

Ordinarily Available Inclusive Mainstream Practice



A toolkit to support all teaching and learning staff, including prompts, strategies and examples of good practice to support children and young people.

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Introduction

The additional needs of most children and young people can be met by inclusive quality first teaching and reasonable adjustments from the funding and resources that are already or 'ordinarily' available within their mainstream school or setting. This is known as 'Ordinarily Available Provision'.

The SEND Code of Practice 2015, links high quality teaching with ordinarily available provision: "...higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support." (para 6.15)

This guide highlights a range of prompts, strategies and examples of good practice appropriate to all phases of education, from Early Years to Post 16, for those with additional needs, which settings can ordinarily provide for a child or young person, without the need for additional support from an Education Health and Care Plan.

- 'settings' is used to refer to day care, school and college
- 'parent' refers to any adult with parental responsibility
- 'teacher' refers to the person responsible for a child's learning at the setting
- 'child and young person' refers to a learner within the setting

This document is split into two main sections:

Part 1 - Quality First Teaching For All

The quality first teaching expectations and related good practice examples outlined in this section will benefit all children and young people. This includes those with special educational needs and disabilities (SEND), additional needs or those from disadvantaged groups. For children and young people requiring additional or different support, you, as a teacher, learning support assistant or equivalent, will have a fundamental role in implementing each child's 'Assess, Plan, Do, Review' support cycle.

Reflective practice is a vital element of quality first teaching and to facilitate discussion and planning, we have linked this section with the 'Teacher's Standards (Early Years)', 'Teacher's Standards' and Professional Standards for Teachers and Trainers in the Further Education and Training Sector).

Part 2- Support for broad areas of need

Prompts, strategies and examples of good practice made available in mainstream settings for some children and young people who have been identified as having special educational needs. These approaches have been organised under the four areas of need as defined in the 2015 SEND Code of Practice.

We also acknowledge that adapting practice to meet the needs of all children and young people does bring its challenges. It is our hope that this guide will be used to prompt discussion and facilitate planning to create more inclusive learning environments and experiences.

The Ordinarily Available Inclusive Mainstream Practice guide is a thorough collection of recommendations that will help all children and young people flourish and learn. It brings together best practice from across Hartlepool settings, and is underpinned by psychology, research and practitioner experience.

Vision for Inclusion

Throughout 2021/2022, The National Development Team for Inclusion (NDTi) carried out a review of Inclusion across Hartlepool. The work of NDTi, helped us to understand the strengths in the system, it also helped us to see what we needed to do next to further develop inclusive practice. Throughout this review, NDTi worked in partnership with a wide range of stakeholders including young people, parents, early years' providers, schools and post-16 providers, as well as local authority staff to define our vision for inclusion.

Children and Young Peoples' Voice:

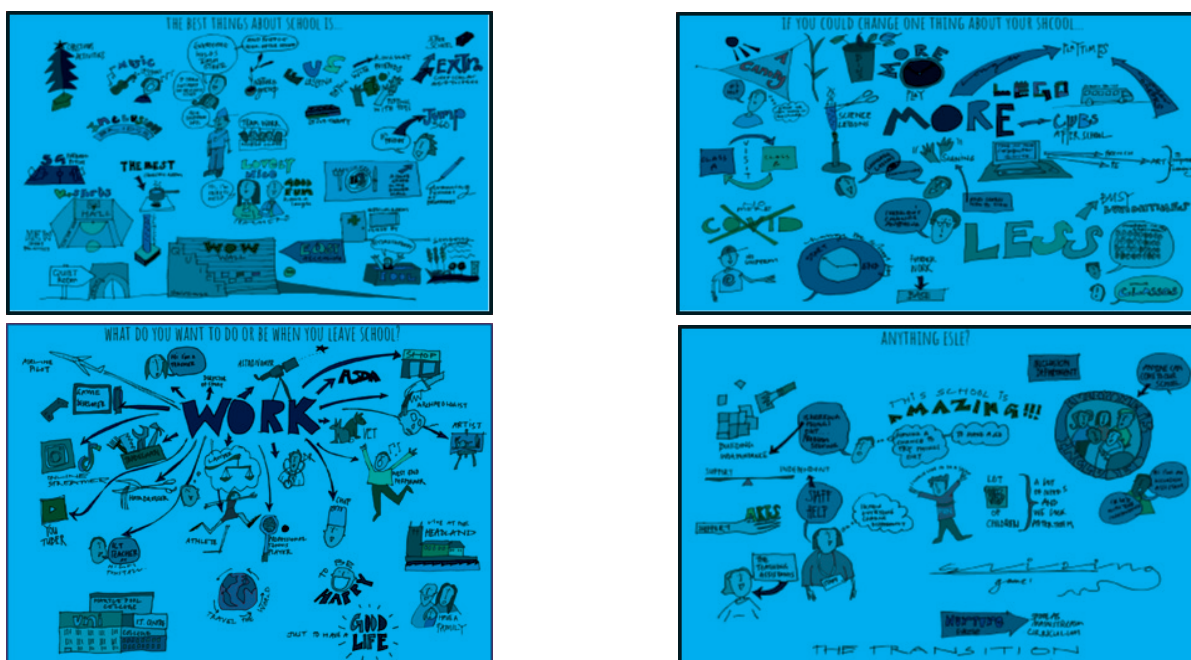
Groups of children of different ages and with varying needs were asked four questions. The CYP's responses were captured in words, colours and images. The questions were:

- What is the best thing about school?
- If you could change one thing about school what would it be?
- What do you want to do or be when you leave school?
- Anything else you want to tell us?

As depicted in the images below, the children and young people were very clear about their aspirations and the lives they wanted. In short they wanted fun and friends, supportive adults and calm environments.

They described how they all learned in different ways and wanted the adults around them to understand that and provide just the right amount of support. They could explain really well the lives they wanted upon leaving school. They knew exactly what they wanted to be, everything from lawyer to athlete, from game developer to West End Performer. They told us they wanted to continue learning and travel the world, to have families of their own, be happy and have a good life.

Inclusion in its widest sense is central to achieving these best outcomes for all.



The review of inclusion brought together a vision which describes the way in which partners in education, social care and health will work together to establish an integrated system to achieve the aspirations so beautifully articulated by the children and young people. This integrated system will ensure children and young people get the right health, care and education, in the right place and at the right time and are able to transition to adulthood and independence when they are ready to do so.

The Hartlepool Vision for Inclusion:

Children and young people are enthusiastic about attending Hartlepool's empowering learning environments where passionate staff and partners work in collaboration to provide person centred learning with high aspirations for all. Everyone feels a sense of belonging, they feel safe and listened to and this enables them to succeed. Education is the springboard for children to progress to live their best adult life.

Principles of Practice –

During this work, a pledge to the children and young people of Hartlepool was created:

All schools, settings and services commit to:

- Enabling children and young people to be successfully included in their local mainstream school
- An inclusive culture where all staff subscribe to the Hartlepool Vision for Inclusion and are accountable for what this means for their practice
- Recognising and celebrating difference by removing barriers and focusing on what individuals are able to do rather than what they cannot
- An ethos of mutual respect and positivity where children and young people's voices are valued and parents are equal partners
- Providing environments that meet individual needs, reduce anxiety and promote the wellbeing of the whole community
- Ensuring staff are competent and feel confident in delivering quality first education for all
- Transitions that are underpinned with person centred approaches where information is shared and acted upon proactively
- Equipping children and young people with the skills, knowledge and attitudes required for adult life by personalising the curriculum and deploying resources effectively

Hartlepool's Ordinarily Available Inclusive Mainstream Provision

Throughout 2023/2024, a review of Ordinarily Available provision across Hartlepool was carried out. In January 2024, there were two days where a wide range of stakeholders took part in workshops to look at the national teaching standards and the four broad areas of need identified within the SEND Code of Practice. This included attendance from the National Development Team for Inclusion (NDTi), local authority officers, parents and carers, early years' providers, schools and post-16 providers, as well as representatives from a wide range of health and social care areas.

Following this, settings and external stakeholders supported in the collection of pupil voice and further working parties took place to look in more detail at the teacher's standards and targeted support.

The aim of this guide is to drive a consistent approach to the Ordinarily Available provision offered across all of Hartlepool's mainstream settings. To allow CYP to flourish and learn through high quality inclusive support regardless of where they are educated. It also aims to:

- Assist parents/carers and young people to understand what support is available to a child who has special educational needs and/ or disabilities.
- Support education settings in developing their provision for pupils with SEN and/or disability to ensure that they are fully supported in the school environment.
- Assist other professionals to understand the provision available within education settings for CYP with SEND.
- Support Quality First Teaching and enable a greater focus on teaching and learning approaches
- Ensure that schools and settings are resourced to provide consistent services for CYP, prior to referral onto specialist support and services, and to enable this to be evidenced when working in partnership with external providers.

This guide is supposed to be used flexibly and seen as a guide to best practice which we all aspire to. This will secure equity in inclusive mainstream provision for all children and young people in Hartlepool. It may be used in various ways depending upon the needs of the CYP. Settings may have alternative examples in place due to their own pedagogy and ethos.

All CYP with additional or special educational needs and attending Hartlepool schools and academies and other mainstream educational settings will have access to this ordinarily available provision. This should be available regardless of which setting they attend.

The notion of inclusive pedagogy is not a call for a return to a model of whole-class teaching where equality is notionally addressed by providing identical experiences for all. Instead, it advocates an approach whereby the teacher provides a range of options which are available to everybody. Human diversity is seen within the model of inclusive pedagogy as a strength, rather than a problem, as children work together, sharing ideas and learning from their interactions with each other. The inclusive pedagogical approach fosters an open-ended view of each child's potential to learn.¹

Part 1– Quality First Teaching for All

This section describes the expectations for educational settings according to the needs of the CYP. Much of this section will already be part of provision in educational settings.

Standard and inclusive practice (early years) and quality first teaching (primary through to colleges) includes teaching and practice that benefits all CYP as well as making reasonable adaptations to support additional needs. The provision described in this section will be of benefit to all learners and will be important for CYP with additional needs.

Key principles within this section have been linked with the '**Teacher's Standards (Early Years)**', '**Teacher's Standards**' and '**Professional Standards for Teachers and Trainers in the Further Education and Training Sector**'



In Hartlepool, we know that high quality teaching that is adapted and personalised will meet the individual needs of most CYP, including those with Special Educational Needs and Disabilities (SEND). All settings are expected to monitor the quality of teaching and the progress of CYP including those with SEND, and the outcomes should inform their professional development programme. Teaching and learning should be modified and adapted to remove barriers to learning so that most CYP have access to the full curriculum. The identification of SEND should be an integral part of the overall approach to monitoring CYP's progress. Where a CYP is identified as making less than expected progress the first response should always be high quality teaching focusing on their identified areas of need.

You will only increase the inclusion of pupils in your class by deliberately setting out to develop inclusion. You are the catalyst for the change that you want to see, the change your pupils need to belong and achieve (Nasen, 2024).

Teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff. SEND code of Practice, January 2015.

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. Education Endowment Foundation.²

High expectations

Aim of all settings:

High ambition for every learner, where staff set goals that stretch and challenge learners of all backgrounds, abilities and dispositions

Actions to support inclusive practice:

Teachers are ambitious for the achievement of all learners, regardless of starting points and the challenges they face. Teachers directly address low expectations of others (staff, learners and parent/carers) for all learners, including those with disadvantage, vulnerability, diagnosis or Special Educational Needs or Disability. Progress measures are adapted to ensure accurate assessments and effective monitoring systems are in place. There are effective collaboration systems in place to share goals and outcomes.

Responsibility for every learner

Teachers understand that they are responsible for the education of all learners, including those with disadvantage, vulnerability or Special Educational Needs or Disability. Every member of staff understands the importance of building positive relationships with learners, parents and carers to facilitate learning. Staff take an invested interest in understanding how learners respond, and implement effective strategies to incentivise all learners.

Demonstrate consistently the positive attitudes, values and behaviour which are expected of learners

Learners are supported to manage and self-regulate and given opportunities to develop skills to equip them for independence. Learning opportunities through the curriculum and wider school life, enable learners to be educated on the promotion of difference, inclusivity and individual strengths. Settings celebrate learners development of new skills.

Establish a safe stimulating environment for learners, rooted in mutual respect

The environment is emotionally safe for all learners, where staff understand the importance of interactions being as positive as possible. There is strong communication and support from school towards parents and carers. The learning space is well-organised. Equipment is easily accessible to all learners and furniture arranged to allow a range of learning experiences. Learning materials and resources are clear and uncluttered, there is practical apparatus available and accessible for all. Learners have their own work spaces within the classroom. Teachers regularly review the environment to ensure all learners are included and the environment meets the needs of all learners.

Calm and collaborative climate for learning

Teachers and learners create a calm and collaborative climate for learning where learners feel they belong, and their contributions are valued. Teachers and learners work together to understand and to create the best possible learning environment, for example, quiet, no distractions, physically comfortable so that attention is not divided. The adults model the respectful manner that is expected of the learners.

Equal time with the most qualified staff

All learners have equal time with the most qualified staff. Learners with additional needs or disadvantage are not more likely to be taught by less qualified staff or non-subject specialists. Teachers ensure that learning support staff supplement, rather than replace, teaching from the classroom teacher.

