

ORDINARILY AVAILABLE PROVISION

Information for professionals and parents/carers

Provision that the local authority expects to be made available for children and young people with special educational needs and/or disabilities in early years settings, schools and colleges.



This guidance has been co-produced with representation from key stakeholders including professionals and partners from the local authority, SENCO's from early years settings, schools and colleges and Walsall's Parent Carer Forum.

INTRODUCTION

‘Our vision for children and young people with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.’

Introduction to SEND Code of Practice 0-25 years, 2015.

Timely identification and well-planned support is essential if we are to work together to secure the best outcomes for Walsall’s children and young people with SEND. High-quality teaching, close working with families and clear cycles of review are all important components to ensure our education offer is fully inclusive and the majority of our learners can thrive within their local mainstream setting.

This guidance outlines the expectations of all educational settings, according to the needs of Children and Young People (CYP). It provides advice and guidance to support leaders in early years settings, schools and colleges to continue to build upon and enhance their offer for some of our most vulnerable learners.

Section One: Expectations for All, has eight areas. Partnership with Children and Young People and Parents/Carers, Assessment, Pastoral, The Physical and Sensory Environment, Teaching Strategies, Resources, Staff Skills and Training and Transition and Transfer. **These areas have been identified as they collectively define the factors necessary for successful SEND provision at the setting-based stages of the SEND Code of Practice.**

Section Two: Support for Broad Areas of Need, is divided into the four main areas of need outlined in the SEND Code of Practice. Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Sensory and/or Physical needs. It is however, recognised that needs seldom fall into one discrete category and several areas may need to be consulted for the same learner. **The more specific provision in Section Two should be made available in addition to the provision outlined in Section One.**

Each child and young person is a unique individual with their own patterns of strength and areas for development. It is therefore, not expected that every child or young person will need every intervention and support strategy outlined. Rather, the family, young person and educational setting will work together to identify those that are most helpful.

Throughout this guidance we will refer to:

- children and young people as **CYP**.
- Adults who support CYP as **staff**.
- Educational placements including early years provision, schools and colleges as **settings**.
- Special educational needs and/or disabilities as **SEND**.

SECTION ONE: EXPECTATIONS OF ALL SETTINGS

PARTNERSHIP WITH CYP AND PARENTS/CARERS

Expectations of all settings	Strategies
<p>The setting works in partnership with the CYP and their Parents/Carers in decision making.</p>	<ul style="list-style-type: none"> • The school SEND information report is co-produced with Parents/Carers. • Parents/Carers are signposted to (<i>insert webpage for Walsall LO</i>). This is referenced on the setting's website. • Parents/Carers are aware of the range of communication channels available for sharing information about their child. • Parents/Carers are aware of the SEN status of their child and the provision to support, including any individually tailored interventions in place. They are involved in setting and reviewing targets for their child. • Formal and informal events take place to seek views in relation to SEN provision in the setting e.g. learner and Parent/Carer surveys, coffee mornings. • A home and setting diary / book bag / text messages and social media posts are used to support communication with Parents/Carers.
<p>An effective partnership with CYP and Parents/Carers is evident through their participation.</p>	<ul style="list-style-type: none"> • CYP are involved in the Graduated Approach; assess, plan, do, review, process: setting and reviewing targets and identifying their own learning strategies. • CYP are helped to understand their own barriers to learning and the strategies that can support them. • CYP are supported to value and celebrate their achievements. • CYP understand and are able contribute to the targets they are working to achieve.

ASSESSMENT

Expectations of all settings	Strategies
<p>A regular cycle of Assess, Plan, Do, Review is used to ensure that CYP with SEND are making progress.</p>	<ul style="list-style-type: none"> • CYP's strengths and difficulties in learning and behaviour are observed and monitored in a range of environments to inform planning. • Staff are aware of CYP's starting points so that expected progress is made and can be measured. • Observation and assessment are used to inform planning and interventions starting from CYP's strengths, interests and what they can do. • Consideration is given for individual CYP's unique journey. • Case studies may be used to demonstrate holistic progress.
<p>Staff ensure that formative assessment and feedback are a feature of teaching and learning.</p>	<ul style="list-style-type: none"> • A wide range of assessment strategies and tools are used to ensure a thorough understanding of the CYP. • CYP has regular opportunities to evaluate their own learning. • Self-Assessment is routinely used to inform individual targets. • The impact of provision and interventions is critically evaluated. • Alternative approaches are explored to establish whether they may result in better outcomes for the CYP.
<p>Expertise is in place to manage reasonable examination arrangements (access arrangements) for assessments, national tests and public examinations.</p>	<ul style="list-style-type: none"> • Settings make adaptations to assessment arrangements based on the CYP's normal way of working and reasonable adjustments are used to ensure the CYP can access their learning. Please refer to the relevant exam board guidelines. Arrangements could include: <ul style="list-style-type: none"> ○ Rest breaks ○ Use of a reader, scribe or laptop

- Extra time
- Adapted resources are used in class and assessments.

