vocabulary building.

Schools can refer to the service using the Inclusion Service Referral form

**Logo, company name

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**Specific Learning Difficulties Service**

The Specific Learning Difficulties ([SpLD](https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=fjFU1zatqVM)) Service is part of the [Specialist Education Service](https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=FBn2OXIJIFE&localofferchannelnew=0) and sits within the [Cognition and Learning Service](https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=yOSsNEMTojo). The team is staffed by 7 experienced teachers, all of whom hold specialist qualifications for teaching and assessing pupils with dyslexia/literacy difficulties.

The team works in partnership with all schools across Suffolk to improve outcomes for learners who have significant and persistent literacy difficulties. We are also developing our offer to support learners with Dyscalculia/ Maths difficulties.

Our core service aims to improve outcomes for individual students who are not making expected progress despite having followed an appropriate literacy intervention. This is achieved through working directly with the school and staff to plan individualised intervention, personalised strategies and teaching approaches in the classroom, alongside support to develop a whole school approach to supporting learners with Dyslexia/literacy difficulties.

A diagnosis of dyslexia or any other Specific Learning Difficulty is not necessary to access this service.

**Nicky Wilde**(Lead Specialist Teacher) [nicola.wilde@suffolk.gov.uk](mailto:nicola.wilde@suffolk.gov.uk)

**Sandra Sidoli**(Specialist Teacher)**:** [sandra.sidoli@suffolk.gov.uk](mailto:sandra.sidoli@suffolk.gov.uk)

**Anji Rico**(Specialist Teacher)**:** [anji.rico@suffolk.gov.uk](mailto:Anji.rico@suffolk.gov.uk)

**Zoe Bell**(Specialist Teacher): [zoe.bell@suffolk.gov.uk](mailto:zoe.bell@suffolk.gov.uk)

**Gail Southgate**(Specialist Teacher): [gail.southgate@suffolk.gov.uk](mailto:Gail.southgate@suffolk.gov.uk)

**Rebecca Moran** (Specialist Teacher): [rebecca.moran@suffolk.gov.uk](mailto:rebecca.moran@suffolk.gov.uk)

**Rhian Hayward-Bradley** (Specialist Teacher) [Rhian.Hayward-Bradley@suffolk.gov.uk](mailto:Rhian.Hayward-Bradley@suffolk.gov.uk)

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**Children's Occupational Therapy**

**General Details**

A Children's Occupational Therapist will help to minimise a child’s difficulties and improve their ability to learn, socialise and play. They will find ways to overcome any problems they experience in participating in activities and assess and treat the child’s needs in the following areas:

* OTs may offer assessments and analysis of children’s everyday activities, play, self-care; and school work
* Fine motor skills and effective use of hands in play and school
* To identify a child’s strengths and difficulties and offer therapeutic approaches and interventions to find solutions
* OT’s have specialist knowledge about child development, daily function and independence skills, e.g. feeding, dressing and toileting
* Assess the need for therapeutic equipment e.g specialist seating, bathing and toileting
* Advice on environment and minor adaptations e.g. rails
* OT’s help a child improve their ability to learn, socialise and play
* To gain a good quality of life and achieve their potential

Referrals are accepted from:

* Paediatricians, GPs and Physiotherapists
* Health Visitors and Speech and Language Therapists can refer for early years services
* SENCOs can refer to the school age service for co-ordination disorders for children in primary schools or in year 7

01473 321230

<http://www.suffolkcommunityhealthcare.com/OurServices.aspx>

St Helen's House  
571 Foxhall Road  
Ipswich  
Suffolk

IP3 8LX

### Additional contact

Children's Occupational Therapy Service

01284 741714

Child Development Centre  
Hospital Road  
Bury St Edmunds  
Suffolk  
IP3 8LX

**Educational Psychology**

**Children's services for schools and academies**

Educational Psychologists (EPs) work with children, young people, their families and professionals in order to improve outcomes.

They also work to support the inclusion and participation of children and young people.

Tailor made packages of support based on the following broad areas of work can be developed:

* Consultation (including planning meetings)
* Assessment
* Evidence based learning interventions
* Therapeutic interventions (including Mindfulness, Video Interaction Guidance, Video Enhanced Reflective Practice, Solution Focused and Cognitive Behavioural Approaches, Narrative Therapy etc.)
* Person centred approaches(including MAPS and PATH) and collaborative problem solving (including Solution Circles and Circles of Adults)
* Whole school strategic development and training
* Project work, research & evaluation of interventions
* Supervision of staff (including coaching and supporting the emotional well-being of adults)

01473 264700

# **Suffolk County Council logoPsychology and Therapeutic Services**

Psychology and Therapeutic Services are a team of person-centred Child, Adolescent, Community and Educational Psychologists, Family Systemic Psychotherapist and Inclusion Facilitators.

The team support emotional well-being, mental health and learning on an individual, group and whole school / organisational basis.  They are qualified to work with Children and Young People from 0-25 years as well as with the adults who care for and work with them.

They may work with a child/young person in order to help find ways forward.  This could involve help in finding solutions to the issues they are facing.  Involvement may also include working with groups of students and working with educational and pastoral staff, e.g. in training, research and project work.

Info: <https://www.suffolk.gov.uk/children-families-and-learning/pts/accessing-our-service/>

or

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=9-4-gMINCZ8>/

Generic Contact: [psychology&therapeuticservices@suffolk.gov.uk](mailto:psychology&therapeuticservices@suffolk.gov.uk)

Service Lead: [claire.darwin@suffolk.gov.uk](mailto:claire.darwin@suffolk.gov.uk)

Leadership and Management

**Admissions Procedures**

Below is a summary of the admissions process which applies to all authorities.

SENCO seeks further reports and documentation where required

Request from the Local Authority

Official Documentation shared

Headteacher and SENCO Considers Admission Papers

SENCO may visit the pupil ideally in a school setting

Can the school meet need?

Yes

No

Headteacher sends a no letter to the Local Authority outlining reasons for refusal.

Headteacher sends offer letter to the Local Authority

The grid below may help detail whether or not the school can meet the provision as detailed in section F.

Pupil details (name/ DOB etc)

Summary response of school: (written in a way that could if required be shared with parents)

Bullet pointed:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EHCP Need | EHCP Provision | Provision that can be provided by the school within existing resources | Provision that can be met within the school but for which there are currently no resources. | Provision that cannot be accommodated within the school and an explanation as to why not. |
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**Tribunals**

Parents Lodge a Special Educational Needs and Disability Tribunal

Parents disagree with a decision the Local Authority has made about their child’s [Education, Health and Care Plan (EHCP)](https://www.beyondautism.org.uk/about-autism/education/ehcps/). Reasons for appeal include if the Local Authority:

* Refuse to make an EHCP assessment or reassessment
* Refuse to issue an EHCP after a statutory assessment
* Issue an EHCP and the parents disagree with the description of the special educational needs, special educational provision or the educational setting named in the plan
* Refuse to change the sections of an existing EHCP which are about education
* Decide your child does not need an EHCP anymore

Mediation will already have taken place at this stage and the parents will have appealed within a set timeframe.