Full participation in school life	Teachers proactively encourage all learners to participate fully in school life, including clubs, activities and opportunities. Teachers plan extra-curricular activities and educational visits to fully include all learners that are meaningful and provide opportunities to build character and cultural capital.
Learners are involved in decision making	Learners' feel their voice is heard. Learners are encouraged to express their views and their ambitions for their future, make informed choices and participate in decision-making.
Preparation for the world beyond school	Throughout their education, learners are equipped to understand and engage with life outside and beyond the school/setting. Teachers design and implement imaginative learning experiences that lead toward an understanding of the world outside, beyond school and preparing for adulthood.

Key principles within this section have been linked with:

Teacher's Standards (Early Years)	Early Years Standard 1 – Set high expectations which inspire, motivate and challenge all children
Teacher's Standards	Teaching Standard 1 – Set high expectations which inspire, motivate and challenge pupils
Professional Standards for Teachers and Trainers in the Further Education and Training Sector)	Professional Values and Attributes 3 – Inspire, motivate and raise aspirations of learners by communicating high expectations and a passion for learning

Good progress and outcomes

Aim of all settings:

A curriculum is provided to learners which matches their assessment levels

Actions to support inclusive practice:

Learners receive an appropriate, adaptable and motivating curriculum. Curriculum leaders hold firm awareness of how to lead and adapt their subject to meet the needs of the learners. The curriculum promotes inclusivity through a broad and balanced offer where learner's exposure to the curriculum is not narrowed due to their needs. Whole school systems are differentiated to assess outcomes, depending on individual need. There are adaptable assessment frameworks to measure outcomes and promote progress.

Learners timetables are adapted to meet their needs

Settings are prepared to be solution focussed. The timetables are devised to meet the needs of the individual learners. Settings avoid the use of part time timetables, unless this is being used as a graduated approach to accessing learning. Missed learning is minimised. Learners are given access to movement breaks/sensory regulation times as part of their school day.

Staff know their learners well

Teachers have a good understanding of strategies to implement within the classroom to assess understanding. Teaching builds on what learners already know. New skills are taught directly and explicitly – and linked to what learners already know. Learners are helped to understand their own barriers to learning and to value their achievements, progress and strengths. Learners are aware of their progress and the next steps in moving learning forward and support is given for building resilience in continuing to apply skills.

Progression is mapped

Staff plan for what a learner needs to know, when and how this is going to be delivered and this is linked to all areas of the curriculum.

Access to wider life of the school for all learners

All learners have access to meaningful extra-curricular activities irrespective of need and adjustments are made. Activities are adapted to meet needs so that exposure is not narrowed for some.

All staff, including Teaching Assistants, make a positive contribution to learner progress

Additional adults are used creatively and flexibly to teach and support learning, directed by the class or subject teacher and according to the child or young person's needs. Adults work together to identify barriers to learning and implement and review effective provision (assess, plan, do, review together). Strategies used with learners in interventions are shared with others to ensure consistency between classroom and other learning.

Regular meaningful feedback

Teachers provide regular and meaningful feedback, recognition and praise. Feedback is specific, clear and manageable (e.g. "It was good because...", rather than just "correct"). Teachers provide specific guidance on how to improve and support learners to plan how they will action the feedback they received. Feedback is encouraging and supports future effort.

Explicit instruction	<p>Explicit instruction is used. Explicit instruction begins with detailed teacher explanations, followed by extensive practice of routine exercises, and later moves on to independent work.</p> <p>This includes:</p> <ul style="list-style-type: none"> • teaching skills and concepts in small steps • using examples and non-examples • using clear and unambiguous language • using visuals where possible to facilitate understanding • anticipating and planning for common misconceptions; and • highlighting essential content and removing distracting information. <p>Explicit instruction does not mean ‘lecturing,’ ‘teaching by telling,’ or ‘transmission teaching’.</p>
Memory	<p>Memory is the ability to encode, process and retrieve information that a learner has been exposed to. Teachers consider six elements to support learner’s memory.</p> <ol style="list-style-type: none"> 1. Attention: Teachers ensure learner’s attention is maximised by using strategies to engage their learners within learning. 2. Working memory: Teachers reduce working memory load by teaching skills to improve fluency. Where possible, short, chunked instructions are implemented to facilitate learners understanding. 3. Storage/encoding: Teachers visually organise new material (e.g., visual hierarchies, grids, diagrams, mind maps) to ensure it is consciously linked with pre-existing knowledge and presented in a motivating way which enhances memory. 4. Retrieval: Teachers use a range of strategies to encourage learners to retrieve information (e.g. think-pair-share, quick fire verbal questions, low stakes quizzes) 5. Feedback: Teachers implement effective pillars of feedback to provide learners with next steps that will facilitate their progress. 6. Metamemory (knowledge about your own memory and ability to regulate its functioning): Teachers make time to explicitly explain to learners how the memory works and teach them effective strategies for remembering different skills and content.
Metacognition	<p>Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours. Teachers directly teach and model metacognitive skills so that learners can think and talk about their own learning, take control of their own learning and manage their own motivation for learning.</p>

Key principles within this section have been linked with:

Teacher’s Standards (Early Years)	Early Years Standard 2- Promote good progress and outcomes by children
Teacher’s Standards	Teaching Standard 2- Promote good progress and outcomes by pupils
Professional Standards for Teachers and Trainers in the Further Education and Training Sector)	Professional Skills 14- Apply motivational, coaching and skill development strategies to help learners progress and achieve.

Subject and Curriculum Knowledge

Aim of all settings:

Commitment to CPD for ALL staff

Actions to support inclusive practice:

All staff across the setting are provided with professional development opportunities to develop their subject, curriculum knowledge and pedagogical approaches to working with children and young people. Staff actively collaborate with other colleagues to develop their practice.

Subject leaders ensure the curriculum is appropriate to meet the needs of all learners

Leaders work in collaboration to ensure mutual understanding of expected outcomes for learners. The curriculum is adapted to meet the needs of all learners. Staff are provided with the opportunities to adapt their lessons to match the preferred learning styles of the learners within their class.

Evidence- based interventions as part of whole class teaching approaches

Teachers should use school systems for assessing/ identifying any difficulties and putting in place appropriate evidence-based interventions.

All staff are responsible for the development of literacy skills

Across the curriculum, teachers should focus upon:

- targeted vocabulary teaching in each subject;
- ongoing explicit teaching of word reading and spelling to fluency, with the most useful words taught first (phonics, sight words, topic words);
- text reading fluency and confidence;
- ongoing explicit teaching of how to approach, develop and monitor reading comprehension for different types of texts;
- ongoing explicit teaching of how to plan, monitor and evaluate writing composition for different writing purposes;
- positive motivation to read and write for different purposes.

All learners have access to good quality books and resources and teachers aim to increase the love of reading, by encouraging learners to discover and connect with literature. There are frequent opportunities to read and share literature individually, with friends and in groups.

All staff are responsible for the development of numeracy skills

Across the curriculum, teachers should focus upon developing and reinforcing mathematical skills and knowledge.

Maths Skills:

- Showing learners how to interrogate and use their existing knowledge to solve problems.
- Providing problem-solving tasks for which learners do not have ready-made solutions.
- Teaching learners to use and compare different approaches.
- Using worked examples to enable learners to analyse the use of different strategies.
- Learners should be encouraged to monitor, reflect on and communicate their problem-solving.

Mathematical Knowledge:

- Emphasising the connections between mathematical facts, procedures and concepts
- Providing opportunities for learners to practice, fluently recall and apply facts, concepts, methods and strategies.
- Using tasks and resources (such as stories real life examples and problems) to challenge and support learners' mathematics.

Key principles within this section have been linked with:

Teacher's Standards (Early Years)	Early Years Standard 3- Demonstrate good knowledge of early learning and EYFS
Teacher's Standards	Teaching Standard 3- Demonstrate good subject and curriculum knowledge
Professional Standards for Teachers and Trainers in the Further Education and Training Sector)	Professional Knowledge and Understanding 8- Develop and update knowledge of your subject specialism, taking account of new practices, research and/or industry requirements.

Well-structured lessons

Aim of all settings:

High quality and differentiated teaching which is monitored and supported by school leaders

Actions to support inclusive practice:

Teachers have high expectations for all learners regardless of their needs and use appropriate assessment to set ambitious targets.

- A broad and balanced curriculum is available and made accessible to all learners.
- Strong, positive relationships are established between staff and learners, taking time to talk to them and listen to them, knowing their strengths and building on them and identifying what they need in the moment.
- Lessons have clear and achievable objectives
- Teaching builds on what children already know, can do and understand.
- Teachers make use of resources along with visual and kinaesthetic representations to support learning. This is done to ensure staff are scaffolding the learning for learners.
- Common misconceptions are anticipated and explicitly identified and taught. This continues throughout the lesson through the implementation of effective assessment for learning strategies.
- Teachers use explicit modelling including the thinking behind why an approach is successful.
- Teachers explicitly teach new vocabulary including pre teaching for some learners.
- Time is given for learners to engage in purposeful practice of new skills and time to reinforce existing learning including overlearning for some learners to commit things to long term memory (repetition, revisiting, retrieval, to support retention).
- Strategies to improve motivation, attention and engagement are embedded in to learning activities
- Movement breaks are included for the whole class rather than singling out individuals
- Where appropriate, high quality learning walls provide a prompt for learners to reflect on previous learning.
- Learning walks with a focus on Inclusion and SEND serve to support the development of best practice and inform professional development and performance management.

Teachers impart knowledge and develop learners understanding through effective use of time phased learning

Learners receive high quality first teaching where they are encouraged to be independent learners. The implementation of time phased learning facilitates pace and rigour within learning.

Promote a love of learning and children's intellectual curiosity

Strong teacher subject knowledge, unlocks learners enthusiasm and curiosity to learn. Staff are enthusiastic in their delivery of learning and learners are exposed to real life learning experiences. Cross curricular links are made which are purposeful and link to personal experiences. Lessons enable learners to communicate their opinions, ideas and knowledge in a way that is appropriate to them.

Staff reflect systematically on the effectiveness of lessons and approaches to teaching

Staff are given time to reflect on their practice, seeking support of others. Staff work in collaboration with others to share professional opinions with all staff involved. This is done through a positive learning experience that allows staff to reflect and be given opportunities to develop their practice and seek support from others.

Teachers contribute to the design and provision of an engaging curriculum within the relevant subject area (s)	There is a whole setting approach to curriculum development which utilises the strengths and expertise of subject leads. The curriculum is inclusive of enhanced experiences to expose learners to the wider world such as through visits/ visitors. The curriculum incorporates a range of approaches to meet wide ranging needs.
Independence not dependence	Teachers promote independent learning for all learners. All learners have opportunities to work independently. Adults may guide learners as they begin to develop independence. Staff are mindful that grouping/seating arrangements and additional support allows learners to develop independence and not create dependence.

Key principles within this section have been linked with:

Teacher's Standards (Early Years)	Early Years Standard 4- Plan education and care taking account of the needs of all children
Teacher's Standards	Teaching Standard 4- Plan and teach well-structured lessons
Professional Standards for Teachers and Trainers in the Further Education and Training Sector)	Professional Values and Attributes 4- Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points

Adaptive teaching

Aim of all settings:

A strong understanding of individual needs

Actions to support inclusive practice:

Teachers use the systems that are in place to ensure they are aware of individual learners' needs, and that those with additional needs are receiving the required support. Staff take time to develop relationships with learners.

Reasonable adjustments

Teachers identify any barriers to learning and participation including barriers which are non-academic. Learners' strengths and barriers are observed and monitored, in different settings and contexts, to inform planning. Teachers make reasonable adjustments and explore creative solutions to enable learners to continue to make progress. All staff strive to establish an environment that is inclusive for all learners.

Differentiation is intentionally planned

Effective differentiation supports learning of skills to fluency. All learning activities are differentiated in line with all learning and language levels, using relevant teaching aids, modifying the demands of the task and with the use of questioning and feedback. Differentiation involves activities which are intentionally planned over time for all learners at all five levels of learning: Acquisition, Fluency, Maintenance, Generalisation and Adaptation/Application - to develop learning, memory retention and confidence. All learning activities are appropriately scaffolded to facilitate learning for all.

Rich language in every classroom

Every adult in the classroom understands that every moment is a language development and comprehension moment. Adults model and encourage the use of rich language and take time to listen to what, and how, learners are speaking and talking in lessons. Staff are all continuously aware of the quality of interactions and quantity of interactions.

Visual strategies to support the spoken word

Teachers use visual strategies to supplement verbal information to assist with understanding and independence. For example, a gesture, a photograph, an object or a symbol. There are appropriate methods of communication so all children can understand what is being communicated to them.

Time to process information

Learners have time to process information before being asked to respond. 'Thinking time' or opportunities to work with talk partners before answering a question is built in. Teachers use prompts such as "I'm going to come back to you in a minute for your idea."

Modelling to aid understanding

Modelling is used to aid understanding. This includes practical demonstrations, models of completed tasks, worked out problems, visual cues and audio commentary.

Chunked instructions

Instructions are broken down into small, manageable chunks or steps. Alongside clear instructions and explanations, adults provide key points and steps - either written or visually.