PASTORAL

Expectations of all settings	Strategies
<p>The setting recognises and responds to the need for pastoral support for CYP's with SEND, bearing in mind the individual's social and emotional needs and other relevant contextual circumstances.</p>	<ul style="list-style-type: none"> ● There is a calm and purposeful climate for learning where the CYP feels they belong, and their contributions are valued. ● CYP can identify an agreed safe space. ● Language used demonstrates unconditional positive regard for CYP. ● Awareness that CYP with SEND are vulnerable to bullying and an appropriate level of support and monitoring is in place. ● Aspects of the curriculum are used to develop wellbeing and resilience. ● Peer awareness and sensitivity towards difference (including SEND) are raised at a whole setting level. ● Work is done with classes and groups regarding specific needs or conditions as appropriate.
<p>CYP feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.</p>	<ul style="list-style-type: none"> ● A named adult/key person provides a stable point of reference when required. ● Negative attitudes, beliefs and perceptions towards individuals and groups are challenged. ● CYP's voice is encouraged and acted on.

THE PHYSICAL AND SENSORY ENVIRONMENT

Expectations of all settings	Strategies
<p>The physical environment is adapted to meet the needs of all CYP.</p>	<ul style="list-style-type: none"> • The physical accessibility of the building and individual learning spaces are assessed. • The accessibility plan is on the website and 'reasonable adjustments' are made according to individual needs. • The furniture is the appropriate size/height for the CYP. • Extra-curricular activities and educational visits are planned and 'reasonable adjustments' are made to ensure CYP with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities are fully included. • CYP's views are routinely sought and are used to inform planning for physical or sensory adaptations that they may require.
<p>Staff are aware of sensory needs and issues that may impact CYP.</p>	<ul style="list-style-type: none"> • CYP's sensory needs are known and used to plan the environment, including seating arrangements and movement breaks. • Left and right-handed learners can use equipment comfortably and are seated so that they don't knock each other as they write/draw. • CYP who wear glasses and/or hearing aids wear them and are seated in the optimum position. • Displays are meaningful and visually accessible to reduce sensory overload. • Staff are aware of lighting in the room e.g. use of natural light, glare from the board, where you stand in relation to the light.

- Use of pale background and accessible font styles are used on the whiteboard.
- Staff are aware of smells and noise in the room and any particular individuals who may be significantly impacted by these.

TEACHING STRATEGIES

Expectations of all settings	Strategies
Staff are aware of the additional needs of CYP and understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice.	<ul style="list-style-type: none"> • Aspects of structured teaching are used according to CYP's needs e.g. visual timetables, clear concise instructions with written or visual prompts (e.g. now and next cards), particularly during transitions. • CYP are given time to process information before being asked to respond. • Tasks are broken down into small manageable steps. These steps are shown explicitly. • The pace and order of activities is varied to maintain interest and attention of all CYP.
Staff differentiate to provide suitable learning challenges and cater for different learning needs and styles. Use of success criteria or similar is used to promote independence, scaffold and support.	<ul style="list-style-type: none"> • Modelling, cueing, prompting, and self-scaffolding is used to aid understanding and promote independence. • Visual/audio demonstrations and visual cues/audio commentary are used. • Key vocabulary is displayed with visuals. • Alternatives to written recording are used routinely. • Skills to promote independent learning and/or study skills are explicitly taught. • Learners have access to homework clubs, or additional support with homework. • Homework is differentiated appropriately for CYP. • Staff handwriting on the board, working walls and in CYP's books is clear and legible.

	<ul style="list-style-type: none"> • Technology e.g. interactive whiteboard, tablets etc are used to effectively promote engagement and scaffold the learning.
Staff ensure that all CYP have opportunities to work in different ways e.g. independently, in a variety of small groups and/or in pairs.	<ul style="list-style-type: none"> • Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately differentiated resources. • Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role-models, mixed-ability groups, structured opportunities for conversation and sharing of ideas and access to additional adults where they are available. • Use of additional adults is planned to maximise their impact on learning. • CYP are explicitly taught appropriate skills to manage routines and independence.
Staff provide opportunities for collaborative learning and peer support.	<ul style="list-style-type: none"> • Relational practices are used to build and maintain positive relationships across the whole setting community. • There are opportunities to develop peer awareness/sensitivity and support for different needs and disabilities both in and out of the classroom.

RESOURCES

Expectations of all settings	Strategies
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Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support is reviewed.	<ul style="list-style-type: none"> Resources are within easy reach of CYP to promote independence and reduce stigma. CYP have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, fidget toys, ear defenders and weighted blankets. Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate. Coloured backgrounds and paper are used to reduce visual stress. Physical resources are adapted to promote independence.
Specific resources and strategies are provided to overcome potential barriers to learning.	<ul style="list-style-type: none"> Tangible apparatus and adapted resources are available for those CYP who require it. CYP are taught how to use these resources effectively. Technology is used to support alternatives to written recording and to promote independent learning. The skills to use specific resources are taught e.g. touch typing.

STAFF SKILLS AND TRAINING

Expectations of all settings	Strategies
All staff make a positive contribution to progress.	<ul style="list-style-type: none"> Additional adults are deployed proactively and their impact on CYP is monitored carefully to ensure progress is supported and maintained. Grouping/seating arrangements and additional support are used to promote independent learning as far as possible. Strategies taught and used in interventions are integrated into teaching so that CYP can sustain progress within the classroom.