The Appeal is not opposed by the Local Authority or agreement is reached prior to the hearing.

A tribunal Bundle is produced. There are strict deadlines for producing the bundle.

Both parties may employ a Barrister

The parents witnesses may include independent experts.

Local Authority witnesses will include at least one person who knows the school that is being proposed. Other witnesses may include Educational psychologists or those with knowledge of the child

Witnesses are identified by both parties.

The Appeal is opposed by the Local Authority.

Agreement is reached and the Tribunal process does not take place. The tribunal is “struck out.”

Parents evidence includes:

* letters
* emails
* written submissions
* statements from witnesses
* reports or opinions
* examples of the child’s work
* school or college prospectus
* school SEN information report
* OFSTED report and details of cost of educational placement (if applicable)

Local authority’s evidence includes:

* Letters
* Emails
* Policies
* written records
* Information from the school file
* other witness statements (if produced)
* school or college prospectus
* school SEN information report
* OFSTED report and details of cost of educational placement (if applicable)

A pre tribunal meeting, held by each party independently, allows for sharing of all information and rehearsal of some of the main points.

The Tribunal bundle is distributed to all attendees.

A ruling will be issued within 10 days of the hearing and the decision implemented. The ruling can be challenged by the parents at the Upper Tribunal.

Attendance at the Tribunal which may be in person, virtually or via audio only. All evidence is heard by all parties. Occasionally witnesses may be dismissed early.

Top Tips

* Make sure you identify the right witness. They must be knowledgeable about the school.
* Seek advice from one of the SEND Directors when producing your witness statement.
* Read the Tribunal bundle carefully
* Be prepared to ask for the tribunal pre-meeting which may not be held as a standard procedure
* Have IT on standby at the point of initially connecting to the Tribunal if attendance is remote.
* Set aside the whole day. Many last in excess of 5 hours.
* During the Tribunal don’t be afraid to say you don’t know but you will find out and provide the evidence before the end of the hearing.
* Maintain a good relationship with the parents throughout.
* Be honest.

**Learning Walks**

A **learning walk** is a short and informal visit to a classroom, in which senior leaders focus and observe any specific area of education and then offer detailed feedback. The primary purpose of **learning walks** is to compare the theoretical ideals that are discussed between colleagues with the lived experience in the classroom.

There are several advantages of completing learning walks. These include:

* Creating a culture of **research** and **inquiry,** characterised by [**reflective practice**](https://www.structural-learning.com/post/cpd-for-teachers-time-for-a-rethink) and **collaboration** for teachers and Teaching and Learning Support Assistants.
* More emphasis on **instruction, classroom practices,** and the support students receive
* Identification of opportunities for [**professional development**](https://www.structural-learning.com/cpd)
* Promotion of useful **conversations**with staff

The main areas of focus on a learning walk are often:

1. Lesson content
2. Student behaviour
3. The classroom environment
4. Evidence of progress and outcomes

Where there is a focus on SEND the grid below may act as a useful prompt.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year/Class |  | | Teacher | Subject | LSA Support | Commentary |
|  |  | |  |  |  |  |
|  |  | |  |  |  |  |
|  |  | |  |  |  |  |
|  |  | |  |  |  |  |
|  | | Overview:  Action points | | | | |

Outline of the process. For each class we go into I would like you to tell me:

* How many children with SEND are there in this class
* What am I likely to see?

Consider evidence of:

Behaviours

* Examples of positive learning behaviours are evident e.g. pupils are engaged and on task
* Any negative behaviours are effectively managed.

Deployment of adults

* Teaching assistants are effectively deployed

Deployment of resources

Resources are fit for purpose, well organised and may include:

* Visual prompts strategies e.g.. on desks, in the classroom, relevant to the task
* Workstations
* Physical resources e.g. wobble cushions, laptops, fidget objects, specialist seating, coloured paper, over-lays, pencil grips
* Scaffolded tasks
* Specific intervention e.g. precision teaching
* TA support and use of this e.g. coaching, re-focussing, encouraging independence, assessment
* Timers/use of time out
* Pacing areas

Curriculum

* There is a relentless focus on reading and communication
* Lessons enhance personal development e.g.
* Strong personal relationships
* Independence
* Friendships
* Diversity
* Physical health
* Mental well-being

**Deep Dives**

Deep dives are a methodology that inspectors use to gain a deeper understanding of a school’s curriculum. You can read about them in the handbook paragraph 214 onwards. (215/216 1nd 217 specifically) Special school paragraph 248 onwards.

Through close inspection of a number of subjects or areas, the inspectorate say that they can make better judgements about the overall quality of the education delivered by a school.

Expect there to be between 3 and 6 deep dives per inspection.

Reading will always be included in a deep dive where there are primary aged children, but the remaining subjects are decided on an individual basis. Some subjects are chosen if they are a priority for development or even a strength of the school.

The questions below may help you structure your own deep dives

Deep Dive

|  |
| --- |
| Senior Leaders Curriculum Planning   1. How have you designed your curriculum? 2. What are you trying to achieve in your curriculum? 3. What are your aims for science in the school? 4. How does your science curriculum support your school’s aims? 5. How does science link to other curriculum areas? 6. In science are expectations high enough? 7. What do leaders expect I will see when I visit lessons and speak to pupils? 8. As the science leader is a solo subject leader, how do you ensure she is appropriately supported? |
| Subject Leadership   * How have you designed your own curriculum  Why? * What are you trying to achieve with your curriculum? * How do you ensure that pupils  benefit from the curriculum? * How is your curriculum ambitious for all children? * How have you decided to sequence your curriculum ? Why? * How do you know that children are learning the curriculum content? * How do you ensure the curriculum is well matched for children with SEND? * How are misconceptions addressed? * How are students supported when they transition into the school in terms of their previous science knowledge? Do students have the prior knowledge necessary to learn new content? * How do you check which prior knowledge children have and which components are missing/not automatic? * How do children progress in science over their time at the school? (Remembering that progress is knowing more, remembering more and being able to do more.) * How do you ensure that subject knowledge is retained? * What is the school’s action plan for curriculum development? * What are the strengths and weaknesses of the curriculum? * How do you support staff with training? * How do you avoid unnecessary workload? * How does the school leadership support you with subject leadership? |
| Learning Walk |
| Discussions with support staff   * How do teachers get the best from pupils? * How are you supported to get the best from pupils? * How do you identify when pupils are falling behind within lessons and what do you do? * Have you received any training to support pupils during science lessons? * How do you support pupils in lessons to ensure that working memory is not overloaded? |
| Work scrutiny with pupils   * I can see you have been learning about….can you tell me a it about….. * What do you think are the big ideas you are learning about in…..? * Tell me something that has really interested you about….. * Are there certain things you remember about…? * What does ….mean? * Choose a page that you are proud of. Why is that? What made you proud of that piece? * In science lessons do you have all of the knowledge and information you need to answer questions? * How does X link to other subjects? |