Staff are aware of sensory needs and issues that may impact on learners

Learners' sensory needs are known and used to plan seating arrangements and movement breaks.
 Left and right-handed learners are able to use equipment comfortably.
 Learners 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, who is facing the light, where you stand in relation to the light.
 Use of pale background and accessible font styles on the whiteboard.
 Staff are aware of smells and noise in the room and any particular individuals who may be impacted by these. E.g. classroom next to the canteen or music room.

Key principles within this section have been linked with:

Teacher's Standards (Early Years)	Early Years Standard 5- Adapt education and care to respond to the strengths and needs of all children
Teacher's Standards	Teaching Standard 5- Adapt teaching to respond to the strengths and needs of all learners
Professional Standards for Teachers and Trainers in the Further Education and Training Sector)	Professional Knowledge and Understanding 11- Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences

Assessment

Aim of all settings:

Actions to support inclusive practice:

Assessment for all learners	<p>Class and subject teachers should make regular assessments of attainment and progress for all learners and use these to inform effective planning, teaching and monitoring.</p> <p>Standardised subject/skill specific assessments are used as appropriate. Settings draw upon assessment information from previous setting/ transition and use baseline assessments in a range of key areas to inform their approach.</p> <p>Assessment for learning strategies are integrated into lessons.</p>
Early identification of need	<p>All staff look through 'a detective's lens' to identify whether a learner has an additional need. Staff understand that early identification of need and implementation of intervention and support will provide a learner with the best chances of life long success.</p>
A regular cycle of Assess, Plan, Do, Review is used to ensure that learners with SEND are making progress	<p>Learners' strengths and barriers to learning are clearly identified and are observed and monitored in different settings and contexts to inform planning.</p> <ul style="list-style-type: none"> • Staff are aware of learners' starting points so that expected progress can be measured. • Assessment is used to inform planning and interventions. • Consideration is given for individual learners' developmental trends. Other methods are used to demonstrate holistic progress (e.g. Support plans, case studies, etc.). • The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes.
Formative assessment and feedback are a feature of daily practice	<p>A wide range of assessment strategies and tools are used to ensure a thorough understanding of an individual's specific areas of need. Experiences take into account prior learning and interest and are based on assessment for learning.</p> <p>A wide range of assessment strategies and tools, including observational assessments, are used to ensure a thorough understanding of learners and their starting points.</p> <p>Learners have regular opportunities to reflect upon their own achievements and learning.</p> <p>Learners' records e.g. learning journals, electronic systems, demonstrate the next steps in their learning journey.</p> <p>The implementation of pillars of feedback will clearly communicate to the learner what they need to do next in order to improve. Feedback to learners happens in the 'now'.</p> <p>The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for children and young people.</p> <p>Staff are empowered by information and data to take action at classroom level.</p>
Assessment informs the provision of appropriate resources	<p>Ongoing monitoring informs the provision of resources for lessons.</p> <p>Staff differentiate learning according to informed information.</p>

Assessment and progress in personal development is as important as academic progress	Staff have strong knowledge of their learners and identify personal development opportunities. Progress is celebrated and used as motivating factors for learners.
Whole school information is used to understand and identify need	<p>A wide range of data is used to form an understanding of a child's needs. This may include information from academic data, behaviour, attendance, engagement scores.</p> <p>Staff should reflect on areas such as behaviour and attendance and consider how possible unidentified needs are impacting on this. Staff need to be aware of the language and impact they may have on a learner who has an additional need.</p>
Arrangements are in place to manage reasonable access arrangements for tests, national tests and public examinations	<p>Settings make appropriate access arrangements for assessments so that they are accessible to all learners</p> <ul style="list-style-type: none"> • Access Arrangements could include: <ul style="list-style-type: none"> - Rest breaks - Use of a reader / scribe / laptop / assistive technology - Extra time <p>Adapted resources are used in class and assessments to support normal ways of working.</p> <p>Where a learner is in receipt of an access arrangement, staff implement this to ensure normal ways of working.</p>

Key principles within this section have been linked with:

Teacher's Standards (Early Years)	Early Years Standard 6- Make accurate and productive use of assessment
Teacher's Standards	Teaching Standard 6- Make accurate and productive use of assessment
Professional Standards for Teachers and Trainers in the Further Education and Training Sector)	Professional Skills 19- Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.

Relationships and Behaviour

Aim of all settings:

Actions to support inclusive practice:

Curiosity and empathy	<p>Teachers are curious about and question what the behaviour is trying to communicate about the situation. Teachers respond to behaviour from a position of curiosity and empathy, demonstrating compassion, kindness and hope rather than blame and shame.</p> <p>Staff actively listen to the voice of the learners.</p> <p>Staff approach behaviour as a means of communication and look to identify patterns and triggers.</p>
Clear consequences which are 'reasonably adjusted'	<p>Teachers have clear and consistent limits and boundaries. There is clear and consistent use of language with good communication amongst all staff.</p> <p>Consequences are 'reasonably adjusted' for learners with special educational needs, as required by law. Timely and well-informed processes are in place to identify possible emerging or unmet special educational needs, in order to avoid unnecessary multiple and escalating consequences.</p> <p>There are clear systems for reintegration with reflection and restorative work taking place to support with rebuilding relationships.</p>
Recognition and value	<p>Teachers demonstrate their recognition of all learners and every learner's contribution to the learning community. There are plenty of opportunities to develop and support self-worth through celebration and sharing of interests and strengths.</p>
Connection and belonging	<p>Staff help all learners to connect and belong within the class, form or group. Adults support learners to develop friendships and constructive relationships with each other and appropriate adults.</p>
Positive relationships with families	<p>Teachers actively seek to build and sustain positive relationships with all families. Relationships with parents are rooted in mutual respect and understanding for why some families feel less able to engage with education. Teachers ensure a professional welcome at all times and show empathy for families' circumstances and situations.</p>
Support for potentially vulnerable learners	<p>The emotional health needs of potentially vulnerable learners are identified and addressed, for example, young carers, those who are lesbian, gay, bisexual or transgender, children or young people in care, those who are suspended from school or at-risk from exclusion, learners with SEND.</p>
Praise culture	<p>There is an active praise culture where learners can celebrate even the smallest steps of success alongside their peers and adults.</p> <p>Positive behaviour and language is modelled throughout the setting by adults.</p>

Key principles within this section have been linked with:

Teacher's Standards (Early Years)	Early Years Standard 7- Safeguard and promote the welfare of children, and provide a safe learning environment
Teacher's Standards	Teaching Standard 7- Manage behaviour effectively to ensure a good and safe learning environment
Professional Standards for Teachers and Trainers in the Further Education and Training Sector)	Professional Values and Attributes 6- Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.

The Timpson Review of School Exclusion³ found '*Children with some types of SEN, boys, those who have been supported by social care or are disadvantaged are all consistently more likely to be excluded from school than those without these characteristics*'. Unmet special educational needs (SEN) can often bring a great deal of pressure on the learner and at times lead to a lack of confidence, and cause learners to avoid situations that can lead to these feelings. Remember to be curious about any behaviour that seems unusual or conspicuous.

Transition and Transfer

Transition for all children and young people is a key factor in educational success. Settings put significant effort into sharing information and making new, positive connections so that children and young people start their new setting with confidence. Transitions between classes, year groups and settings are also of significant importance.

Several studies have shown a dip in attainment, especially in literacy and numeracy, coinciding with this time of change. Some challenges at the point of transition that emerge from the evidence base include:

- Adapting to academic challenges and curriculum discontinuity;
- Familiarising with formal school systems, expectations and routines;
- Developing healthy peer networks and dealing with issues around bullying.

By anticipating the risk points around times of transition, settings, parents and carers, and CYP can work together to deliberately build support around significant moves. In addition to this, good communication across schools can help foster curriculum continuity, intelligent use of diagnostic assessment, along with specific planning to address pastoral needs and academic support.

‘Learner participation is about developing a culture in schools where all children and young people have a voice and have the opportunity to play an active role in decisions that affect their learning and wellbeing’.
The United Nations Convention on the Rights of the Child 1989⁵

In this section, we talk about the ‘transition and transfer’ of all children across all movement points. This includes children transitioning from early years/ home settings and into schools, transitions between year groups, key stages, teachers, primary to secondary, secondary to post-16 as well as mid-year transfers, and CYP transitioning between their home school and alternative provision settings. We know in Hartlepool that there are a significant number of transitions occur within the academic year and it is crucial to foster the same principles of transition support to ensure movement is as smooth as possible for all CYP regardless of their transition point.

It is important that children and young people are supported to experience a successful transition, recognising that transition is a process and not a single event.

We know that an individual’s experiences of transition can have a powerful and long-lasting effect on outcomes as well as impacting on their self-esteem and emotional wellbeing.
(Alexander, Entwisle & Horsey, 1997)

Whilst transition can be a time of great excitement and opportunity, CYP can also experience:

- **loss of attachment to familiar people, friends, the environment and objects within that environment**
- **uncertainty of their role and identity**
- **entry into an environment that is less predictable**
- **a perceived loss of control**
- **a feeling of being de-skilled and less valued**
- **uncertainty about the future**

Therefore, it is important to consider:

- **Creating a sense of safety**
- **Promoting calm**
- **Creating a sense of control**
- **Promoting positive relationships**
- **Developing a sense of belonging**
- **Time to adjust**

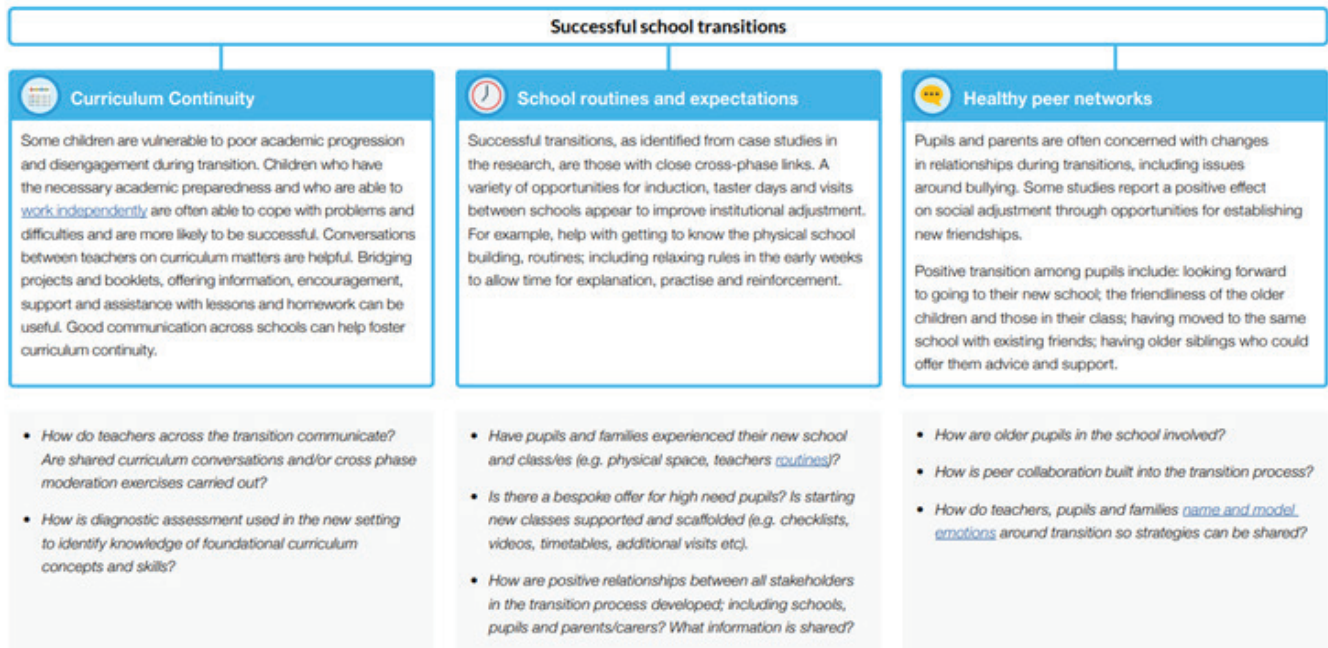
Approaches and Strategies:

The following principles should be applied regardless of the stage/ age of the CYP.

Aim of all settings:	Actions to support inclusive practice:
Effective information sharing between settings	<ul style="list-style-type: none"> • All information for each CYP is passed on so that all relevant strategies and resources can be implemented. • Information is shared in a timely fashion to enable settings to plan for any additional needs prior to the transition taking place. • Settings have internal systems to ensure information is gathered by the relevant staff members and passed on to the receiving setting. The receiving setting, ensures that the relevant staff members are involved in receiving the information. • Information sharing is open and honest and there is ongoing monitoring of transition and communication between receiving and previous settings.
Effective information sharing between stakeholders	<ul style="list-style-type: none"> • All stakeholders hold responsibility of sharing information with the receiving setting to ensure a joined up approach. Stakeholders should not expect that someone else will pass on the information.
Identified key people in all settings to be responsible for transitions	<ul style="list-style-type: none"> • An identified person for parent/ carers to contact to support with easing of transition • CYP is informed of who they should go to and for what reasons • A consistent approach • Transition discussions aim to understand the whole CYP and their needs • Setting visits are provided to the CYP and their parent/ carer • Opportunities to meet staff/ extended time with key adult
Welcoming first encounter	<ul style="list-style-type: none"> • CYP and their Parent/Carer are warmly welcomed into settings. • Settings approach transition with a 'can do' attitude and are open to CYP's needs. • Settings actively look to work together with CYP and their families to overcome barriers. • This encounter focuses on active listening to families, building on relationships and lessening anxiety. • Settings use the information gathered within the first encounters to work with staff to plan for any reasonable adjustments
Continued communication	<ul style="list-style-type: none"> • Settings approach transition as a continuum of support. All stakeholders acknowledge the need to update each other on any new information as well as acknowledge that CYP may require additional support at key points in their lives.