There is a plan for ongoing Continuing Professional Development (CPD) in relation to the needs of all CYP.	<ul style="list-style-type: none"> • There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments. • Best practice is shared within the setting and with other settings across the Local Authority.
Staff collaborate and have effective links with other relevant outside agencies and specialists.	<ul style="list-style-type: none"> • Staff know when and how to refer for extra support or advice. • The setting is aware of and regularly communicates with other professionals who may be involved with the CYP. • Advice received from other professionals is used to inform teaching and learning.

TRANSITION AND TRANSFER

Expectations of all settings	Strategies
Support is in place for routine and life transitions when required.	<ul style="list-style-type: none"> • Transitions include: • Moving around the setting. • Preparing for weekends, the start of holidays and beginning of term. • Moving from lesson to lesson • Changing from structured to unstructured times. • Moving from one activity to the next within a lesson. • Changes of staff - permanent and temporary. • Special events: visitors, visits, celebrations. • Life events: birth of a sibling, change in parenting arrangements e.g. change in parent/carers relationship status, loss and bereavement or contact visits.

- Puberty.

Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. This includes CYP who:

- Have insecure attachment, including but not limited to Looked After Children, Children who are subject to Child in Need or Child Protection Plan and Service Pupils.
- CYP who have social communication difficulties.
- CYP who have neuro-diverse (ND) difficulties.
- CYP who have suffered trauma, loss, or bereavement.
- CYP who are anxious.
- Safe spaces are available within the room or an identified area.
- Visual timetables are used, events are removed or ticked off when finished. These may also include an “oops” for when things change unexpectedly.
- Timers are used to show learners how long they have to work for/how long they have to finish.
- Opportunities for periods of respite using withdrawal to smaller groups. This might include self-directed/individual time-out.
- Plans are made for unstructured times: safe spaces are available; there are structured alternatives such as games club or use of the library for vulnerable CYP.
- Alternative activities, structures or routines are in place dependent on individual needs.

Procedures are in place for ensuring smooth progression within and between settings, particularly during all transition phases, including on entry and exit.

- Information is actively sought and shared about the CYP to support successful transitions and manage change both within the setting and beyond. This information is available for the CYP's parents/carers, other colleagues within the setting and receiving or previous settings as required.
- Staff are aware of CYP who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/classroom with a familiar trusted adult, creating social stories.
- For learners with additional needs, a SEND Transition Plan should be coproduced by the exiting and receiving setting, parent/carers and the Child or Young Person.

SECTION TWO: SUPPORT FOR BROAD AREAS OF NEED

This section is linked to the 4 areas of SEND and provides a list of possible strategies for CYP with **emerging and increasing needs**.

Where there is evidence of increasing need, the CYP is likely to require provision different from or additional to that normally available to children and young people of the same age. As such, professionals can use this section to consider different approaches to create a more personalised plan as part of a **Graduated Approach** which increases in intensity in line with need.

Aspects from this section can be used to form key strategies within an **SEN Support Plan** and support practitioners with ideas that could be useful for tracking and recording progress and outcomes.

This guidance should not be seen as an exhaustive list and strategies should be chosen according to the CYP's individual needs.

At the point of considering provision 'different from' or 'additional to', the setting must work increasingly closely with parents/carers so that they are fully involved in discussions about what special educational provision is being made for the CYP.

Liaison will be required between teaching staff, parents/carers and SENCO to co-produce a workable plan of support. Progress should be monitored closely in line with Assess, Plan, Do, Review (APDR) and reviewed at least termly with the CYP and parents/carers to make adjustments.

The majority of students will have their special educational needs suitably addressed by arrangements in school. There will, however, be some who continue to experience a much higher level of difficulty than their peers. Some of these students may need a strong co-ordinated approach between a range of professional agencies. Following a number of cycles at SEN Support, if current provision is still not meeting need, consideration should be given to whether a formal needs assessment is needed.

Before this decision is made, best practice would be to ensure that a person-centred review meeting takes place.

COMMUNICATION AND INTERACTION

This provision should be *in addition* to the expectations in section one.

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners.
Communication and Interaction	<ul style="list-style-type: none"> • Whole setting is aware and understands the CYP's communication and interaction needs. • CYP will access strategies and resources typically available, with an emphasis on visual teaching aids to support learning and social activities. • Tasks are differentiated by level/ outcome/pitch/pace and grouping. • Structured teaching strategies. • Staff are skilled in adjusting the pace and order of activities to maintain interest and attention.
CYP has difficulties in saying what they want and being understood.	<ul style="list-style-type: none"> • Modelling language. • Small group or individual language sessions. • Language programme devised by a SALT. • Allow time for child to process and respond (10 second rule). • Introduce a variety of language through rhymes, songs, good quality texts. • All attempts to speak are supported and valued. • Providing an additional method of communicating e.g. use of technology, symbol communication (e.g. Makaton, PECS, Aided Language Boards). • Selective mutism is a communication difficulty that has anxiety at its core. Support should be provided under the SEMH umbrella. See SMiRA (Selective Mutism Information & Research Association) for further information.
CYP has difficulties understanding what is being said to them.	<ul style="list-style-type: none"> • Check you have engaged the CYP's attention before talking to them, use their name.