**Case Studies**

Case studies are an excellent way of documenting progress. A completed example and a template appear below

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Pupil:** | | | | | | XX | | | | | | | | | | | | |
| **Date of Statement** | | | | | | Summer Term 2021 | | | | | | | | | | | | |
| **Pen Portrait including area(s) of need / barriers to learning:**  NC Year Group: 4  Areas of difficulty: Autistic spectrum disorder, social communication difficulties, difficulties with self-awareness, listening, attention, behaviour, sensory processing, independence. XX’s needs are described in his EHCP as “complex.”  Brief History   * 2013 XX was diagnosed with glue ear and was referred to the speech and language therapy service due to concerns about his communication. Some Makaton signing was introduced. * March 2014 XX had an adenoidectomy and grommets fitted. * XX initially attended Plum trees Pre-school in Barrow. He stopped attending in November 2014 after he bit the playworker. * XX received a diagnosis of Autism in May 2015. * In September 2015 XX started 3 or 4 sessions a week at Green Wellie Nursey with full time 1-1 support * 5th-29th September 2016 XX attended Barrow Primary school for 30-45 minutes each day. * From 29th September to January 2018 XX was home educated. * From January 2018 XX attended Riverwalk School * XX has Astigmatism in one eye although this is currently not affecting his vision.   Current Situation   * XX started at Houldsworth valley Specialist hub on 22 February 2021. He initially attended part time but quickly transitioned to full time. XX did not respond well to a full-time timetable and his time had to be reduced following episodes of extremely challenging behaviour. * XX continues to have difficulties with communication and particularly expressive language. These difficulties impact on the reciprocity and spontaneity of XX’s social interactions. * XX experiences difficulty following adult directions and has demand anxiety and avoidance. He is highly self-directed and prefers to engage on his own terms. * XX is at an early stage in developing self-regulation skills and can quickly become heightened leading to potential emotional outburst. * Activities need to be interesting/motivating enough to hold his attention. | | | | | | | | | | | | | | | | | | |
| **External agencies who have been involved:**   * Early Years Support Service (2014) * Early Years consultant (2015) * Helen Watson – Independent Speech and Language Therapist (2018 – present) * NHS Speech and Language Therapist (2015-16) * NHS Behaviour Support Team * Paediatric Occupational Therapist (2015) * Educational psychology Report (October 2020) * NHS Speech and Language Therapist (2021) | | | | | | | | | | | | | | | | | | |
| **PROVISION OVER TIME / ARRANGEMENTS OVER TIME** | | | | | | | | | | | | | | | | | | |
| **Interventions**   * Wellness Curriculum (Introduced April 2021) XX experiences activities related to the following each day: * Learning something new * Making a contribution * Physical body wellbeing * Mindfulness * Connecting with others through communication and interaction * Speech and Language Therapy sessions in School (Initiated April 2021) | | | | | | | | | | | | | | | | | | |
| **Provision**   * Reduced timetable, increasing at fortnightly intervals (Summer term 2021) * An optimal learning environment with an individualised workspace (Summer term 2021 and ongoing) * Visual timetable (Summer term 2021 and ongoing) * Familiar people that are trusted and who XX has a connection with * A high level of adult support (Summer term 2021 and ongoing ) to: * Engage in learning * Manage social situations * Brain break card (Summer term 2021) * 1 minute with the teacher (Summer term 2021) * Separate break time (Summer Term 2021) * Social stories (Summer Term 2021) | | | | | | | | | | | | | | | | | | |
| **Resources**   * Sponge Bob Square Pants motivators e.g., self-registration chart. * Familiar routines and structure * Sensory materials e.g. putty, ice, magnets | | | | | | | | | | | | | | | | | | |
| **How the skills of staff have been developed to address needs** | | | | | Staff training:  Support and resources from Speech and Language Therapist  Emotion Coaching | | | | | | | | | | | | | |
| **QUANTATIVE OUTCOMES FOR PUPIL** | | | | | | | | | | | | | | | | | | |
| **YEAR** | **4** | | | **5** | | | **6** | | |  | | |  | | |  | | |
| **Attainment**  **FS/NC/P levels or GCSE/ other** | **R** | **W** | **M** | **R** | **W** | **M** | **R** | **W** | **M** | **R** | **W** | **M** | **R** | **W** | **M** | **R** | **W** | **M** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * XX has demonstrated that he is able to work on phase 2 letters and sounds. * He has a greater ability to persevere when the tasks are challenging. | | | | | | | | | | | | | | | | | | |
| **QUALITATIVE OUTCOMES FOR PUPIL** | | | | | | | | | | | | | | | | | | |
| **Independence/ confidence / attitude to learning**   * XX has requested changes to his timetable including sessions where he is following the same activities as the rest of the class. * There have been occasions where XX has been able to explain the “problem” or “issue” and a suitable resolution has been found. | | | | | | | | | | | | | | | | | | |
| **Social skills / relationships**   * XX is starting to develop positive relationships with adults. | | | | | | | | | | | | | | | | | | |
| **Behaviour / ability to make well informed choices**   * Since the wellness curriculum has been introduced XX has not physically attacked anyone. * He enters school calmly and happily. | | | | | | | | | | | | | | | | | | |
| **Other** e.g. attendance, involvement of parents, participation in wider school activities | | | | | | | | | | | | | | | | | | |

**Case Study**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Pupil:** | | | | | |  | | | | | | | | | | | | |
| **Date of Statement** | | | | | |  | | | | | | | | | | | | |
| **Pen Portrait including area(s) of need / barriers to learning:** | | | | | | | | | | | | | | | | | | |
| **External agencies who have been involved:** | | | | | | | | | | | | | | | | | | |
| **PROVISION OVER TIME / ARRANGEMENTS OVER TIME** | | | | | | | | | | | | | | | | | | |
| **Interventions** | | | | | | | | | | | | | | | | | | |
| **Provision** | | | | | | | | | | | | | | | | | | |
| **Resources** | | | | | | | | | | | | | | | | | | |
| **How the skills of staff have been developed to address needs** | | | | |  | | | | | | | | | | | | | |
| **QUANTATIVE OUTCOMES FOR PUPIL** | | | | | | | | | | | | | | | | | | |
| **YEAR** | **4** | | | **5** | | | **6** | | |  | | |  | | |  | | |
| **Attainment**  **FS/NC/P levels or GCSE/ other** | **R** | **W** | **M** | **R** | **W** | **M** | **R** | **W** | **M** | **R** | **W** | **M** | **R** | **W** | **M** | **R** | **W** | **M** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | | | | | |
| **QUALITATIVE OUTCOMES FOR PUPIL** | | | | | | | | | | | | | | | | | | |
| **Independence/ confidence / attitude to learning** | | | | | | | | | | | | | | | | | | |
| **Social skills / relationships** | | | | | | | | | | | | | | | | | | |
| **Behaviour / ability to make well informed choices**  . | | | | | | | | | | | | | | | | | | |
| **Other** e.g. attendance, involvement of parents, participation in wider school activities | | | | | | | | | | | | | | | | | | |