Transition is a time of change between classes, year groups and settings. Research evidence that attends transition is largely focused on the move from primary to secondary. However, principles can be learned for other potentially vulnerable transition points. Several studies have shown a dip in attainment coinciding with transition, especially in literacy and numeracy.

(EEF 2024- School Transitions Tool- A trio of challenges)

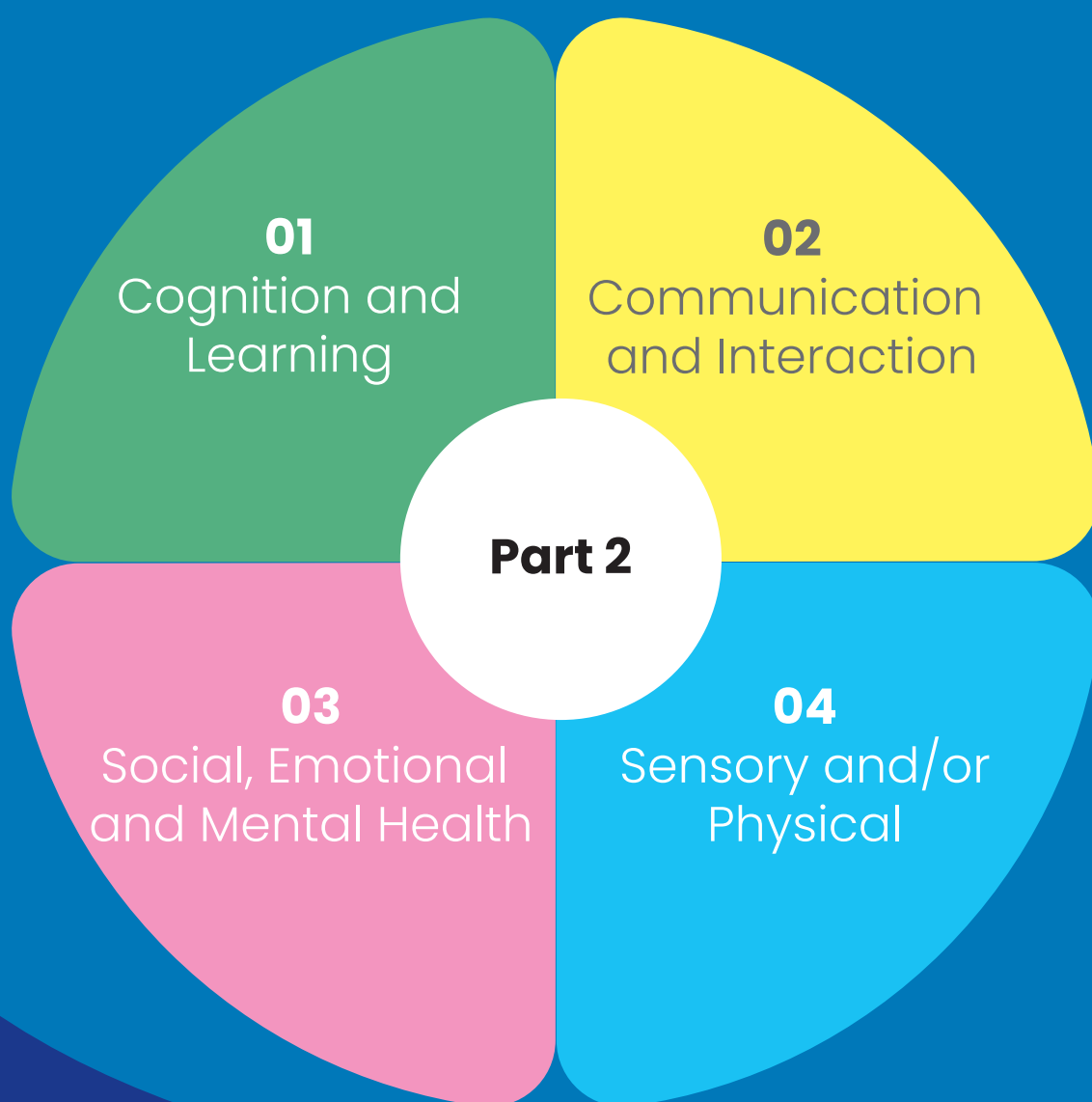


By adopting a more unified approach to transitions across educational settings we can sustain continuity of learners' experiences over time. This will significantly improve educational achievement and social and emotional development.⁷

Experiences of transition between educational levels can be a critical factor for future school success, while negative experiences can produce lasting difficulties leading to poorer educational performance.⁸

Promoting the participation of early childhood, education and care practitioners, teachers and families in the transition process, and the exchanges they have, are considered to be key factors in ensuring successful transitions.⁹

Ordinarily Available Inclusive Mainstream Practice



A toolkit to support all teaching and learning staff, including prompts, strategies and examples of good practice to support children and young people.

Part 2 – Support for four broad areas of need

The expected additional provision which is made available in mainstream settings for some children and young people who have been identified as having special educational needs and require additional strategies above and beyond Quality First Teaching.

All children and young people with additional needs should be encouraged to access strategies and resources described in Part 1- Quality First Teaching for All.

Making high quality teaching available to all CYP means that less CYP will require additional support. Where high quality teaching is not meeting the CYP's educational needs, the CYP may require additional strategies that should be made through reasonable adjustments.

It is tempting to talk about the challenge of SEND as a specific and distinct issue. Yet, far from creating new programmes, the evidence tells us that teachers should instead prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support their learners with SEND. This means understanding the needs of individual learners and weaving specific approaches into every-day, high-quality classroom teaching – being inclusive by design not as an after-thought.¹⁰

Legal duties of schools in regard to Special Educational Needs and Disabilities:

Schools have clear duties in regard to the support of children and young people with special educational needs and disabilities ("SEND") and/or disabilities under the Children and Families Act 2014 and SEN and Disability Code of Practice 2015 (the "Code").

Schools must "have regard" to the Code. This means that they should do what it says or be able to explain why they have not done so, and what alternative action has been taken.

The law is underpinned by the principle that where a parent of a child with SEND, or a young person with SEND, wants a place in a mainstream setting, this must not be denied on the basis that mainstream education is unsuitable, or that their needs or disabilities are too great or complex.

Mainstream schools must ensure that CYP with SEND engage in the activities of the school together with children or young people who do not have special educational needs (section 35 of the Children and Families Act 2014).¹¹

A key duty for certain settings is the duty to use their 'best endeavours' to secure special educational provision for all children or young people for whom they are responsible. This means doing everything that could reasonably be expected of it to meet the SEN of its learners.

This duty applies to:

- Mainstream Schools (including mainstream academies)
- Maintained (state-funded) Nursery Schools
- 16-19 Academies
- Alternative Provision Academies
- Further Education institutions
- Pupil Referral Units

The law says: "If a registered learner or a student at a school or other institution has special educational needs, the appropriate authority must, in exercising its functions in relation to the school or other institution, use its best endeavours to secure that the special educational provision called for by the learner's or student's special educational needs is made" (Section 66 of the Children and Families Act 2014).¹²

'Appropriate authority' here means the governing body, proprietor or management committee of the school or other setting. The legal duty is directly on them as a body, and not the head teacher of the school or principal of the college.

These duties apply to all CYP with SEN whether they have an Education, Health and Care Plan or not. Using best endeavours means doing everything they can to meet the child or young person's SEN. It is a duty that requires the appropriate authority to enquire and ensure that the school is actually making the special educational provision that children and young people require.

The best endeavours duty requires schools to consider obtaining specialist help, such as a speech and language therapist or educational psychologist: "where a learner continues to make less than expected progress, despite evidence based support and interventions that are matched to the learner's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies." (SEND COP paragraph 6.58 for schools).

Schools have a range of duties under the Equalities Act 2010, including duties relating to disability. Guidance for schools on these duties can be found at : https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

The National Funding Model

A) Mainstream schools and academies receive 'core education funding' or Age Weighted Pupil Unit rate (AWPU) to provide a standard offer of teaching and learning for all learners, including those with special educational needs.

B) Schools also receive an additional amount to help make special educational provision, the "notional SEN budget." The amount each school receives is based on a formula agreed between schools and the Local Authority and schools must use this notional funding to provide for up to £6k of the additional support costs to meet a learner's special educational needs.

Academies are funded through the Education Skills Funding Agency rather than the Local Authority but they receive the same level of funding as Local Authority schools in the same area and notional SEN funding is worked out in the same way.

Schools should use the notional SEND budget, within their overall budget allocation, towards the costs of fulfilling their duty to use their 'best endeavours' to secure special educational provision for their learners with SEN.

The notional SEN budget is not a budget that is separate from a school's overall budget. It is an identified amount within a maintained school's delegated budget share or an academy's general annual grant. It is intended as a guide for a school's spending decisions, and is neither a target nor a constraint on a school's duty to use its 'best endeavours' to secure special provision for its learners with SEN.

In discharging that responsibility, amongst other expectations set out in the SEND Code of Practice, mainstream schools are expected to:

- meet the costs of special educational provision for learners identified as on SEN Support in accordance with the SEND Code of Practice; and
- contribute towards the costs of special educational provision for learners with high needs (most of whom have education, health and care (EHC) plans), up to the high needs cost threshold set by the regulations (currently £6,000 per learner per annum). This cost threshold is calculated by reference to the additional costs of provision, above the costs of the basic provision for all learners in the school. High needs top-up funding is provided above this threshold on a per-learner basis by the local authority that commissions or agrees the placement.

C) There is additional funding for CYP with SEN where the cost of their additional provision is over £6000, 'Top-up funding'. This funding is provided via the High Needs Block (HNB). HNB will only deliver additional funding for individual CYP when the overall cost of additional provision is more than £6000. The first £6000 must be allocated from the school's own budget.

The high needs block also provides funding for special schools, specialist resource bases, out of local authority placements, alternative provision, and SEND support services.

All schools are expected to make reasonable adjustments for learners with disabilities, in accordance with their duties under the Equality Act 2010, whether or not they have SEN. Where a reasonable adjustment is special educational provision, the revenue cost of that adjustment may be met from the school's SEN budget.

The graduated approach:

Where a CYP is identified as having SEND then the setting needs to put the appropriate support and provision in place to remove the barriers to learning. This process involves a 4-step cycle of assess - plan - do - review, and the cycle should be repeated to regularly evaluate the impact of interventions so that the CYP receives more of what is working. Successive cycles should draw on more detailed assessments and involve more specialist support where this is required. This is known as the graduated approach.

...a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes.

(SEND code of Practice, January 2015)

The graduated approach is a model of action in response to the continuum of needs for CYP with SEND. The graduated approach is used by education settings and professionals from partner agencies in collaboration with children, young people, families, and describes a cycle of understanding needs, planning, doing, and reviewing progress. All children and young people learn differently, and an approach to support that works for one child may not help another. By this approach, a child or young person with SEND can be assessed and appropriate actions can be planned as part of an ongoing cycle.



The additional needs of most children and young people can be met by inclusive quality first teaching and reasonable adjustments that are already or 'Ordinarily Available' within their mainstream school or setting. This is set out within part one of this guide.

Where needs cannot be met through the Ordinarily Available offer children and young people may require provision different from or additional to their peers of the same age. Children and young people may require bespoke interventions, coordinated support planning, external agency input or further support which may be sourced from either the Early Years Panel, SEND Cluster Model or Hartlepool Inclusion Partnership.

There is additional funding and provision for children and young people requiring provision and support in addition to set out above. This may include High Needs Block top-up funding, group funding support, Additionally Resourced Provision placements and Statutory Assessment.

Children and Young People with an Education, Health and Care plan, may require special school provision.

Four Broad Areas of Need:

This Section, contains a range of strategy suggestions that could be considered for use, if appropriate for an individual child or young person.

Any support or provision should be provided in line with the needs of the CYP, it should not be dependent on a formal diagnosis. Even if a diagnosis has been given, it is paramount to remember that each child has strengths and needs which are unique to them.

Dysregulated behaviours can be a sign of unmet needs and it is important to reflect on behaviours and practice to understand how best to support them.

The SEND Code of Practice, 2015 (para 6:15) says “A learner has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that ordinarily available to learners of the same age.”

For ease of use, this section has been arranged by the four areas of need as set out in the SEND Code of Practice. However, many children and young people may have needs across more than one category and their presentation may not fall neatly into one area.

Staff will need to work with the CYP and their parent/carers, and at times more specialist staff, to identify, implement and evaluate more individualised strategies. As a class teacher or support assistant, it is important that you implement the advice that is provided from specialist services within your practice.

The ‘Assess, Plan, Do, Review’ cycle is at the heart of the graduated approach and used to ensure that the support the child or young person receives has a positive impact on their progress. Your views and feedback on the strategies that are used and the impact of these on the child are vital to this process.