	<ul style="list-style-type: none"> • Consider how many information carrying words a CYP can manage when giving instructions. • Tailor delivery style according to the CYP needs e.g. assertive language (give name and clear short instruction) or language modification techniques. • Provide visual prompts including key vocabulary and visual timetables. • Allow extra time to process what has been said. • Review and adapt the environment and limit any distractions. • Check that hearing has been tested. • Pre-teaching of key vocabulary. • Use of first, then, next... • Access to an oral language modifier for assessments.
CYP does not understand or use social rules of communication.	<ul style="list-style-type: none"> • Modelling/role play. • Small group sessions (e.g. circle of friends, Time to Talk, Socially Speaking etc). • Social stories. • Prompts – symbols, signing systems. • Now (you are doing this) and Next (you are going to be doing that) boards. • Additional adult support during unstructured times.
Difficulties with language. Difficulties with communication.	<ul style="list-style-type: none"> • Use the CYP's name first to draw their attention, followed by key word instructions. • Simple instructions (avoiding idioms). • Using literal language (avoiding sarcasm and figures of speech). • Use of symbol communication such as Picture Exchange Communication System (PECS). • Be very aware of your own body language (70% of what we communicate is non-verbal). • Awareness of what would be an appropriate tone of voice (calm, not too loud).

	<ul style="list-style-type: none"> • Awareness of what would be an appropriate environment (noise, room temperature, lighting, room layout). • Ensure language use is developmentally appropriate for the CYP.
Difficulties with imagination.	<ul style="list-style-type: none"> • Role play and drama, use of props (e.g. puppets). • Modelling. • Storytelling. • Photos used to talk through what might be happening.
Difficulty with social communication and developing relationships.	<ul style="list-style-type: none"> • Small group / 1 to 1 tasks and activities. • Calm learning environment. • Clear communication of expectations. • See SEMH section.
Anxiety in busy unpredictable environments.	<ul style="list-style-type: none"> • Preparation for change of activity or routine. • Small group / 1 to 1 tasks and activities. • Calm learning environment. • Clear communication of expectations. • Regular mentor support, including adults or peers. • Visual timetable to be used in setting/school. • Social stories
Sensitivity to sensory stimuli.	<ul style="list-style-type: none"> • Sensory breaks and snacks. • Flexibility with uniform policy. • Consideration to the environment e.g. noise, room temperature, visual stimuli, proximity. • Flexible approach to transitions e.g. between lessons and to and from the setting. • Access to a safe space.

	<ul style="list-style-type: none"> • Sensory circuits and sensory rooms or resources.
Physical outbursts causing harm to others and/or to self and/or damage to property.	<ul style="list-style-type: none"> • A consistent approach to managing individuals with reasonable adjustments made. • Recognise that behaviour is a communication and understand the CYP unmet needs. • Understanding the frequency and location of triggers. • Communication with families about what might be happening at home (e.g. divorce, bereavement, illness), strategies that work/don't work and relaying this information to staff. • Preventative strategies in place. • Safe area/reflection room. • Appropriate de-escalation and regulation strategies in place. • Risk management plan. • Reintegration plans. • A clear plan of action, agreed with parents/carers with regard to physical intervention. • See SEMH section
Limited attention span compared to developmentally appropriate milestones.	<ul style="list-style-type: none"> • Regular, short breaks. • Differentiation. • Chunking, breaking tasks down. • Visual timetables and prompts to gain/maintain attention. • Backward chaining – break the task down into small steps and build the sequence so that the CYP completes the last part of the task so that they feel success and then gradually work back to increase more elements to complete the task. • Named instructions. • Asking the CYP to repeat back what activity they are going to do.

- Use of timers, so they know they only have to focus for a comfortable amount of time.
- Individualised timetables.

Additional Resources

- Speech and language UK.
- The Speech Language and Communication Framework (SLCF).
- The Derbyshire Language Scheme.
- Autism Education Trust.
- Makaton.
- Carol Grey Social Stories.
- National Autism Resources – PECS.
- Autism Education Trust.
- Talk Boost.
- Time to Talk.
- Socially Speaking.
- Blast.
- Word Aware.
- Neli Programme.
- WellComm Early Years.
- WellComm Primary.

- Blacksheep Press.
- Talkabout.
- TEACCH Programme.
- Attention Autism – Gina Davies.
- PDA Society – The PANDA Approach.
- EEF – Making the best use of Teaching Assistants – Guidance Report.
- Solent NHS Therapies pack.
- Words First – Multidisciplinary Services for Schools.
- Speech Link – Secondary Language Link.
- SNIP Literacy Programme.
- I CAN, the children's communication charity.
- Ambitious about Autism, National charity for autistic children and young people.
- National Autistic Society (autism.org.uk).
- Afasic, Voice for Life.
- Council for Disabled Children.

- NASEN (National Association of Special Educational Needs).

Further Advice and Consultation Available

- Inclusion Development Partners.
- Inclusion Advisory Team.
- Early Years Inclusion Team.
- Educational Psychology Team.
- Children's Therapy Services (Speech & Language Therapy, Occupational Therapy, Physiotherapy).
- School Nursing / Health Visiting Service.
- CAMHS.

COGNITION AND LEARNING

This provision should be *in addition* to the expectations in section one.