**Case Studies**

**Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| Name of Student: Year: Class: |
| (AOE) Attainment on entry: |
| (PA) Predicted Attainment at year 11: |
| (CA) Current Attainment: |
| Context of the student        Barriers and how they have been addressed |

|  |
| --- |
| Name of Student: Year: Class: |
| (AOE) Attainment on entry: |
| (PA) Predicted Attainment at year 11: |
| (CA) Current Attainment: |
| Context of the student        Barriers and how they have been addressed |

|  |
| --- |
| Name of Student: Year: Class: |
| (AOE) Attainment on entry: |
| (PA) Predicted Attainment at year 11: |
| (CA) Current Attainment: |
| Context of the student        Barriers and how they have been addressed |

|  |
| --- |
| Name of Student: Year: Class: |
| (AOE) Attainment on entry: |
| (PA) Predicted Attainment at year 11: |
| (CA) Current Attainment: |
| Context of the student        Barriers and how they have been addressed |

|  |
| --- |
| Name of Student: Year: Class: |
| (AOE) Attainment on entry: |
| (PA) Predicted Attainment at year 11: |
| (CA) Current Attainment: |
| Context of the student        Barriers and how they have been addressed |

|  |
| --- |
| Name of Student: Year: Class: |
| (AOE) Attainment on entry: |
| (PA) Predicted Attainment at year 11: |
| (CA) Current Attainment: |
| Context of the student        Barriers and how they have been addressed |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Pupil  Name |  | | | Current Year Group | |  | |
| Focus of Case Study |  | | | Date of Case Study | |  | |
| Identified groups | SEND | PP | EAL | | WBRI | |  |
| **Context:**  *Why has this pupil been selected? What are their particular needs?* | | | | | | | |
| **Actions:**  *What has been put in place (with dates and duration)?* | | | **Impact:**  *What progress has this pupil made (quantified where possible)?* | | | | |
| **Pupil Views:**  *What impact did the actions have in the pupil’s opinion? What other support would they like? What do they need to work on next?* | | | | | | | |
| **Parent Views:**  *What impact did the actions have in the parent’s opinion? What other support would they like for their child?* | | | | | | | |



**Intervention Case Study**

|  |  |
| --- | --- |
| **Intervention(s)** |  |
| **Evidence/Research base for intervention** |  |
| **Evidence of Impact (data/qualitative and quantitative)**  **Is progress in line with what the intervention promises?** |  |
| **Specific Case study (evidence of impact on a particular child/group of children)** | |
| ***Specific needs of the child – what were the identified problems?*** |  |
| *What impact did we hope to see?* |  |
| *What specifics had to be in place to make the intervention work?* |  |
| *How has it worked in our context so far? How is it timetabled? Structured? Supported?* |  |
| *Impact – what did we see as a result of these interventions?* |  |

Icon

Description automatically generated with low confidence**Samuel Ward Academy SEND/Inclusion Case Study**

**Case Study 2: Cognition and Learning SEND Interventions**

**Background:**

As part of the Assess, Plan, Do, Review process, students with below average standardised scores in literacy and numeracy were identified. It was recognised that these students would struggle to access lessons without additional intervention.

**What was on offer/put in place:**

The SENDCo researched evidence-based programmes using EEF information and reports. Through this, several effective interventions were identified to support a range of students in a range of ways. The interventions identified were:

* Catch-Up Literacy
* Catch-Up Numeracy
* Lexia
* Spellzone
* ELKLAN SaLT
* Sound Discovery Synthetic Phonics

LSAs were fully trained by the relevant programme providers and lead LSAs were put in place to support the monitoring, tracking and further training as needed.

In discussion with the student and parents, suitable lesson times were identified which would have the least disruption on their broader education. In addition, timetabled sessions during tutor time were utilised and optional sessions are available during lunch-time and after school, through Homework Club. Two of the interventions are also available online at home and parents can support with these.

These programmes are not specifically time limited, progress is formally reviewed twice yearly though students are monitored regularly throughout. Following these reviews, next steps are determined as to whether to continue with the interventions, or, if sufficient progress had been made, to cease the intervention. Most interventions are 1-1 to ensure full engagement and bespoke support for the students.

To support students’ engagement, form tutors and parents are kept fully informed. In addition, prizes and rewards are offered for engagement and progress. Students are fully prepared for the programme beforehand, and have a meeting with the LSA to discuss and agree what will be the intervention focus and why, and how the intervention will run. As far as possible, curriculum topics are interwoven into the programmes to support in-class learning. For example, Spellzone is adapted to focus on key, subject specific terminology to familiarise and expose them to the words they will need to spell and understand across that term.

**What was the impact/outcome:**

At the most recent progress check, the results were:

* **Reading** -    78.5**%** of students made progress.
* **Spelling**   -    57.1% of students made progress.
* **Comprehension**   -  86.6% of students made progress.
* **Maths**   -    81.5% of students made progress.

**Next steps:**

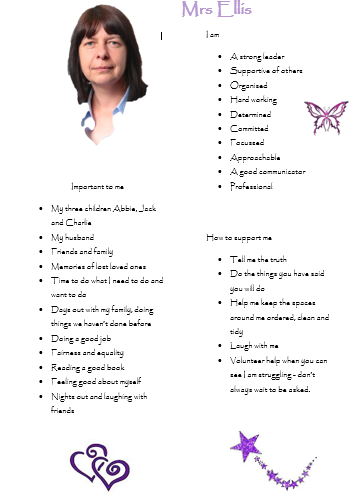
Overall results are very positive, though we identified spelling as an area to further develop. We have promoted the spelling programme more with parents and through tutor time. We have also added dedicated supported sessions for larger groups of students and we will track the progress made at the next progress check, once this has had time to take effect.

**Websites and External Information**

The SEND section on the school website is the first impression that a parent or student may have. It is an opportunity to share the provisions vision and mission and the unique qualities that make your school so special. It is a chance to show how welcoming your school is to all stakeholders and can be a useful tool for communicating important information.