The following sections set out prompts, strategies and examples of good practice settings should make for children and young people (CYP) with SEND from within the Ordinarily Available provision. All CYP are different and this should not be seen as a checklist but rather settings should refer to this guidance when making provision for CYP with SEND. Settings may have alternative examples in place due to their own practice, pedagogy and ethos. Where specific strategies/ programmes are given, these are to be used as a guide and should not be seen as a prescriptive list.

1. Cognition and Learning

2. Communication and Interaction

3. Social, Emotional and Mental Health

4. Sensory and/or Physical

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 2015)

In addition to the quality first teaching expectations outlined in Part 1- Quality First Teaching for All, additional provision and interventions may be required. Examples of presenting needs and suggested strategies are given below as a starting point for your planning and practice.

Some children may present with further difficulties and require additional intervention and support approaches.

Approaches and Strategies

Settings should assess Cognition and Learning needs to help staff understand the barriers to learning that learners face. Learning needs should also be reviewed using settings' own screening or assessment tools or external advice to ensure that any Cognition and Learning needs are met. In addition to this, schools should demonstrate:

- Listening to the voice of the CYP, what is it that they want/ need? Where a CYP requires alternative means to communicating their wishes, settings should use their best endeavours to do so.
- Whole school awareness and understanding of Cognition and Learning needs (including administrative and lunch time staff)
- Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other students.
- A graduated approach which draws on evidence based interventions and support approaches.
- An appropriately differentiated curriculum that takes account of individual needs.
- Classrooms and whole school environments which are reflective of learning needs.
- Opportunities for peer support systems e.g. buddies, peer support, pair and group work.
- Classroom grouping and seating arrangements which are used to facilitate learning.
- Special arrangements in place for testing and assessments when required.
- Daily literacy and numeracy opportunities.
- Application of learning skills to real life practical opportunities.
- Supporting learners to think and be ready to learn- mediated learning.
- Clear, simple and positive instructions where staff use alternative means of communication where necessary
- There is effective internal sharing of information.
- A focus on quality, rather than quantity of work, making sure that recording is purposeful and appropriate to the needs of the CYP and the task.
- Interventions are evaluated to ensure they are effective and meeting the desired outcomes.

Staff should be aware of the universal strategies useful for managing attention and listening, and creating an environment supportive of language development and comprehension. They should be aware of the sort of prompts and cues they can use to support children's language, visual supports and how to reduce distractions.

Possible presenting need:

Through observation CYP may have:

Poor memory skills

An ability to retain basic skills and concepts and need lots of practice and repetition.

Difficulty recalling information and skills

Difficulties with joint attention

Fleeting and/or poor concentration

Difficulties or inability to make a choice

Repetitive play skills

Difficulties with understanding

Limited play experience and inability to explore toys/ activities

Difficulty generalising skills

Over reliance on adults

A reluctance to take risks or problem solve

Lack of confidence to approach new tasks and experiences due to limited understanding

Child may appear isolated and disconnected from others

Difficulty sequencing

Difficulties understanding and recalling routines

Misconception of social contexts

Suggested approaches to meet the presenting need:

Use **visual support** materials to aid understanding. Choose materials based on the child's level of understanding – objects of reference, photographs and then symbols.

- Present information in a variety of modalities e.g. verbal, written, graphical, and pictorial or a combination of these.
- Ensure texts carefully matched to reading ages
- Information presented in smaller chunks
- Using visual modelling alongside verbal explanation of the task
- Awareness of the learners needs to avoid cognitive overload
- Use of technology such as reading pens to aid reading
- Use of pictures and objects of reference
- Adapted resources and scaffolds
- Word banks, multiplication squares etc.
- Use of dictionaries and thesaurus'
- Highlighting key words/ phrases in a text
- Maths- having access to concrete materials
- Practical resources
- Range of books- accessible for all
- Homework carefully matched to need
- New skills are taught one at a time

Support for receptive language skills (understanding)

- Use simple clear language
- Gain the child's attention by saying their name or using a gentle physical prompt
- Get down to the child's level when talking to them
- Chunk instructions into smaller parts and give them one at a time
- Reduce the number of questions asked and increase simple commentary alongside play. Use the ratio one question to 4 comments
- Increase the use of gestures

Support for attention and concentration

- Gain a learners attention before giving an instruction
- Consider of environment including seating, positioning, lighting
- Wobble cushions/fiddle toys/weighted lap toys can aid concentration during group times
- Reduce the group size for some learning activities
- Use shorter, more interactive learning and use visual props to extend attention and help the child to stay focussed
- Reduce distractions for the CYP
- Break tasks down into small steps so the learning is more achievable
- Ensure a clear structure to activities. Start with one task and increase over time. This gives children chance to practise listening and attention skills and also develop confidence to try new activities
- Ensure information on a page/ screen is kept to a minimum
- Provide opportunities for movement
- Peer assisted learning opportunities
- Provide CYP with prompts to encourage an understanding of purpose of learning
- Create opportunities for praise and recognition
- Modify the demands of tasks to match CYP's needs.

Possible presenting need:

Suggested approaches to meet the presenting need:

Support to develop play skills

- Copy children's play and pause to see if the child responds
- Model and extend play and then introduce a new action e.g. stirring the tea during a tea party
- Have two sets of toys/activities to model play sequences. This will help the child to copy play sequences
- Use the child's interests to help to broaden experiences. Use this interest in other activities e.g. put Peppa pig in the sand tray, use colouring sheets with Peppa on.
- Appropriate toys/activities need to be available for the child's developmental stage. This may mean taking toys from other rooms
- Use some hand over hand techniques to support the teaching of new skills e.g. putting a finger in messy play materials
- Use motivating object/resources e.g. bubble machine, to entice the child towards a new activity/area of the room
- Create a calm, quiet and distraction free area to introduce and model new skills
- Allow lots of opportunities to practise skills e.g. doing different jigsaws with large knobs, building with different bricks and materials so that learning and skills are generalised

Support to develop learning in social situations

- Play games without toys to help the child to copy and respond to adults
- Include the child in social communication groups. Groups can be adapted by reducing the number of children and the number of activities. Include children who are good role models within each session
- Plan in independent time periods for children who are over reliant on adults. Give children a visual cue to show that the practitioner is busy at the moment but will be available soon e.g. practitioner may wear a special hat
- Create opportunities for paired and shared play and turn taking activities e.g. "my turn, your turn". Plan fun and motivation activities e.g. rolling a ball, popping bubbles, banging a tambourine
- Teach a strategy to initiate interaction with peers e.g. show how to give a high 5 to another child
- Adults can anticipate what might happen in a social situation and give this a narrative e.g. "Tommy has tapped you, he wants to play chase"

Support to develop positive approaches to learning

- Model and teach new skills in small groups before whole group sessions
- Give positive praise which is relevant to the child for all attempts not just successes
- Provide breaks in learning for children who have sensory needs and may not be able to attend for longer periods.
- Sensory boxes may help with self-regulation and enable a child to re-engage with learning tasks
- Teach the child a phrase to obtain help e.g. 'help me please'
- Share success with other children and adults (if this is appropriate). This could be a smile, thumbs up or a sticker: whatever motivates the child.
- Ensure parents are fully involved in supporting the child by sharing approaches, strategies and successes
- Using real life experiences
- Vocational opportunities- 'hands on learning'
- Giving children practical experiences
- Adapting resources to be age and ability appropriate
- Using a variety of resources through multisensory teaching
- Opportunities to work collaboratively with peers
- Supporting learners to apply life experiences to learning
- Access to visual learning materials
- Understanding the needs of the child through clear communication

Possible presenting need:	Suggested approaches to meet the presenting need:
<p>Uneven profile/ difficulties across the curriculum but with some areas of strength</p>	<ul style="list-style-type: none"> • Ensure the learner has full access to the breadth of learning by making adjustments and modifications to differentiate the curriculum right across the board. • Differentiation by task, outcome, level of difficulty or amount of support/ scaffolding provided. • Place emphasis on self-actualisation- activities designed to develop skills which will support them to become independent learners • Support learners to develop their self-esteem through celebration and reinforcement of strengths and successes • Use the learners strengths to make links to and support areas of difficulty
<p>Specific Learning Difficulties affecting one or more specific aspect of learning (for example, literacy difficulties, numeracy difficulties)</p> <p>(Please note: a small number of children may have a formal diagnosis for example dyslexia, dyscalculia or dyspraxia. For all areas of need any provision or support should be provided in line with the needs of the child or young person and is not dependant on diagnosis)</p>	<ul style="list-style-type: none"> • Assessment through teaching e.g. observing to identify the areas of need • Teach metacognition approaches • Celebrate and recognise success • Evidence based interventions to address the difficulty and inform intervention. • Link learning to real life • Staff are provided with what strategies and approaches are recommended/ advised by outside professionals • Simple presentation changes. E.g. font, coloured paper, line spacing, lighting, overlays, adaptation and technology
<p>Literacy difficulties (including reading, comprehension and writing) and their impact across the curriculum</p>	<ul style="list-style-type: none"> • Fidelity to phonics scheme- interventions attached to scheme • High interest low level reading books • Pre-teach vocabulary- display vocabulary • Reading pens, coloured overlays • Accessing different reading resources • Phonics scheme • Gross and fine motor skills development/ interventions- Laptops, writing slope, pencil grip, handwriting programme • Pre-teach vocabulary • Consideration of amount CYP is expected to write- quality as opposed to quantity • Oral recall opportunities
<p>Difficulties accessing tests/ assessments</p>	<ul style="list-style-type: none"> • Whole school assessment systems allow for success and celebration of small steps of progress • Live marking/ feedback is accessible to all learners • CYP are assessed for access arrangements and this becomes part of their everyday working arrangements • Outcomes of assessment's are provided to CYP in a means that is appropriate to them

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 2015)

In addition to the quality first teaching expectations outlined in Part 1- Quality First Teaching for All provision and interventions may be required. Examples of presenting needs and suggested strategies are given below as a starting point for your planning and practice.

Some children may present with further difficulties and require additional intervention and support approaches.

This section is linked to ‘Speech and Language difficulties’, ‘Social understanding and communication’, ‘Autism’, ‘Flexibility, information processing and understanding.’

Approaches and Strategies

Settings should assess Communication and Interaction needs to help staff understand the barriers to learning that CYP face. Learning needs should also be reviewed using settings’ own screening or assessment tools or external advice to ensure that any Communication and Interaction needs are met. In addition to this, settings should demonstrate:

- Whole school awareness and understanding of communication and interaction needs (including administrative and lunch time staff)
- Modifications in the classroom and whole school environments to support communication and interaction needs e.g. visual signs around the school, focused visual displays in class, access to quieter or less visually distracting areas, adjustments to seating plans, etc.
- CYP will access strategies and resources typically available in the ordinary classroom, with an emphasis on appropriate multi-sensory teaching aids to support language learning and social activities.
- Classrooms are low arousal learning environments where needed, avoiding overstimulation from wall displays, noise levels and active use of strategies to minimise distraction, support attention and concentration
- Careful consideration of resources to capture attention at developmental stage of the CYP.
- Staff adapt their level of language to meet the level of learners needs. Staff recognise when to use clear, simple and positive instructions and provide alternative means of communication e.g. symbols, images, communication devices as needed.
- Visual prompts (e.g. now-next boards, visual timetables) are used to support CYP to predict their day and manage their expectations.
- Visual supports are planned for and used in learning tasks. These are shared to be used consistently between home and school and across classes.
- Lessons emphasise functional vocabulary and learners have the opportunities to explore language in relation to real contexts.
- Children and young people access regular talking opportunities, with both adults and peers
- Staff have an understanding of tiers of vocabulary and systematically teach ‘Tier 2’ vocabulary.
- A CYP with language other than English may present as having language difficulties. This may depend on how long they have been exposed to English as a language learner, staff should monitor progress to establish whether a CYP has communication and interaction difficulties over time.
- Staff monitor key transition points, e.g. break, home, lunchtime, with strategies to reduce anxiety.

- Familiar, consistent and predictable daily routines are in place to support CYP.
- Staff model expected social behaviour and interactions
- Staff know when to avoid ambiguity and are considerate of literal learners.
- There is effective internal sharing of information about CYP's speech, language and communication needs amongst staff which creates consistency in working with CYP.
- Staff use a wide range of methods for recording responses or sharing understanding, such as drawing, mind-mapping, voice and video recordings. Present information tasks in a variety of formats e.g. verbal, written, and visual.
- Curriculum access is facilitated by adaptation and task modification.
- Tasks are differentiated for the individual, by level/ outcomes/ pitch/ pace and grouping.
- The curriculum allows for social interaction opportunities.
- An emphasis on how to ensure opportunity of building 'cultural capital' and 'character education'.

Staff approach children displaying difficulties associated with communication and interaction needs with a solution focussed mind set.

Staff understand that all behaviour is a form of communication and look towards these behaviours with curiosity and empathy.