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners.
Cognition and Learning	<ul style="list-style-type: none"> • Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional dysregulation and promotion of appropriate interpersonal skills with other CYP. • Arrangements to support the use and delivery of approaches/materials for students with specific learning difficulties which may include multi- sensory teaching strategies, a focus on phonological awareness. • Effective use of technology equipment to support learning. • Staff are trained and skilled in supporting CYPs with general and specific learning difficulties.

	<ul style="list-style-type: none"> • Assessment through teaching to identify the areas of need in consultation with the CYP or observation if more appropriate.
<p>Difficulties with learning, e.g. despite appropriate differentiation, making less than expected progress over time across the curriculum and working below age related expectations.</p>	<ul style="list-style-type: none"> • Clear and simple instructions, breaking down longer instructions and giving one at a time. • Visual timetable. • Visual cues and prompts. • Social stories. • Give time before response is needed. • Pre-teaching – e.g. provision of staff to help prepare the CYP for the new learning. • Shared next steps – so they know what to expect. • Differentiated resources - teach the curriculum appropriate to the CYP not their chronological age (e.g. Year 5 child may be accessing Year 1 objectives in the same context).
<p>Specific learning difficulties affecting one or more specific aspect of learning, e.g. literacy difficulties, numeracy difficulties or specific language impairment.</p> <p>For all areas of need any provision or support should be provided in line with the needs of the CYP and is NOT dependant on any formal diagnosis.</p>	<ul style="list-style-type: none"> • Metacognition approaches – learning to learn e.g. by trying to understand the CYP's difficulty and asking them what helps. • Use of a neurodiversity (ND) pathway to fully understand needs and celebrate the strengths of each CYP. • Recognising and celebrating success in other areas of their life. • Appropriate adaptations made e.g. font, coloured paper, line spacing, lighting, overlays, adaptation, technology - led by the needs of the CYP and what they find helpful. • Staff will have been informed of what strategies or approaches to use in line with advice from assessments or consultation. • Evidence based interventions to develop skills e.g., spelling, handwriting, literacy, numeracy (Education Endowment Foundation or Evidence4Impact).

	<ul style="list-style-type: none"> • Use of Solent NHS Therapies pack. • EYSEND Assessment Tool.
<p>Generalised learning difficulties, e.g. difficulties across the curriculum but with some areas of strength.</p> <p>CYP with an uneven profile of skills and attainment.</p>	<ul style="list-style-type: none"> • Adjustment, modification and differentiation of the curriculum, right across the board, to enable the CYP to fully access the curriculum. • Active learning, concrete, pictorial and pragmatic approaches to learning. • Emphasis on self-actualisation – activities designed to develop skills which will support them to become independent and resilient learners. • Support to manage self-esteem – celebration of strengths, reinforcement of success.

Additional Resources	
<ul style="list-style-type: none"> • National Literacy Trust – Education Recovery – Interventions. • Precision Teaching. • EEF – Improving Literacy in Secondary Schools. • EEF – Early Years Toolkit. • Colourful Semantics. • Toe by Toe. • Words First. • Write Dance Programme. 	<ul style="list-style-type: none"> • The IDL Literacy Intervention. • Scheme Support (EYFS, KS1 and KS2 Reading and Phonics Intervention Programmes). • Scheme Support (EYFS, KS1 and KS2 Numeracy and Maths Intervention Programmes). • STEM Learning – National Strategies – Primary and Secondary Resources. • Guidance on Supporting Children and Young People with Reading Difficulties (Portsmouth City Council). • Widget Pictorial Resources. • EEF – Making the best use of Teaching Assistants – Guidance Report.

Further Advice and Consultation Available	
<ul style="list-style-type: none"> • Inclusion Development Partners. • Inclusion Advisory Team. • Early Years Inclusion Team. • Educational Psychology Team. • Children's Therapy Services (Speech & Language Therapy, Occupational Therapy, Physiotherapy). • School Nursing / Health Visiting Service. 	

SOCIAL AND EMOTIONAL MENTAL HEALTH DIFFICULTIES

This provision should be *in addition* to the expectations in section one.

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners.
	<ul style="list-style-type: none"> • All behaviour should be understood as a form of communication.

Social and Emotional Mental Health Difficulties

- Settings should assess SEMH needs to help staff understand the barriers to learning that CYP face. Learning needs should also be reviewed using setting's own screening or assessment tools or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by an unmet learning need or communication difficulty.
- Use of whole setting approaches to promote wellbeing and resilience.
- Policy and practice underpinned by relational approaches.
- Use of relational and restorative practice to build, maintain and repair relationships.
- Anti-bullying work.
- Identification of key adult to build positive and trusting relationship.
- Use of social stories.
- Small group or 1 to 1 work with ELSA/Learning Mentor or equivalent.
- Support available for staff working with CYP with SEMH via group or individual supervision or debrief sessions.
- Emphasis on choice rather than control and 'take up time' to respond to choice whenever possible.
- Use of distraction techniques and giving responsibility.
- Use of trauma informed approaches e.g. PACE.
- Explicitly teaching de-escalation and self-regulation strategies – adults as stress and shame regulators through co-regulation.
- Explicitly teach rules and routines, build self-esteem and develop social and emotional skills to all CYP including through use of PSHE, circle time and curriculum approaches.
- Use of nurture principles – Nurture.org