It might be useful for your section of the website to contain:

* Staff information which may take the form of photos and a one-page profile like the example below



* An introduction from the staff such as this <https://youtu.be/yHmw_8zp06A>
* A video showcasing some learning and activities <https://www.burtonendschool.co.uk/files/resources/welcome-to-explorers-ppoint-video-video-1-.mp4>
* Any useful links for parents to other agencies or organisations

The grid below details the features the website should contain and can serve as a useful checklist.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Yes/No | Comments |
| Information report | Is updated annually |  |  |
| Details which needs are met in school |  |  |
| Considers how to assess SEND Pupils |  |  |
| Identifies how the quality of provision is evaluated |  |  |
| Explains how progress is monitored |  |  |
| Considers how the curriculum and learning environment is adapted |  |  |
| Details additional support which is available |  |  |
| Explains how pupils with additional needs engage in school activities alongside children who do not have additional needs |  |  |
| Details support that is available for improving the emotional, mental and social development |  |  |
| Name and provides contact details of the SENDCO |  |  |
| Provides information about the staff expertise and training and gives information about how specialist staff will be secured |  |  |
| Explains about how equipment and facilities to support children with special educational needs will be secured |  |  |
| Explains the arrangements for consulting parents and involving them in the education of their child. |  |  |
| Details the arrangements for consulting young people and involving them in their education. |  |  |
| Provides the arrangements for complaints |  |  |
| Explores how the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations to meet needs of SEN pupils |  |  |
| Provides the contact details of support services |  |  |
| Gives the school’s arrangements in supporting pupils to transfer between phases in education or in preparation for adulthood and independent living |  |  |
| Provides information on where the local offer is published. |  |  |
| Details the arrangements for the admission of disabled pupils |  |  |
| Considers the steps taken to prevent disabled pupils from being treated less favourably than other pupils |  |  |
| Equalities Policy/Accessibility Plan | Details the increasing extent to which disabled pupils can participate in the school’s curriculum |  |  |
| Explains how improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school |  |  |
| Considers the approach to improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled |  |  |
| Is reviewed every 3 years |  |  |
| SEND Policy | Is reviewed annually |  |  |
| Supporting pupils with medical conditions | Is reviewed regularly (recommended annually) |  |  |
| Children with health conditions who cannot attend school | Is reviewed regularly (recommended annually) |  |  |

Useful Training

Sourcing training in a specialist setting can be very challenging but the following has proved useful. A leaflet of specialist training is available to Hub Staff.

The link below allows you to sign up to free weekly guidance reports. A whole range are available e.g. “Working with Parents to Support Children’s Learning” and “Metacognition and self-regulated Learning.”

<https://educationendowmentfoundation.org.uk/about/contact/eef-news-alerts/eef-email-series/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=email%20series>

In addition the EFF Guidance reports can be accessed by clicking the link below.

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/>

It is also worth noting that NASEN Offer free membership via <https://nasen.org.uk/>

and a range of free training e.g.

* Children with medical needs: what schools and setting need to know
* Girls and Autism: Flying under the Radar

# Whole school SEND also offer a range of free training. The SEND Development Pathways are largely based around free-to-access CPD resources (including those produced by Whole School SEND (WSS), consortium partners and other organisations). The pathways can be accessed here.

<https://www.wholeschoolsend.org.uk/send-development-pathways-school-workforce>

|  |  |  |
| --- | --- | --- |
| **Free CPD opportunities** | | |
|  | **Course title** | **Links** |
| **Pastoral /wellbeing** | Teaching students who have suffered complex trauma | <https://www.futurelearn.com/courses/teaching-students-trauma> |
| We all have mental health: an introduction for teachers | <https://www.samh.org.uk/about-mental-health/elearning-for-teachers> |
| Making sense of mental health problems | <https://www.open.edu/openlearn/health-sports-psychology/making-sense-mental-health-problems/content-section-0?active-tab=description-tab> |
| Keeping them safe | <https://paceuk.info/training/keep-them-safe/> |
| Young people and their mental health | <https://www.futurelearn.com/courses/young-people-mental-health> |
| ACEs: Introduction to Adverse Childhood Experiences & Early Trauma | <https://www.acesonlinelearning.com/> |
| Emotional intelligence at work | <https://www.futurelearn.com/courses/emotional-intelligence-at-work> |
| Understanding young minds | <https://www.virtual-college.co.uk/courses/safeguarding/understanding-young-minds> |
| Understanding depression and low mood in young people | <https://www.futurelearn.com/courses/depression-young-people> |
| **SEN** | Introducing British Sign Language | <https://www.british-sign.co.uk/learn-online-british-sign-language-course/> |
| Disability matters learning packages | <https://www.disabilitymatters.org.uk/Catalogue/TileView> |
| Understanding dyslexia | <https://www.open.edu/openlearn/education-development/education/understanding-dyslexia/content-section-0?active-tab=description-tab> |
| Understanding Autism | <https://www.open.edu/openlearn/science-maths-technology/understanding-autism/content-section-overview?active-tab=description-tab> |
| Dyslexia awareness part 1 | <https://education.microsoft.com/en-us/course/30a7b5e8/overview> |
| Dyslexia awareness part 2 | <https://education.microsoft.com/en-us/course/4acb190d/overview> |
| Focus on SEN CPD | <https://nasen.org.uk/training-and-cpd/online-learning/learning.html> |
| **Literacy across the curriculum** | Introduction to teaching vocabulary | <https://www.futurelearn.com/courses/developing-vocabulary> |
| Introduction to speech, language and communication | <https://www.topsypage.com/blog/2019/8/2/communication-trust-course?rq=Communication> |
| Understanding language: learning and teaching | <https://www.futurelearn.com/courses/understanding-language> |
| Understanding language and learning | <https://www.open.edu/openlearn/languages/understanding-language-and-learning/content-section-0?active-tab=description-tab> |
| Involving the family in supporting pupils’ literacy | <https://www.open.edu/openlearn/education-development/education/involving-the-family-supporting-pupils-literacy-learning/content-section-0?active-tab=description-tab> |
| **Maths** | Teaching mathematics | <https://www.open.edu/openlearn/education-development/teaching-mathematics/content-section-overview?active-tab=description-tab> |
| Using visualisation in maths teaching | <https://www.open.edu/openlearn/education-development/using-visualisation-maths-teaching/content-section-0?active-tab=description-tab> |
| Maths subject knowledge: understanding numbers | <https://www.futurelearn.com/courses/maths-subject-knowledge-number> |
| Maths subject knowledge: fractions, decimals and percentages | <https://www.futurelearn.com/courses/maths-subject-knowledge-fractions-decimals-and-percentages> |
| Maths subject knowledge: proportion, ratio and scaling | <https://www.futurelearn.com/courses/maths-subject-knowledge-proportion-ratio-scaling> |
| **Teaching and learning** | Teaching for good behaviour | <https://www.open.edu/openlearn/education-development/education-careers/teaching-good-behaviour/content-section-0?active-tab=description-tab> |
| Planning for learning: formative assessment | <https://www.futurelearn.com/courses/planning-for-learning> |
| Inclusive education | <https://www.futurelearn.com/courses/inclusive-education> |
| Evaluating school classroom discussion | <https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/evaluating-school-classroom-discussion/content-section-0?active-tab=description-tab> |
| Making Best Use of Teaching Assistants | <https://www.tes.com/mycourses/courses/making-best-use-of-teaching-assistants-copy-872> |
| Embedding employability skills in the curriculum | <https://www.tes.com/institute/embedding-employability-skills-CPD> |
| Transforming education in challenging environments | <https://www.futurelearn.com/courses/transforming-education> |
| Teaching and learning tricky topics | <https://www.open.edu/openlearn/education-development/learning/teaching-and-learning-tricky-topics/content-section-overview?active-tab=description-tab> |
| Education for all: disability, diversity and inclusion | <https://www.futurelearn.com/courses/education-for-all> |
| Differentiation for learning | <https://www.futurelearn.com/courses/differentiating-for-learning-stem> |
| The science of learning | <https://www.futurelearn.com/courses/science-of-learning> |
| Meeting the needs of diverse learners | <https://education.microsoft.com/en-us/course/a41ac17d/overview> |