Possible presenting need:

Attention and listening

Attention and listening
CYP might not look at the speaker and may not respond to their name

CYP may be easily distracted, find attending to activities difficult and flit between one thing and another

CYP may not be able to listen and do something at the same time

CYP may appear to be in their own world or on their own agenda and it may be difficult to get them to engage in adult led interactions

CYP may engage in a limited range of activities

CYP may find it difficult to share attention with others

CYP may not demonstrate active listening skills but are processing information

Suggested approaches to meet the presenting need:

- Staff are actively curious to establish what engages and motivates CYP.
- Offer a range of sensory experiences and equipment to engage the CYP.
- Position yourself at the CYP's level to facilitate their focus on you as a communication partner.
- Use the CYP's name before communicating with them and wait for a response to prompt a shared focus.
- Use facial expression, gestures, tone of voice and body language to gain and maintain shared attention as required.
- Identify the stage of the CYP's attention levels e.g. fleeting, attend to own choice of activity, single channelled attention, and integrated attention.
- Consider the engagement profile to support reflection and adaptation of the learning environment and interactions e.g. rag rated timetables, stress bucket, staff viewing experiences through the eyes of the child.
- Reinforcing good listening skills with visual reminders e.g. good 'waiting', 'looking', 'sitting', 'thinking' and 'using our ears' symbol displays.
- Use pictorial support or objects to support attention skills.
- Arrange opportunities for the CYP to participate in small groups or paired work.
- Adjust the pace and order of activities to maintain interest and attention.
- During transition points, consider using music/ routine songs to signal regular transition times in the day e.g. tidy up songs/ play classical music at a low level to signal lunch time.
- Share key strategies with parents and carers to ensure a consistent approach.
- Delivering clear, simple verbal information in smaller chunks to support attention where needed
- Encourage CYP to repeat key information back to you in order to reinforce what they have understood.
- Encourage older CYP to reflect on reasons behind reduced listening and attention e.g. I had too much to remember, there was a word I didn't know and I switched off, there was a lot of noise and I didn't hear, I was watching X making faces, etc. Problem solve how they could spot this in the future to help manage their listening and attention.

Possible presenting need:

Non-verbal/ pre-verbal communication

Suggested approaches to meet the presenting need:

- Use of visual resources to aid communication (including visual timetables).
- Provide gestures to reinforce language.
- Objects of reference to reinforce requests.
- Routines are predictable.
- Modelling 'good' listening.
- Modelling vocabulary that is specific and relevant to the environment and activity.
- Staff use modelling in aspects of the environment to immerse children in the language.
- Provide a narrative on CYP's play.
- Staff engineer communication opportunities throughout the environment.
- Ensure vocabulary from adults at school and home is the same.
- Provide simple choices (with appropriate resources).
- Staff respond to verbal and non-verbal means of communication and value spontaneous attempts.
- Staff embrace and enjoy alternative means of communication and the adults enter into the CYP's world e.g. mirroring intensive interaction.
- Intentional pauses are placed into interaction to support learners in their communication.

Understanding and Processing Language-Receptive Language

CYP who have receptive language difficulties can present very differently.

It may be very noticeable if the CYP have difficulties following instructions, responding to questions in class, answering questions about stories.

Their learning progress may be slower than expected.

For some CYP it is more difficult to pinpoint what they find hard as they are able to follow and copy other children so may appear to understand what is being said.

Some children may not voice that they have not understood whilst for others these difficulties manifest through challenging behaviours.

Avoids tasks and activities where there is a reliance on understanding language

- Consider what you know about the CYP's level of understanding and adapt your language accordingly i.e. chunking information, reducing complexity of vocabulary, reduce pace of verbal information and allow time for the CYP to process.
- Ask children to say it before they write it.
- Some children may understand less words than expected – consider teaching vocabulary beyond topic vocabulary i.e. Tier 1 vocabulary (basic everyday words) & 2 vocabulary (words that help organisation of understanding time, place and position e.g. first, then, next, before, after, beside, behind).
- Use child friendly explanations and real context to highlight meaning of new words. Provide opportunities for real life, first-hand experiences (cultural capital) to facilitate new vocabulary through a multi-sensory approach.
- Encourage the CYP to recognise they need repetition and what has made it difficult to understand e.g. it was too fast to follow, there was too much to remember, the background noise was distracting, etc.
- Reduce and build complexity of question types to adapt to the CYPs level.
- Use gestural support (e.g. 'Makaton') to scaffold understanding of language – be consistent in your use of signs!
- Staff support the development of verbal concepts through categorisation, games and activities.
- Consideration of access arrangements such as access to an oral language modifier for assessments.

Possible presenting need:

Expressive Language (expressing themselves or talking)

CYP can have varying degrees of difficulties in the following areas of expressive language development:

- Using Vocabulary
- Using Syntax/Grammar
- Organising a Narrative
- Using language to explain, to problem solve and to infer

CYP may use less words than some of their peers, or they know the words but have difficulties retrieving them from their 'word store'.

They may confuse words that sound similar or have similar meanings.

CYP may use non-specific words, such as this/that/that thing.

They may find it hard to express their ideas and explain what has happened, and share news.

They may not use accurate grammar: for instance miss out words such as is/are, not use the past tense, use pronouns incorrectly.

They may have difficulties sequencing and organising an oral narrative, e.g. information might be given in the wrong order, may miss out who, where or what happened.

They may not be able to use connectors such as and/ because/so to link their ideas.

Suggested approaches to meet the presenting need:

- Respond to and value what a CYP says rather than how it is delivered.
- Differentiate curriculum access and independent learning: regulate pace and amount of language used, allow response time, time for consolidation and over learning, discourage interruptions.
- Pre teach vocabulary and provide vocabulary lists/ topic word mats (with visuals to help with word finding/recall difficulties if appropriate).
- Create opportunities to use new vocabulary (including 'tier 1 & 2' words).
- Model language to CYP without expectation for the CYP to repeat it e.g. Child: 'Cat runned away' Adult: 'Yes, the cat ran away'.
- Emphasise key words as you comment e.g. here's the **car**. The **ball** is in the bucket.
- Plan peer to peer conversations as part of the daily routine (e.g. partner talks, group discussion/negotiation).
- Scaffold – for instance if the child uses one word sentences, repeat what they have said adding another word, for instance 'dog' -> 'yes a big dog'.
- Provide support strategies to organise ideas and information e.g. mind maps, colour coding sentence strips.
- Use key questioning to prompt more language (e.g. who? what? where? when?).
- Allow learners to rehearse/practise a response so they can join in class/group activities.
- Explore the use of alternative and augmentative communication methods (AAC) e.g. natural gesture (such as Makaton), picture symbol based systems.
- Use symbol exchange communication systems where indicated.
- Provide interventions to support use of language such as; Early Talk Boost/Talkboost/NELI/School Start.
- Use writing frames and narrative templates to organise sequencing of ideas, sentences, and stories.
- As receptive and expressive skills develop, ask open-ended questions to encourage conversation e.g. "What did you do on holiday?" rather than "Did you go to the seaside?"

Possible presenting need:

Speech systems

- Sounds

A CYP who has speech difficulties may sound unclear especially to an unfamiliar listener.

They may find it hard to use some sounds expected in English, and/or their home language. The difficulties can range from mild to significant and may impact their intelligibility to various degrees.

For all children who present as having speech difficulties, the production of sounds is generally the most obvious and noticeable sign. These children may also have speech sound processing difficulties and phonological awareness difficulties.

Suggested approaches to meet the presenting need:

For some children the speech difficulties are linked to a delay (or disorder) in their ability to make the sounds.

Speech sounds development charts are helpful when looking at a child's speech pattern and cross referencing the ages and stages with the sounds they have difficulties using.

Some children may experience complex speech difficulties with a disordered pattern to speech acquisition. These usually require specialist input for assessment, advice and possibly therapy.

Speech sounds are different from the letters of the alphabet. It is important to refer to them as the "pure" sounds we hear rather than the letter name, for instance the sound "b" rather than the letter name "Bee".

Speech sound processing refers to the brain's ability to perceive, 'decode' the speech sounds we hear and to plan and coordinate producing them rapidly.

- Ensure phonological awareness activities are embedded in teaching: syllables, rhymes and alliteration.
- Teach the meaning of new words as well as their sound properties: what sound does it start with? What is the last sound? How many syllables does it have? What does it rhyme with?
- Focus on what the CYP says not how they say it. Encourage and support alternative means of communication alongside speech e.g. gestures, using pictures available. It's ok to say when you haven't understood. You can say 'I understood this, but can you show me ...'
- Model back pronunciation supportively, if the child says: 'I need my toat' you say: 'your coat, that's right let's get your coat'. Don't expect the child to be able to repeat a whole word accurately after you as this takes time to develop from single sounds to within short words, to within longer words to phrases before natural production in conversations.
- If the CYP is aware of their speech difficulties and can self-correct encourage this awareness.
- Total communication is encouraged within the classroom setting. Children who may be difficult to understand are encouraged to use a variety of means to get their message across, sign, natural gesture, writing things down, "showing", using objects.
- Visuals are available within the setting that support the above, e.g. a visual timetable so a child can tell the adult when something happened.
- Reasonable adaptations are made for teaching phonics/literacy/ the phonics test by being familiar with the guidance for scoring for children with speech sound difficulties and liaison with the Speech and Language Team regarding specific sounds/error patterns that of individual children.
- Systems that promote good home/school communication are utilised e.g. home/school books, class apps that can share things the child has done in both settings thereby increasing the chances of the child being understood in conversation due to increased shared context.

Possible presenting need:

Voice

A CYP may not complain of a sore throat but their voice may persistently sound hoarse, croaky or strained over time.

This lasting change can cause structural or mechanical changes in their vocal apparatus.

A CYP may lose their voice entirely, which can persist over time in some cases.

Some CYP may start the day with little voice and others may find their voice deteriorates during the day.

Suggested approaches to meet the presenting need:

- Try to set a good example of vocal behaviours in class by managing taking turns to speak and not frequently shouting (or whispering sharply) when you speak.
- Manage classroom noise levels and reduce overlapping talking. If there is a lot of background noise, a CYP may raise their voice to talk over it. Try to limit the amount they need to raise their voice by management of the sound levels in setting.
- Add moisture to the air. If a room is very warm, the air becomes dry. Consider using a humidifier or place a bowl of water by a radiator/ on a warm windowsill to moisten the air.
- Encourage CYP with voice difficulties to avoid shouting, screaming, or making 'strained' noises with their voice. This includes raising their voice to be heard between areas. If a CYP has voice quality issues, frequently using 'squeezed' or 'strained' character voices can add to the impact on their vocal cords. Encourage them to use a smooth, healthy voice, gestures rather than shouting if appropriate and walk to people to talk to them.
- Discourage whispering. This can be as damaging for the voice as shouting. Encourage a gentle (i.e. 'passing on a secret') voice instead. If a CYP's voice is just a whisper, encourage them to rest their voice.
- Encourage a CYP with voice difficulties to rest their voice: Try to find a balance for a CYP using the voice. For example, if they have been doing an activity with a lot of speaking demands & their voice a lot. Try to change to a minimal talking activity if voice quality deteriorates.
- Ensure the CYP is well hydrated. Good hydration can help keep the cushioning layer of healthy mucous that covers & protects our vocal cords working well. This dries out quickly if we are not adequately hydrated. Make sure the CYP has a water bottle to sip through the day. This is best for hydration as it doesn't trigger the need to use the toilet as much as gulping a lot of water at once. As such it works into a CYPs system more Note: Caffeinated drinks are dehydrating and sugary drinks/lots of milk protein can make our throat feel stickier.
- Irritation of the vocal cords can cause persistent habitual throat clearing. Encourage a CYP to make a gentle hum or sip/swallow/ breath instead of throat clearing to remove irritation.

Fluency

A child or young person who stammers might:

Avoid responding to a question they could answer.

Worry about others reaction to their stammer.

Avoid asking for help when they need it or try to hide their stammer (e.g. by saying less, swapping words, avoid speaking in certain situations, e.g. in groups)

Become very anxious about or avoid whole class talking situations e.g. register, reading out loud

- Teach wait time.
- Encourage the whole class to take their time when answering questions.
- Create a classroom policy that encourages a relaxed reading pace. This may help the child who stammers as well as any slower or more hesitant readers.
- Encourage the child who stammers to contribute in class or in small groups. Don't exclude a child from speaking in class as this can undermine their confidence.
- Consider alternative ways for the CYP to respond to answer the register (Ask everyone to do this so the child doesn't feel singled out).
- Go round the class to check if everyone is following OK. This will make the child who stammers more likely to let you know if they haven't understood something.
- Include speaking tasks into your lesson planning where the child is likely to be more fluent. For example, reciting familiar lists like the days of the week or counting. Or, singing or speaking familiar words with a strong rhythm as in nursery rhymes or poetry.