	<ul style="list-style-type: none"> • Development of attachment aware strategies.
Difficulties participating and presenting as withdrawn or isolated.	<ul style="list-style-type: none"> • Assessment through teaching – e.g. are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence. • Small group work e.g. friendship or social skills, nurture groups. • Backward chaining – bringing learner in at the end of assembly or school day. • Play based activities. • Establish interests, create opportunities for CYPs to practise new things. • Buddying/peer mentoring. • Giving responsibility for looking after someone else. • Develop relationship with key adult - using relational practice and the PACE approach, attune to understand, share and acknowledge the CYP's experiences. • Flexibility in curriculum and routine. • Emotionally Based School Avoidance, Guidance from West Sussex. Walsall guidance is being developed.
Displaying behaviours that challenge e.g. refusal to follow instructions, aggression, damage to property.	<ul style="list-style-type: none"> • A consistent message but flexible approach, e.g. "I want you to be in class learning" is the consistent message, the approach to support this happening may vary or be flexible depending on individual needs. • Reasonable adjustments are made such that we differentiate for SEMH in the same way that we differentiate for learning. • Understand the basis for the behaviour e.g. what is the history/context? • Understand that behaviour is a method of communication e.g. what purpose is the behaviour trying to achieve for the CYP? What are they trying to tell us with their behaviour? What need are they trying to meet? What skills do they need to be taught? • Use of choices to allow the CYP some control with the same end result e.g. would you like to complete this on the computer or write?

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| | <ul style="list-style-type: none">• Teach the CYP different ways to get their needs met? E.g. develop social skills, strategies to regulate their emotions.• Develop readiness to learn through regulation strategies.• Use of individual behaviour plans, Pastoral Support Plans and risk assessments.• Consideration of the routine, timetable, and transitions. Make stress as predictable, moderate, and controllable as we can.• Staff to be aware of and monitor their own regulation and swap with another staff member when needed.• Detailed transition between year groups/phases of education.• Professionals meeting to understand the behaviour.• Drawing on relational approaches, a culture of self-reflection to be encouraged, modelled and supported whereby staff can reflect on their own interactions and responses and consider whether an alternative response could lead to a different outcome?• Use of tools to assess and understand behaviour.• Communication with home/family e.g. what is going on at home, other agencies involvement?• Regular review of plan.• Whole school approach to support strategies – consistency.• Structure should be clear and explicit – what are the expectations? |
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<p>Behaviours may reflect:</p> <ul style="list-style-type: none"> • Anxiety/depression • Self-harming • Substance misuse • Eating disorders • Developmental trauma 	<ul style="list-style-type: none"> • Understanding what lies behind the behaviours. • Multi-professional approach. • Looking at the history, when did the behaviour start to change? • Liaison and collaboration with home is essential to understand the wider picture. • Sensory or regulatory breaks. • Substitutes for self-harming behaviours e.g. elastic bands, marbles - after training on self-harm or seeking advice from Mental Health professionals (MHST or CAMHS) • National Self-Harm Network.
<p>Physical symptoms that are medically unexplained e.g. soiling, stomach pains.</p>	<ul style="list-style-type: none"> • Activities that are stress reducing e.g. games, dance, colouring, gardening, animals, outdoor activity and play, messy play, sensory activities. • Keep a log and analyse pattern or trends to identify triggers. • Liaison with school nurse. • Be curious and listen to the CYP.
<p>Attention difficulties N.B. any provision or support should be provided in line with the needs of the CYP and is NOT dependant on any formal diagnosis.</p>	<ul style="list-style-type: none"> • Understanding the reasons, is there a pattern? • Allowing plenty of time for movement or frequent small concentration periods, sensory breaks and regulation activities. • Have a clear structure to the day. • Have clear expectations regarding behaviours and a clear and consistent response to behaviours. • Being aware of times of the day that may be more difficult. • Consideration of application of any reasonable adjustments that need to be made in line with the Equalities legislation.

<p>Developmental trauma and attachment difficulties.</p>	<ul style="list-style-type: none"> • Liaise with parents/carers for shared understanding. • A good transition when the CYP starts a new setting – checking the history. • Supportive, structured curriculum. • Staff to all be trained and aware of any CYP with attachment difficulties and how to respond to them. • Consideration of teaching and reparative opportunities using natural consequences, rather than discipline procedures. Use relational influence rather than rewards. • Trauma informed approaches and PACE. Making connections before correction. • Nurture principles and ethos. • Consideration of family context and the range of CYP that may have attachment difficulties e.g. adopted, forces children, previously CIN, LAC. • Liaison with the Virtual School and/or Educational Psychology Team for training and advice.
<p>Low level disruption or attention needing behaviours, e.g. frequent interruptions to learning, fiddling with objects (See section on Sensory and Physical Needs regarding physical sensitivity).</p>	<ul style="list-style-type: none"> • Differentiated use of voice, gesture and body language. • Focus on reducing anxiety and thereby behaviours. • Flexible and creative use of rewards and consequences e.g. ‘catch them being good’. • Positive reinforcement of expectations through verbal scripts and visual prompts. • Safe space in the setting. • Sensory or regulatory breaks. 4 R’s of co-regulation – Regulate, Relate, Reflect and Repair (Louise Michelle Bombèr - Touchbase).
<p>Difficulty in making and maintaining healthy relationships.</p>	<ul style="list-style-type: none"> • Small group/nurture group activities to support personal, social and emotional development. • A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time.