|  |  |  |
| --- | --- | --- |
| **Name** | **Role** | **Contact Details** |
| Fran Alexander | Head of SEND Service | 01473 260573 |
| Stacey Baker | SEND Manager (Progress and Quality Assurance | 01473 264725 |
| Hayley Mason | Family Services Manager (South) | 01473 264964 |
| Joanna Howell | Family Services Manager (West) | 01473 262972 |
| Paula Fuge | Operational Lead for Family Services | 10473 265832 |
| Izzy Connell | Headteacher Specialist Education Services | 01473 264821 |
| Kim Hodge | Sensory and Communication Service | 01473 263156 |
|  | SENCO Helpline (Mon-Fri 3:30-4:30) | 01473 296631 |
| Helen Stanley | Tribunals Manager | 01502 674716 |
| RM Transport Service (Specialised)  [https://www.suffolk.gov.uk/children-families-and-learning/](https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sen-transport-support/)  [send-and-the-local-offer/sen-transport-support/](https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sen-transport-support/) |  | [Transport.ServiceSpecialised](mailto:Transport.ServiceSpecialised@suffolk.gov.uk" \t "_blank)  [@suffolk.gov.uk](mailto:Transport.ServiceSpecialised@suffolk.gov.uk" \t "_blank) |
| Activities Unlimited  [https://infolink.suffolk.gov.uk/kb5/suffolk/](https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=JFS7abAFB-8)  [infolink/service.page?id=JFS7abAFB-8](https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=JFS7abAFB-8) |  |  |
| SENDIASS  [https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?](https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=trYx-9jmOv8&localofferchannelnew=8)  [id=trYx-9jmOv8&localofferchannelnew=8](https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=trYx-9jmOv8&localofferchannelnew=8) |  |  |
| Suffolk Parent Carer Network |  |  |

**Local Authority Contacts**

**Suffolk**

**Essex**

The role of the SEND Operations Team is to carry out responsibilities that are set by the government on behalf of Essex children with special educational needs and disabilities (SEND).  These are outlined in the SEND code of practice: 0 to 25 years.

### **How the team is organised**

Essex is one of the largest local authorities in the UK so Essex County Council services are split into four geographical areas.  These are called quadrants. There is a SEND Operations Team in each of the four quadrants: Mid, South, North and West. Each SEND Operations Team is made up of:

* SEND Operations Lead (SOL)
* SEND Operations Partners (SOPs)
* SEND Operations Coordinators (SOCs)
* SEND Operations Assistants (SOAs)
* [SEND Engagement Facilitators (EFs)](http://www.essexlocaloffer.org.uk/?page_id=20494&preview=true)

### **Responsibilities**

* coordinate the EHCP process for children and young people in need of a plan, including:
  + administration of the 20 week statutory process
  + annual reviews
  + arranging of provision and placements
* support settings, schools and families to put One Plans and EHCPs in place
* support transitions for children and young people with EHCPs
* build on links between settings, schools, families, social care and health services during the EHCP process

### **Contact details:**

**Mid Essex**(Braintree, Chelmsford, Halstead and Maldon): 0333 013 9949 or [SENDOperations.Mid@essex.gov.uk](mailto:SENDOperations.Mid@essex.gov.uk)  
**North East Essex**(Colchester and Tendring): 0333 013 7667 or [SENDOperations.NE@essex.gov.uk](mailto:SENDOperations.NE@essex.gov.uk)  
**South Essex**(Basildon, Billericay, Brentwood, Castle Point, Rochford and Wickford)**:**0333 013 4736 or [EHCRequestSouth@essex.gov.uk](mailto:EHCRequestSouth@essex.gov.uk)  
**West Essex** (Epping, Harlow and Uttlesford): 0333 013 9911 or [SENDOperations.West@essex.gov.uk](mailto:SENDOperations.West@essex.gov.uk)

### **More information**

The [Introducing the New SEND Teams](http://www.essexlocaloffer.org.uk/new-send-teams-2020/) video explains the new ways of working from January 2020 onwards for Education SEND teams at Essex County Council. There is also a [transcript](http://www.essexlocaloffer.org.uk/file/parents-slide-pack-new-send-teams-2020-transcript/) available.

The [Essex Schools Info Link](https://schools.essex.gov.uk/pupils/SEND/Pages/default.aspx) has published lists of the clusters, and the names of the Essex County Council staff who work with those clusters.

**Cambridgeshire**

More information can be found via the link below

<https://www.cambslearntogether.co.uk/cambridgeshire-send-service-0-25>

**Havering**

More information can be found via the link below

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/advice.page?id=RnBjvAuq4xc&localofferchannel=0>

**Specialist Suffolk Provision**

Throughout Suffolk there are a number of special schools and units which can offer support to children and young people. These cater for a range of needs:

**Special Schools**

|  |  |
| --- | --- |
| Profound and Multiple Learning Difficulties | Hillside Special School  The Bridge School  Warren School  Riverwalk |
| Moderate Learning Difficulties | Priory  The Ashley School  Stone Lodge Academy |
| Social and Emotional Health | The Everitt Academy  Sir Bobby Robson  Sunrise Academy |
| Communication and Interaction | Castle East  Churchill Special School  Woodbridge Road Academy |
| Physical/Sensory (with complex medical needs) | Thomas Wolsey |

**Specialist Units**

|  |  |
| --- | --- |
| Reception and Key Stage 1 | Sidegate  Rushmere  Castle Hill  Pipers Vale  St Gregorys  Burton End  Gorseland  Exning  Woodhall  St Edmunds |
| Cognition and Learning Key Stage 2 | Castle Hill  Causton  Clements  Gorselad  Mendlesham  Sidegate  St Edmunds  St Gregorys  Woodhall |
| Cognition and Learning Key Stage 3 and 4 | Castle Manor  Beccles  Chantry  Stowupland High |
| Communication and Interaction Key Stage 2 | Causton  Murrayfield  Houldsworth Valley |
| Communication and Interaction Key Stage 3 and 4 | Ixworth  Newmarket  Copleston |
| Primary Hearing-Impaired Unit | Elm Tree  Rushmere Hall  Westgate Primary School |
| Secondary Hearing-Impaired Unit | King Edwards VI  Bungay |