Possible presenting need:

Suggested approaches to meet the presenting need:

- Work towards reading in front of the class gradually. You could start by asking the child to read to you alone outside of the lesson. Follow this by bringing in a classroom support assistant or one of the child's friends. Then in small groups, before building up to reading in front of the whole class.
- Keep natural eye-contact even if the child looks away when stammering.
- Stay focused on the message. Listen to what the child is saying rather than how they are saying it.
- Avoid putting the child on the spot by directly asking them questions. Allow them to answer questions when they want to and give them as much time as they need.
- Try to reduce the number of questions you ask. If you need specific information you could use statements or give alternatives, e.g. "Did it happen in class or in the playground?"
- Slow down your own speech to show there is plenty of time to talk.
- If a child who stammers does put up their hand to answer a question, try not to keep them waiting too long for their turn as this can increase anxiety.
- Ask the child if they'd like to go first in group reading activities; waiting for their turn can make some people who stammer feel anxious. Or ask them to read together with another child. This can help reduce pressure.
- Give the child who stammers plenty of time to say what they want to say.
- Don't interrupt or finish their sentences for them. If you feel anxious when the child is stammering, try not to show it. Remain calm, kind and approachable. Don't tell them to 'take a deep breath' or 'take their time'. Although well-meant, it rarely helps and can lead to the child feeling frustrated.
- Build the CYP's confidence, praise them for what they do well verbally and in non-talking situations.
- Be aware that a child who stammers may stammer more when expressing complex ideas or using new vocabulary or sentence structures.
- For older children, if you think they might know the answer to a question, ask them if they would like to have a go at answering it. It's best to ask them first in a one-to-one chat if they'd be comfortable with you doing this.

Possible presenting need:

Selective Mutism

Some children will not speak in specific situations/ environments/with certain people, even though they'll happily talk at home or other places.

A child with selective mutism will have a high level of anxiety around talking. Selective Mutism is an anxiety disorder, diagnosed by a clinical psychologist or SALT.

Other children may experience not speaking in different situations because of factors such as being overwhelmed with emotional, sensory and communicative demand. This may result in them avoiding, refusing to engage in certain situations or appearing to "freeze" and be unable to participate verbally or non-verbally.

Suggested approaches to meet the presenting need:

- Sitting a CYP with Selective Mutism where they can see the whole class can help reduce anxiety about what they can't see happening behind them, etc.
- Organise the classroom routines so that the focus is on providing an opportunity to participate rather than any pressure to respond verbally or non-verbally.
- Organise activities in which CYP participate by movement, actions, sing or talk in unison, and activities and games which do not require speech, making this clear before you start.
- Encourage the CYP to sit, work or play with friends they talk or communicate with in other settings.
- Consider implementing whole class approach of using a visual tool like a communication strip to communicate wants, needs and refusals in the classroom setting.
- Make it clear to all adults in the setting that no pressure should be put on the young person to communicate.
- Talk to the CYP about what you are doing without expecting an answer: Make comments rather than asking direct questions, e.g. 'This looks like your dog, I can't remember his name though', rather than 'What's the name of your dog?'
- Try to show interest in what they say or show interest in by commenting rather than asking questions, leave a pause and then if no response just continue the interaction. Lots of questions can be intimidating to CYP with Selective Mutism.
- Accept the CYP responding non-verbally. The CYP will have a range of non-verbal responses to questions such as nodding or shaking their head, pointing, tapping or writing.
- Minimise the amount of pressure on the CYP if they do speak: if they do the adults should not react and just carry on with the interaction. Do not give any positive or negative reinforcement.
- Avoid direct praise for talking: Try not to make a big deal out of the CYP speaking. This will help reduce some of the anxiety they may feel related to expectations to talk or any negative reaction to being praised for contributing verbally/their talking being highlighted.
- Reduce direct pressure to talk– avoid instructions that require the CYP to respond verbally:
- Try to find time at school for periods of unpressured one-to-one interaction to build trusting relationships with adults and peers.
- At registration, allow hands-up, involve the whole class in a social activity, or ask 'Is [each child's name] here?', so that the class members look around and answer in unison.
- Don't ask direct questions which put the child on the spot, especially when other people are watching and waiting for an answer.
- Don't beg, bribe, persuade or challenge the child to speak, or make it your mission to get them to talk. Don't insist the child must say 'Hello', 'Please', 'Thank you, etc. They are not being rude.
- Ensure that peers don't pressurise the child to speak and understand that they will speak in their own time.
- Ensure that the child can access their basic needs non-verbally: Agree a procedure to follow when they feel ill or upset, a method to show that they need to go to the toilet, get food water, help or first aid without speaking. The child will often not feel comfortable to implement strategies that make them stand out from their peers so consider implementing this as a whole class approach.
- Reassure the CYP that you won't single them out in class to talk i.e. to answer a question, read aloud or demonstrate an activity unless they let you know that they want to be chosen. Say that they can start talking as soon as they feel ready but, until then, just have a good time - respond whatever they feel they can manage.

Possible presenting need:

Social Communication and Interaction

CYP has difficulties understanding social conventions and communication (eye contact, active listening, turn taking, use of non-verbal gestures)

CYP may avoid situations where language is involved

CYP may demonstrate aspects of solitary play

May have difficulties during unstructured times

CYP may find emotional vocabulary learning a challenge

Difficulties making friendships and communicating/interacting with their peers

CYP may not know how to communicate using facial expressions

CYP may be over expressive regarding topics of their interest

Struggle to maintain relationships e.g. may monopolise, may struggle with peer conflict and negotiation

Difficulties in reading 'others' intentions and feelings

CYP find it difficult to make their needs, thoughts and feelings known.

Difficulties with sharing and turn taking

CYP may present with a blunt and direct communication style which others could misinterpret

Suggested approaches to meet the presenting need:

- Interact in the child-initiated moments as they arise to support and model language.
- Follow the CYP's lead and make the context and reason for communication motivating and interesting.
- Value and recognise all forms of communication including non-verbal.
- Be aware that whole class instructions may need to be delivered directly, by saying the CYP's name first.
- Small group work with the CYP for short and regular interventions.
- Use co-operative play and adult led or child-initiated tasks involving turn taking.
- Opportunities to work alongside their peers, with strong peer role model opportunities
- Adults sensitively introduce adult and peer led activities with less people before build up the group sizes.
- Break language down into small steps.
- Be explicit and specific with language used.
- Extra-curricular opportunities to provide learners with opportunities to reinforce strengths and social communication in an informal setting.
- Promoting different means of communication and accepting non-verbal attempts as meaningful.
- Routines are very important for CYP with social interaction difficulties. Make the routine clear (e.g. by using a visual) and prepare the CYP in advance of any changes during the session.
- Ensure you are face-to-face when communicating and use CYP's names to gain attention, however do not expect an autistic learner to provide eye contact.
- Use visual strategies to support the CYP with navigating and reflecting on social situations, such as Social Stories and Comic Strip conversations.
- Use visual strategies to support understanding of classroom routines and expectations, and also changes, such as visual timetables.
- Use high interest toys like bubbles, noisy or pop-up toys to encourage simple interaction and turn taking.
- Modelling turn taking, adult led turn taking activities.
- Repeat and revisit activities particularly in small groups as this can offer reassurance and build confidence.
- Staff to support with how to initiate, repair and maintain relationships.
- Clear communication of expectations in a means that is appropriate for the CYP.
- Staff to be aware that autistic learners in the classroom may need direct teaching of conversational skills.
- Reasonable adjustments are made around classroom on the spot demands such as cold calling, random name generators (possibility being exempt from if needed).

Possible presenting need:

Flexibility in thinking style

CYP experiences difficulty with change

Difficulties with flexibility e.g. difficulties with creative problem solving, shifting between tasks or changing topics

Finds it challenging to understand and accept other people's points of view

CYP is intensely focussed on their own interests or preoccupations, which affect social interactions

Experiences compulsions, rituals or routines that if not completed would lead to anxiety e.g. insistence on completing a task, careful placement of things, checking and becoming anxious if these things are disrupted

Suggested approaches to meet the presenting need:

- Provide warning and preparation for transition and changes, using simple and clear language and visual aids, such as now and next boards.
- Be attuned to the CYP's- window of tolerance- expose them to new experiences over time.
- Provide opportunities for perceived control e.g. 2 options and pick one.
- Use of resources to support, such as Comic strips and Social stories.
- Provide planned preparation through the use of visuals- photos to talk through what might be happening.
- Harness the use of the CYP's interests when considering your approach
- Use child centred restorative conversations.
- New and unfamiliar situations facilitated by adults in the first instance.
- Allow learners to be exposed to natural consequences.
- The use of Zones of regulation to support CYP in regulating their emotions.
- Develop opportunities for problem solving skills.

Sensory processing and integration difficulties

Seek or avoid visual sensory input such as dislikes to bright lights, fascinated by shiny objects and bright colours, enjoys certain patterns such as brickwork and stripes

Seek or avoid noise and sound

Seek or avoid smell or touch e.g. smells or licks items/ people, dislike of everyday smells, preference for certain foods based on smell and taste

Seek or avoid touch and feel

Experiences difficulties linked to body awareness, force and pressure (proprioception) e.g. bites/chews on objects

Seek or avoid movement (vestibular system) e.g. fidgets, rocks or swings in chair, leaves chair to move around the room

- Provide sensory breaks- support the learner in recognising and indicating their need for a sensory break
- Frequent movement breaks
- Sensory circuit activities
- Spaces for regulation and access to a low arousal space if needed.
- Allow the use of sensory equipment such as fidget objects, ear defenders
- Staff recognising early signs that the CYP may be beginning to experience sensory overload
- Be aware of sensory needs and be flexible with the uniform policy when necessary- e.g. polo top instead of shirt
- Have a flexible approach to transitions between lessons and to and from school.
- Flexible seating/ equipment such as wobble cushions, weighted blanket where needed
- Consider the effects of potential disturbed and erratic sleeping, eating and drinking on the learner
- Access to quieter environments for unstructured times
- Menu choices are available for CYP
- Staff to be aware of significance of sensory processing needs when eating. For example food colour, texture, taste, meal size, mixing on plates etc.
- Alternative environmental arrangements for learners during unstructured times e.g. dinner hall
- Consider the room environment (noise, temperature, visual stimuli, proximity)
- Implement a work station, with minimal distractions when needed
- Schools conduct environment audits and checklists and are curious to identify triggers

Social, Emotional & Mental Health Difficulties

“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”

“Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other learners. The Department for Education publishes guidance on managing learners’ mental health and behaviour difficulties in schools.”

(SEND Code of Practice 2015)

In addition to the quality first teaching expectations outlined in Part 1- Quality First Teaching for All, additional provision and interventions may be required. Examples of presenting needs and suggested strategies are given below as a starting point for your planning and practice.

Some children may present with further difficulties and require additional intervention and support approaches.

Approaches and Strategies

Settings should assess SEMH needs to help staff understand the barriers to learning that CYP face. Learning needs should also be reviewed using school’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.

In addition to this, schools should demonstrate:

- Reasonable adjustments are made such that we differentiate for SEMH in the same way that we differentiate for learning.
- Whole school understanding that behaviour is a method of communication
- Use of whole school approaches to promote wellbeing and resilience
- A behavioural policy underpinned by a clear ethos and values which promote inclusion through a calm, consistent, clear, simple, straight forward manner. The behaviour management policy is clear, however there is an understanding of the need to make adjustments to this based on individual CYP’s needs.
- Use of restorative approaches to build, maintain and repair relationships
- Identification of key adults to build positive trusting relationships
- Regular review of assess, plan, do, review cycles
- Support available for staff working with learners with SEMH via group or individual supervision or debrief sessions
- A whole school understanding and approach to de-escalation strategies
- Use of PSHCE curriculum to explicitly teach rules and routines, build self-esteem and develop social and emotional skills to all learners
- Whole staff understanding of ACES and how this can present in school and the impact ACE’s may have on a CYP
- Settings hold internal systems for discussing vulnerable learners and have clear plans to support them.
- Reflective practice between pastoral leaders to strive to seek ongoing support and interventions based on learners needs.
- All CYP are welcomed into settings in a positive way and staff are pivotal in their approach
- Person centred planning methods are used to ensure the learner is held at the centre of decision making.
- Differentiated learning opportunities and curriculum offers to ensure all learners experience success and receive learning appropriate for their needs.
- Environments are accessible and alternative methods are provided to remove barriers such as a separate entrance, access to 5 minute early passes, lunch time alternatives where necessary
- Staff work closely to develop and maintain parent/ carer communication and work in partnership to develop provision for CYP
- Strong communication between home, settings and services- working in a child centred way

Possible presenting need:

Children who find it difficult to regulate their behaviours and emotions

Suggested approaches to meet the presenting need:

- Calm spaces – consider indoors and outside
- Movement and sensory regulation breaks – indoors and outside
- Sensory/calm box available for free and independent access (may include puppets, persona dolls, worry dolls, emotion stones)
- A key person who can recognise needs and de-escalate emotions and behaviours
- All staff aware of de-escalation strategies and apply these consistently
- Zones of regulation and emotion coaching
- Staff assess behaviours through a 'curious lens' and look to identify triggers