	<ul style="list-style-type: none"> • Relational approaches to improve school attendance and reduce exclusions. Guidance from Portsmouth Education Partnership. Walsall guidance is being developed.
Difficulties following and accepting adult direction.	<ul style="list-style-type: none"> • Look for patterns and triggers to identify what may be causing behaviours. • Positive scripts - positive language to re-direct, reinforce expectations e.g. use of others as role models. • Calming scripts to de-escalate, including for example, use of sand timers for calming and de-escalation time. • Limited choices to engage and motivate. • Flexible and creative use of rewards and consequences e.g. 'catch them being good' sticker charts. • Follow-Lead-Follow activities (reciprocal interaction). • Provide structure-consistency without rigidity. • Visual timetable and use of visual cues i.e. sand timers to support sharing.
Presenting as significantly unhappy or stressed.	<ul style="list-style-type: none"> • Identify and build on preferred learning styles. • Safe place/quiet area in the setting. • Feedback is used to collaborate and plan with parent/carers, to ensure consistency between the home and setting. • Use of social stories to identify triggers and means of overcoming them. • Ensure a named, trusted adult is available for some 1:1 time in a safe place.
Patterns of non-attendance.	<ul style="list-style-type: none"> • Feedback is used to collaborate and plan with parent/carers, to ensure consistency between the home and setting. • Maintain connection – let the CYP know you are keeping them in mind.

Additional Resources

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| <ul style="list-style-type: none"> Semh.co.uk The Nurture Group Network. Gremlin Series of Books. Safe Hands Thinking Minds – Dr Karen Treisman. Therapeutic Stories from Margot Sutherland. The Wellbeing Toolkit for Mental Health Leads. Conversations that matter: Talking with Children and Teenagers in Ways That Help – Margot Sutherland. Self-Esteem Workbook for Teens: Activities to Help You Build Confidence and Achieve Your Goals (An Instant Help Book for Teens). CBT Toolbox for Children and Adolescents. Boxall Profile. | <ul style="list-style-type: none"> The Zones of Regulation. The Day the Sea Went Out and Never Came Back (Helping Children with Feelings) – Margot Sutherland. DDP Network – What is meant by PACE? Nurture UK. Emotionally Based School Avoidance Guidance - West Sussex County Council. Touchbase.co.uk Strategy to Improve School Attendance and Reduce Exclusions – Portsmouth Education Partnership. Young Minds. Kooth. EEF – Making the best use of Teaching Assistants – Guidance Report. |
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Further Advice and Consultation Available

- Inclusion Development Partners.
- Inclusion Advisory Team.
- Early Years Inclusion Team.
- Educational Psychology Team.
- Early Help Team.
- Children's Therapy Services (Speech & Language Therapy, Occupational Therapy, Physiotherapy).
- School Nursing / Health Visiting Service.
- CAMHS.
- Multi-Agency Safeguarding Team (MASH).

- Virtual School (AASP Project).

SENSORY AND/OR PHYSICAL NEEDS

This provision should be *in addition* to the expectations in section one.

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners.
Sensory and Physical Needs	<ul style="list-style-type: none"> • All staff are aware of individual CYP sensory/ physical disability and implications in all teaching and learning environments. • Favourable seating arrangements are identified • Staff are aware that for some CYP, a sensory or physical disability could impact on their language and social interaction. • Staff are aware sensory challenges may also impact on the physical or motor/movement and some physical disabilities may also impact on cognition. • Staff should encourage CYP to wear appropriate sensory equipment and use physical aids. • Staff should ensure that all CYP have understood all instructions.
Hearing impairment.	Communication Strategies <ul style="list-style-type: none"> • Work together with other professionals to share strategies and advice. • Be made aware how best to support in school. • Have appropriate training i.e. Makaton.

- Be aware the CYP may use lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking.
- Deliver instructions clearly and at normal conversational level.
- Check the lesson content has been heard and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary.
- Repeat/rephrase pertinent comments made by other members of the class.
- Be aware that during PE or Games lessons and practical subjects it will be more difficult to follow instructions.
- Encourage good listening behaviour: sitting still, looking and listening.
- Enable CYP to have time to respond verbally.
- Use CYP's name to gain their attention before speaking to them.

The CYP with a hearing impairment should:

- Be seated appropriately with clear view of adult's face and any visual material used.
- If the CYP has a unilateral loss - sit at front with better listening ear facing the speaker.
- Be encouraged to ask when not sure what to do and encourage to access resources independently.

Access to the Curriculum

- Repeat words spoken on an audio/visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles.
- Visual reinforcement (pictures and handouts), to support learning.

- Pre and post tutoring to introduce vocabulary and concepts.
- Apply appropriate exam concessions.
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Deaf Friendly Classroom

- Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise.
- CYP should be seated away from any source of noise e.g. window, corridor, fan heater, projector, the centre of the room etc.
- Minimise background noise and maintain a quiet working environment, particularly for specific listening work.
- Visual timetable and use of visual cues i.e. sand timers to support sharing.
- Appropriate safety and deliver and/or signpost to appropriate interventions.
- Appropriate evacuation procedures in place.
- Planned and unplanned breaks as appropriate.
- Promote positive attitudes towards hearing impaired within the school environment.
- Differentiated activities should reflect CYP individual needs to ensure full access to the curriculum.
- Access to IT as appropriate.