**New Units opening**

|  |  |
| --- | --- |
| Reception and Key Stage 1 | Oulton Broad |
| Cognition and Learning Key Stage 2 |  |
| Cognition and Learning Key Stage 3 and 4 |  |
| Communication and Interaction Key Stage 2 |  |
| Communication and Interaction Key Stage 3 and 4 |  |

**Post 16 Provision**

|  |  |
| --- | --- |
| Further Education Colleges | East Coat College  Suffolk New College  Suffolk One  Wet Suffolk College |
| Special Post 16 | Hillside  Angel Hill  Riverwalk  Churchill  Warren |
| Post 16 alternative providers | Atypical Education  Dedham Therapy Farm  Eastern Region Training  Fresh Start in Education  Kinda EducationLapwing  New Skills Centre  Noise Solutions  Sunset Barn Care Farm  Targetted Provision  The British Racing School  The Green Light Trust  WS Training |
| Post 16 groups for students with SEMH needs | New Skills Centre  Lapwing |

**Independent provision**

<https://www.gov.uk/government/publications/independent-special-schools-and-colleges>

**Additional Specialist Groups**

|  |  |
| --- | --- |
| Raedwald Trust | SEMH Key stage 2  SEMH Key Stage 3 |
| Olive Academy | ASD Key Stage 2 Until July 2022  MLD/SEMH Key Stage 2 until July 2023  ASD Key Stage 3 until July 2022  ASD/SEMH Key Stage 2 until July 2022 |
| Albany | SEMH Key Stage 3 and 4 Until July 2022 |
| Chalk Hill | SEMH Key Stage 2 and 3 |

**Alternative Provision (PRUs)**

The following offer provision in the following circumstances:

* Following a permanent exclusion
* For support with barriers that are being experienced within their mainstream schools
* To prevent a permanent exclusion and/or
* Those who are medically unable to attend their mainstream school

The Albany

Horizon

First Base Bury

First Base Ipswich

Parkside

St Christophers

Alderwood

Westbridge

Olive AP

Chalk Hill

More information on the above providers can be found via this link:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=5XcR7C-LNUs>

Mainstream School Support list

Many of our schools can offer help and advice. The grid below details some specialisms that are available in each school.

|  |  |  |  |
| --- | --- | --- | --- |
| **School** | **Could offer a professional conversation about…** | **School** | **Could offer a professional conversation about…** |
| **Kedington** | Behaviour/personal relationships  Appropriate interventions  Training and support to TAs & ECTs | **St Edwards** | Focussing on Teaching standard 5 in a secondary school. Improving attendance. |
| **County Upper** | Positive partnerships for school improvement | **Abbotts Green** | Person centred pupil planning.  Transitions support in and out.  Use of data.  Parent and pupil voice |
| **Felixstowe** | The place of SEND and role of the SENCO in school improvement. | **Coupals.** | Links and overlaps between SEND and Safeguarding. Using QA tools effectively. |
| **Horringer Court** | Register accuracy  Systematic approach to identifying interventions  Public speaking on SEND issues | **Houldsworth Valley** | Clarifying and systemising the responsibilities of class teachers for their SEND pupils. |
| **Sybil Andrews** | Remodelling big systems. | **Glemsford** | Provision mapping  Reading  Governance |
| **Place Farm** | Parent & carer contributions  Use of data | **Steeple Bumpstead** | Linking SEND and Safeguarding together. |
| **Samuel Ward** | General operational and strategic support for SENDCos, including Exam Access Arrangements and the Golden Thread  (a whole school approach to SEND) | **Westly Middle** | In house SEND toolkit to guide teachers and an intent booklet  on the website. |
| **Tollgate** | Contextualising information and data.  Linking SEND and Curriculum development. | **Glemsford** | Interventions  Leadership  Parental engagement |
| **Newmarket** | Exams access arrangements | **Westfield.** | Interventions register  Transitions support |
| **Castle Manor** | Strategic TA deployment  How an SLT can work together to drive through macro and micro developments. | **Langer** | Parental involvement opportunities  Curriculum scaffolding  Information to staff and monitoring systems. |
| **Ditton Lodge** | Ofsted report; SEND curriculum is specifically good: model for others?  Provision maps | **Burton End** | Managing change leadership whilst maintaining school focus |
| **Woodhall** | Thrive approach  ‘SEND pathways doc” (would be good to see) | **Thomas Gainsborough** | Linking SEND QA across multiple aspects of school systems and procedures. |
| **Wells Hall** | Information to teachers to inform their planning  One page profiles plus ‘class in a nutshell’ maps. | **Breckland** | Perspectives on our trust |
| **Wickhambrook** | New SENCO Perspectives on joining our trust: lessons for the future | **Laureate** | Parent engagement  Information to teachers  reviewing interventions to keep children in classes as much as possible. |

**SENDCOs – September 2023**

|  |  |  |
| --- | --- | --- |
| Abbots Green | Sharn Jones | [sharnjones@abbotsgreenacademy.co.uk](mailto:sharnjones@abbotsgreenacademy.co.uk) |
| Burton End | Jason Austin Guest | [jaustinguest@burtonendschool.co.uk](mailto:jaustinguest@burtonendschool.co.uk) |
| Clements | Jordan Pinker | [j.pinker@clementsprimary.co.uk](mailto:j.feeney@clementsprimary.co.uk) |
| Coupals | Lucie Kidd | [lkidd@glemsfordprimaryacademy.co.uk](mailto:lkidd@glemsfordprimaryacademy.co.uk) |
| Ditton Lodge | Amanda Banks | [abanks@dittonlodgeprimary.co.uk](mailto:abanks@dittonlodgeprimary.co.uk) |
| Glemsford | Sarah Donnelly | [sdonnelly@glemsfordprimaryacademy.co.uk](mailto:sdonnelly@glemsfordprimaryacademy.co.uk) |
| Houldsworth Valley | Anna Shicluna | [ashicluna@houldsworthvalleyacademy.co.uk](mailto:ashicluna@houldsworthvalleyacademy.co.uk) |
| Kedington | Claire Miller | [cmiller@kedingtonprimary.co.uk](mailto:cmiller@kedingtonprimary.co.uk) |
| Langer | Kate Suddell | [ksuddell@langer.org.uk](mailto:ksuddell@langer.org.uk) |
| Laureate | Ellie Bursey | [ebursey@laureateacademy.co.uk](mailto:ebursey@laureateacademy.co.uk) |
| Place Farm | Lucie Kidd | [fbrown@placefarm.org.uk](mailto:fbrown@placefarm.org.uk) |
| Robert Kett | Laura Stimpson | [senco@robertkett.net](mailto:senco@robertkett.net) |
| Steeple Bumpstead | Claire Miller | [claire.miller@steepleprimary.co.uk](mailto:claire.miller@steepleprimary.co.uk) |
| Tollgate | Devan-Rose Smith | [dsmith@tollgateprimary.org](mailto:dsmith@tollgateprimary.org) |
| Wells Hall | Jenny Roberds | [jroberds@wellshallprimary.co.uk](mailto:jroberds@wellshallprimary.co.uk) |
| Westfield | Alison Jones | [a.jones@westfieldprimaryacademy.co.uk](mailto:a.jones@westfieldprimaryacademy.co.uk) |
| West Row | Rebecca Buckle | [senco@westrow-academy.org](mailto:senco@westrow-academy.org) |
| Wickhambrook | Jess Butler | [jbutler@wickhambrookschool.co.uk](mailto:jbutler@wickhambrookschool.co.uk) |
| Woodhall | Elizabeth Barneveld | [ebarneveld@woodhallprimary.co.uk](mailto:ebarneveld@woodhallprimary.co.uk) |
| Churchill | Maria South | [msouth@churchillschool.co.uk](mailto:msouth@churchillschool.co.uk) |
| The Bridge | Amanda Finn | [amanda.finn@thebridgeschool.org.uk](mailto:amanda.finn@thebridgeschool.org.uk) |
| Sir Bobby Robson | Adam Dabin | [head@sbrschool.co.uk](mailto:head@sbrschool.co.uk) |
| Sir Peter Hall School | Raksha Cohan-Jones  Pia Parker | [rchohan-jones@sphschool.org](mailto:rchohan-jones@sphschool.org)  [pparker@sphschool.org](mailto:pparker@sphschool.org) |
| Castle Manor | Jen Beaton  Paul Gardiner | [jbeaton@castlemanor.org.uk](mailto:jbeaton@castlemanor.org.uk)  [pgardiner@castlemanor.org.uk](mailto:pgardiner@castlemanor.org.uk) |
| County Upper | Matt Benson | [mbenson@countyhigh.org](mailto:mbenson@countyhigh.org) |
| Felixstowe | Sara Parry | [sparry@fxs.org.uk](mailto:sparry@fxs.org.uk) |
| Newmarket | Abi Baker | [abigail.baker@newmarketacademy.co.uk](mailto:abigail.baker@newmarketacademy.co.uk) |
| Samuel Ward | Vicki Eldred | [veldred@samuelward.co.uk](mailto:veldred@samuelward.co.uk) |
| St. Edward’s | Murina Said  Claire Waddingham | [msaid@steds.org.uk](mailto:msaid@steds.org.uk)  [cwaddingham@steds.org.uk](mailto:cwaddingham@steds.org.uk) |
| Sybil Andrews | Cassandra Bergin | [cbergin@sybilandrewsacademy.co.uk](mailto:cbergin@sybilandrewsacademy.co.uk) |
| Thomas Gainsborough | Tina O’Beirne | [tobeirne@tgschool.net](mailto:tobeirne@tgschool.net) |
| Breckland | Charlotte Bussey | [Cbussey@brecklandschool.co.uk](mailto:Cbussey@brecklandschool.co.uk) |

|  |  |  |
| --- | --- | --- |
| Burton End Hub | Sarah Pullen | [spullen@burtonendschool.co.uk](mailto:spullen@burtonendschool.co.uk) |
| Castle Manor Hub | Ben Jones | [bjones@castlemanor.org.uk](mailto:bjones@castlemanor.org.uk) |
| Clements Hub | Anna Hughes | [a.hughes@clementsprimary.co.uk](mailto:a.hughes@clementsprimary.co.uk) |
| Newmarket Hub |  |  |
| Woodhall Hub | Leanne Copping | [lcopping@woodhallprimary.co.uk](mailto:lcopping@woodhallprimary.co.uk) |
| Newmarket Hub | Phoebe Parker | [pparker@houldsworthvalleyacademy.co.uk](mailto:pparker@houldsworthvalleyacademy.co.uk) |

**Role of the SEND Director**

|  |  |
| --- | --- |
| For all Schools | * To be a designated Director for SEND, providing strategic leadership in this area and reporting on key issues to the Executive Trust Team and Trust Board. * To oversee Trust SEND reviews and support the implementation of actions and response to national policy changes as they arise from changing legislation. * To initiate, develop and provide strategic policy guidance related to special educational needs on behalf of the Trust, ensuring effective consultative work with schools and other stakeholders as appropriate. * To work with school leaders to create an effective pathway for issues arising from or related to SEND and striving towards an inclusively connected education for all. * To support academies in fulfilling their statutory responsibilities within the SEND Code of practice including the implementation of Education, Health and Care Plans * Lead SEND and Inclusion work focusing in on improving outcomes for children and young people with SEND. * Represent the Trust with partner agencies such as local authorities, health and social care providers, other academy trusts and schools. * Oversee work with partner agencies and therapy services to ensure accessibility of services relevant to children with SEND and their parents. * Ensure SEND services are delivered effectively and reviewed regularly to ensure development and improvement of the services. * Contribute to the development of professional practice in meeting the needs of learners with SEND in our schools and support the development of ambitious criteria and high expectations to meet the needs of children with SEND throughout the Trust. * Liaise with our schools to achieve integrated and connected approaches to the delivery of casework management, policy and planned provision and build capacity to support effective services for all children with SEND within the Trust. * Provide schools with the tools they need to monitor the performance of SEND pupils with a focus on improving outcomes. * Work with school SENCOs to monitor and evaluate the allocation of ‘high needs’ resources to pupils through the banding system with a particular focus on SEMH. * To continually review the SEND primary needs profile of children in the Trust and ensure the service for them is strong and expertise is developed in Trust staff. * Support schools in addressing complaints and concerns from parents about any aspect of SEND service delivery. * Work with other stakeholders to ensure an effective education psychology service which focuses on early intervention, supporting the most vulnerable children and ensuring high quality statutory review. |
| For Special Schools and Specialist units | * To line manage special school headteachers * Commission provision and capacity within our schools for specialist SEND support to lead to better outcomes for children, young people. * Oversee the effective provision of our special schools. * Day to day advice on systems and routines for safe, positive, high achieving culture across all schools * Work with the trust lead for safeguarding to ensure effective safeguarding procedures are understood, in place and accurately monitored/reported * Support with strategic school documentation * Link for LADO referrals * Link for qualifying complaints * Preparing for inspection * Agree or advise against permanent exclusions of pupils with SEND following discussion * Involvement in headteacher appointments * Review and support with Budget setting in spring term, offering challenge where appropriate. * Review and Support analyses of school data, including attendance, behaviour logs, staff absence, pupil numbers * Support the development of headteachers and aspiring headteachers * Keeping abreast of HR issues to support with the staffing structures, encouraging the use of ECT, Kickers and Apprentices where appropriate; advise and support oversight of support plans * Attend when appropriate Governing Body meetings to work with governors and Head and be an ambassador for the Trust. * Annual and regular appraisal of headteacher performance in line with Trust Growth Model * Consider long term planning for pupil numbers – pupil recruitment and over demand issues * Consider succession planning at all levels |