Audiological Management

- Staff working with the CYP HI should understand the use of hearing aids, radio aids and any other appropriate equipment. Training will be provided by the Vision and Hearing Team as required.

	Social and Emotional Wellbeing <ul style="list-style-type: none"> • Pastoral support to support social, emotional and mental health. • Encourage and facilitate social interactions with peers.
Visual Impairment.	<ul style="list-style-type: none"> • Staff to work together with other professionals to share strategies and advice to support the child or young person as advised by Qualified Teacher for the Visually Impaired (QTVI) and/or VI Specialist. • Promote positive attitudes towards visual impaired people within the school environment and local communities, with advice from the Vision and Hearing Team. • Plan and deliver differentiated classroom activities to reflect student's individual needs and ensure full access to all activities as well as support social, emotional, communication and physical skills. • Additional time to complete tasks. • Language mediation of visual information which is beyond CYP visual reach e.g. use auditory reinforcements. • Post and pre tutoring to ensure concepts are understood. • Provide uncluttered space and plain backgrounds to help the CYP person focus on the appropriate object. • Provide access to quieter learning environments at times if necessary. • Support to promote full social inclusion and to develop social skills. • Differentiated and modified visual learning material e.g. recommended print size and font type, decluttered, wider spacing, different coloured paper, modification of task at source. • Provision of stationary e.g., bold lined/squared paper, coloured paper, writing slopes, coloured glue sticks. • Large print library books and talking books.

	<ul style="list-style-type: none"> • Bold writing pens. • Use of real objects to support concept development and understanding. • Access to larger and tactile learning materials e.g. real-life objects, tactile maps and globes, VI protractors and rulers. • Provide exam access arrangements as advised. • Use of ICT for example, iPad connected to whiteboard and electronic books. • Reading apps. E.g. Dolphin Easy Reader App. • Touch typing and touch-typing programme when required to improve recording. • Use of magnification and accessibility features in IT/technology. E.g. visualisers, low vision aids iPads/tablets. • Support in practical lessons for Health & Safety. • Adapted PE activities e.g., brightly contrasting equipment. • Line marking and visually friendly environments as per environmental audit and similar interventions suggested by VI Specialist or QTVI. • Take account of mobility needs such as accessing mobility training. • Equipment for life skills/curriculum activities e.g., talking scales. • Provide additional resources for inclusive play, for example a bell in the ball, so all can play together.
Physical Disability.	<p>Whilst not all physical environments might allow for all of the provision below, settings are expected to use their best endeavours to make reasonable adjustments.</p> <ul style="list-style-type: none"> • Staff to work together with other professionals to share strategies and advice to support the CYP. • Moving and manual handling training. • Support equipment e.g. standing frames, walkers, wheelchairs, protective helmets, high low tables. • Accessibility planning.

	<ul style="list-style-type: none"> • Accessible transport. • Accessible toilet. • Work chairs. • iPad and grips. • Staff have appropriate training to meet physical needs. • Adapted equipment to access specific aspects e.g. cutlery, crockery, scissors.
Severe and complex medical needs including a life threatening or life limiting diagnosis or condition.	<ul style="list-style-type: none"> • Support equipment such as lockable medicine cabinets, first aid bags, fridges. • Rotated medication/care training. • Tracheostomy protocol. • Liaising with specialist colleagues for up-to-date training. • Bereavement training and policies. • Regular home and setting contact when/if CYP are not able to attend, to maintain 'sense of belonging' with peers and the community.
Physical sensitivity including hyper and hypo responses and possible sensory processing difficulties (see SEMH section also).	<p>In addition to the sensory provision outlined in section one:</p> <ul style="list-style-type: none"> • Staff to work together with other professionals to share strategies and advice to support the CYP's sensory diet. • Sensory reduction planning. • Staff training through CPD. • Individual workstations. • Sensory or regulatory breaks. 4 R's of co-regulation – Regulate, Relate, Reflect and Repair (Louise Bomber). • Sensory circuits.

Additional Resources

- The Dyspraxia Foundation.
- The Elizabeth Foundation.
- Royal National Institution for the Blind (RNIB).
- National Deaf Children's Society.
- Simon Says.
- Clever Hands / FIZZY Programme.
- Widget Pictorial Resources.
- Solent NHS Therapies pack.

- Action for Children.
- Autism Education Trust.
- EEF – Making the best use of Teaching Assistants – Guidance Report.
- Council for Disabled Children.
- NASEN (National Association of Special Educational Needs).
- Ambitious about Autism, National charity for autistic children and young people.
- National Autistic Society (autism.org.uk).

Further Advice and Consultation Available

- Inclusion Development Partners.
- Inclusion Advisory Team.
- Early Years Inclusion Team.
- Educational Psychology Team.
- Children's Therapy Services (Speech & Language Therapy, Occupational Therapy, Physiotherapy).
- Disabled Children and Young people's Team.
- Multi-Agency Safeguarding Team (MASH).
- School Nursing / Health Visiting Service.

We fully acknowledge and are grateful to Portsmouth County Council, Stockport Metropolitan Borough Council and Bristol City Council for their work in this area.