Children who may be withdrawn, overactive and or have poor concentration

Difficulties participating and presenting as withdrawn or isolated

Emotional school based avoidance

Anxiety of attending/ patterns of non-attendance

Isolated within their own homes

- Planned sensory breaks – indoors and outside
- Visuals – objects of reference, photos, timers, now/next, schedules, task list, photos of adults who are looking after the child each day
- Key adult support
- Whole setting approach to develop professional curiosity to further explore the child's presentation – why are they withdrawn/overactive/have poor concentration?
- Follow the child's interests
- Provide opportunities for the child to learn in a way that best suits their needs – join them in their play/space rather than large/whole class groups
- Allow a child to join towards the end of a session and build up the time engaged slowly
- Joint attention activities
- Meet and greet with key person
- Have a welcome box with favourite activities
- Use of a comfort object from home to help them feel safe and secure
- Use of WOW boards – 'what I did well today'
- Early identification of learners at risk of non-attendance
- Assess, plan, do, review approach is used to look at strategies and interventions
- Assessments through teaching e.g. are there parts of the curriculum they find easier to manage than others? Can these be used to develop confidence?
- Non-threatening support in school
- Referrals to external support structures such as CAMHS, Social Care, Engagement and Youth work
- Provide a service in school whereby learners can share their concerns or worries anonymously if needed.
- CYP are aware of how they can access support services in settings
- Work on establishing interests, building relationships
- Whole school approach to support strategies- consistency
- Clear, explicit structure so that learners are aware of and understand expectations on them.
- Collaborate and plan with parents/ carers to ensure consistency of approaches
- Consider the impact of suspensions may have on the CYP
- Small group work to develop social communication and confidence
- Explicit teaching of learners on how to play- providing opportunities for learners to practice with adults available to support
- Provide opportunities for achievement, closeness and enjoyment
- Establish interest groups and develop clubs to engage
- Recognise the strengths of learners in the school community
- Give opportunities for autonomy and responsibility
- Establish interests and use them as motivators for engagement

Possible presenting need:	Suggested approaches to meet the presenting need:
Children who may have triggers that they respond to	<ul style="list-style-type: none"> • Behaviour tracking charts such as ABC charts • Practitioner understanding of patterns of behaviour and that behaviour is a form of communication • Trauma informed approach and restorative repair • Understanding anxiety in children • Provide structure during unstructured times • Use of transitional objects
Children who may present with extreme emotions	<ul style="list-style-type: none"> • Provide calm/ safe spaces • Staff training on managing challenging behaviour and de-escalation strategies • Role of adult – change of adult to support de-escalation • Consistent approach to managing emotions and behaviours which are shared with parents • Explicitly label emotions – “I can see that you look cross, would you like help?” • Direct teaching of calming/self-regulation strategies
<p>Children who may find following instructions difficult</p> <p>Persistent disruptive behaviour/ refusal to comply</p> <p>Difficulties following and accepting adult direction</p>	<ul style="list-style-type: none"> • Know the child – what are their motivators/interests? • Visuals (now/next, timer, task lists) • Simplified language – now/next • Adults match their language to the child's level of understanding • Individualised reward system linked to the child's interests giving opportunities for positive reinforcement • Give an element of control – controlled choices • Give the child responsibility for certain tasks • Opportunities to reset- fresh start • Modelling behaviour expectations to CYP • Consistent message but flexible approach • Strategies to regulate emotions e.g. using Zones of Regulation • Flexible and creative use of rewards and consequences • Positive calming scripts with pivotal approaches • Simplify language when giving instructions and check for understanding • Give information chunked, repeated and delivered at the appropriate pace. • Language is as concrete as possible- avoiding the use of idioms, metaphors, sarcasm • Avoid using complex language and be aware that the child may not understand more abstract language
<p>Children who may seek or reject reassurance from an adult</p> <p>Poor level of resilience and confidence</p>	<ul style="list-style-type: none"> • Seek the child's voice – what do they want? • Use the child's own self-regulation strategies as a starting point and facilitate these • PSHCE curriculum focussed on developing resilience and confidence • Opportunities to receive, praise, rewards and incentives • Use of restorative approaches to repair and restore relationships following pressure or breakdown • Provide opportunities within the curriculum and wider school day to expose learners to challenge and support with building resilience

Possible presenting need:

Suggested approaches to meet the presenting need:

Children who may partake in self-harm activities

Displaying signs of stress, unable to follow instructions, risk of harm to themselves or others, damage to property etc.

- Substitute self-harming behaviours – e.g. biting – replace with Chewelry, throwing – play a ball game
- Complete a sensory profile
- Consistent approach from staff with reasonable adjustments made
- Continue to implement reassuring strategies
- Explicit communication letting children know the expectation. There is a clear structure and learners feel safe within the expectations.
- Allow children to leave situations when needed 'get out with dignity'
- Know individuals triggers and motivators
- Staff reframe the behaviour and use language that shows supportive helpful language that is kind and compassionate
- Link with home, communication/ link with parents ensuring information is relayed to all relevant staff
- Sensory/ reflection room- low arousal
- De-escalation strategies
- Behaviour plan which is unique/ individual to child, some may require a risk management plan/ personal safety plan
- Staff monitor so that they have a good understanding of triggers, frequency etc.
- Preventative strategies in place e.g. avoiding high arousal situations
- Support plans in place that all staff are aware of
- Key adults available to support with de-escalation
- Hold restorative conversations but only when the learner is ready to do so
- Sensory activities
- Time out passes
- Consideration of the routine or timetable and transitions and making adaptations where necessary

Difficulty making and maintaining healthy and reciprocal relationships.

- Staff to have an understanding of attachment
- Sensitively discuss relationship difficulties with the learner and parent/ carer
- An awareness that a learner may have different attachment styles for different people at different stages.
- Provide a nurturing environment and ethos that enables the learner to build relationships with adults and peers.
- Consider how to maintain relationships through transitions.
- When things go wrong in relationships, intentionally model and teach the importance of repair and restore using restorative practice.
- Restorative approaches
- Social communication groups
- Use of buddy systems/ peer support

Low level disruption or attention seeking behaviours e.g. talking out of turn, frequent interruptions to learning, fiddling with objects

Difficulties maintaining attention

- Differentiated use of voice, gesture and body language
- Positive reinforcement of expectations
- Time out/ quiet area/ break out space
- Consideration of flexible and creative use of rewards and consequences to reinforce positive behaviours
- Staff to be selective and intuitive in which behaviours to address and which to tactically ignore
- Nurturing and positive relational approach to support the effectiveness of behaviour management strategies
- Use of fidget aids to support concentration
- Movement opportunities within lessons
- Have a clear structure to the day
- Staff identifying times of the day/ triggers that may be more difficult
- Breaking tasks into chunks, providing scaffolded resources to help completion
- Seating plans that consider distractions, access to support, and with supportive peer learning role models.
- Use of time out cards to enable classroom behaviour to remain positive

Possible presenting need:

Physical symptoms that are medically unexplained e.g. soiling, stomach pains, headaches, etc.

Suggested approaches to meet the presenting need:

- Unpicking the behaviours
- Multi-professional approach- liaison with school nurse and other relevant health professionals
- Liaise and collaborate with home
- Keep logs to look to identify trends and patterns

Sensory and/or 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. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health”

“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.”
(SEND Code of Practice 2015)

In addition to the quality first teaching expectations outlined in Part 1- Quality First Teaching for All, additional provision and interventions may be required. Examples of presenting needs and suggested strategies are given below as a starting point for your planning and practice.

Some children may present with further difficulties and require additional intervention and support approaches.

This section is linked to the ‘Physical Disability’, ‘Hearing Impairment’, ‘Vision Impairment’ and ‘Medical Needs’.

Approaches and Strategies

Settings should assess Sensory and/ or Physical needs to help staff understand the barriers to learning that learners face. Needs should also be reviewed using school's own screening or assessment tools or external advice to ensure that any Sensory and/or Physical needs are met. In addition to this, schools should demonstrate:

- Listening to the voice of the CYP, what is it that they want/ need? Find alternative methods for CYP communicating their needs where necessary
- Whole school awareness and understanding of Physical and Medical needs (including administrative and lunch time staff)
- Classrooms and whole school environments which are reflective of learning needs.
- Opportunities for peer support systems e.g. buddies, peer support, pair and group work
- Classroom grouping and seating arrangements which are used to facilitate learning
- Special arrangements in place for testing and assessments when required.
- How they promote independence and prepare CYP for the next stage in their schooling/ adulthood
- Provide a curriculum to support CYP to overcome barriers
- Celebrate differences within the school community
- There is effective internal sharing of information
- A focus on quality, rather than quantity of work, making sure that recording is purposeful and appropriate to the needs of the CYP and the task.
- Interventions are evaluated to ensure they are effective and meeting the desired outcomes
- Favourable access arrangements are identified, applied for and implemented as a CYP's normal way of working.
- School uniform adjustments- understanding and accommodating of needs and changing policies where needed
- Adaptations to entry/access of the school building, including in and around the building
- Full access to the curriculum including residential and educational visits, community events
- Teaching differences to all CYP to develop understanding, compassion and celebrations of difference

Possible presenting need:

Physical Needs these could include, but are not limited to:

- Cerebral palsy
- Talipes
- Achondroplasia
- Spina bifida
- Hypermobility
- Duchenne muscular dystrophy
- Loss of limb
- Hirschsprung's disease
- Degenerative disease
- Rheumatoid arthritis

Suggested approaches to meet the presenting need:

- Ensure there is space to move around with a walker or in a wheelchair-arrange the room to make access easier
- Swap rooms, so that stairs are not a problem
- Enable access to IT equipment e.g. computers, tablets.
- Keep a tidy, clutter free room to help children with visual and physical difficulties
- Use soft furnishings to lessen echoing, (curtains, carpets)
- Allow opportunities of rest throughout the day - set up a quiet area for children to go to rest.
- Make reasonable adjustments to allow access to toys such as putting toys in a Tuff spot on the floor rather than raised
- Items placed in a tray on a table to prevent things falling off
- Provide steps for children to access the toilets
- Place grab handles near steps, toilets.
- Put bright strips on steps to highlight visually
- Use Dycem matting to stop bowls/plates/toys slipping off or Sellotape paper to table/floor to stop it falling off
- Offer the opportunity to sit on a chair at group times
- Accept children going for a rest any time. Have short bursts of rest throughout the day and provide a safe space for them to do this.
- Ensure the children can be included in all activities at an appropriate level. Use a range of sizes of toys, different apparatus such as different type of scissors (loop handles, spring, assisted), have a variety of sizes of crayons/ pens, stick paper to the table to stop it slipping, put the paper on the floor
- Set up a communication book to pass between setting and home – this could be visual as well as written
- Have evacuations plans in place

Physical Needs

Child may not be meeting physical milestones

- Develop the child's core stability, for example wobble cushion, exercises and games.
- Provide physical activities to support development of gross motor skills.
- Develop fine motor skills, for example hand and arm exercises such as dough disco, specialist scissors, pegboards, threading, play dough, pincer grips activities, such as pegs onto washing line or sorting with tweezers.

Physical Needs

Child may be very clumsy, often falling over

Child may have spatial awareness difficulties

- Develop the child or young person's core stability e.g. wobble cushion, exercises and games
- Ensure correct seating position with appropriately sized table and chairs
- Sensory circuit activities
- Provide support for letter formation e.g. using a multi-sensory handwriting scheme, pencil grips, sloping boards etc. Clutter free environment
- Provide physical activities to support development of gross motor skills e.g. throwing, catching, hopping etc.
- Develop fine motor skills e.g. hand and arm exercises, specialist scissors, pegboard, threading, play dough, pincher grips activities e.g. pegs onto washing line.
- Defined spaces for activities
- Provide sequencing and organisational skills e.g. now / next boards, writing frames, visual timetables.
- A mix of floor and raised activities
- Use bright tape on steps to define edges

Possible presenting need:	Suggested approaches to meet the presenting need:
<p>Hearing Impairment needs these could include, but are not limited to:</p> <p>Hearing loss which is not aided (such as glue ear or single sided hearing loss)</p> <p>Has a fluctuating hearing loss</p> <p>Requires equipment to support their listening, for example hearing aids, cochlear implant etc.</p>	<ul style="list-style-type: none"> • Avoid teaching from positions with a cluttered background ('busy display boards' etc) • Adults to ensure they don't stand with their backs to the windows when talking to the child • Consider body language including facial expressions, practitioner positioning at children's level, eye contact, face to face • Gain the child's attention prior to giving an instruction • Use visuals (objects or reference, photographs of objects of reference and signs and symbols) together with speech to support child • Give warning regarding fire alarms. If appropriate use an alternative exit route/ clear evacuation plans • Stand still and get to their level when giving instructions to support children who may be lip reading. • Ensure hearing aids are in use and in good working order • Accommodate the use of assistive devices such as remote microphones
<p>Hearing Impairment</p> <p>Has difficulty adapting to environments with high levels of background noise</p> <p>Find it difficult to listen in background noise</p> <p>Has difficulty identifying or following a speaker in a group of more than two people</p> <p>May suffer from listening fatigue and cognitive overload</p>	<ul style="list-style-type: none"> • Rooms that are acoustically fit for purpose- remove or reduce background noise • Rooms with adequate lighting that enables clear facial recognition • Establish quiet spaces in which to work or alternatively withdraw (from noisy activities) • Consider the environment, for example carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise. • Avoid open door policies • Positioning of learner centred seating, usually near front of class with clear view of teacher's face and any visual material used • Positioning of teacher and awareness the CYP may use lip-reading and visual clues to support their hearing. • Awareness that some lessons may be more difficult to follow instructions e.g. PE or Outdoor learning and make adjustments to deliver instructions. • Identify the name of the learner who has been chosen to answer a question (allowing the deaf child to look in the direction of the learner who is about to contribute)
<p>Hearing Impairment</p> <p>May have delayed language and communication skills</p> <p>May have delayed Theory of Mind</p> <p>May not have enough hearing to fully access spoken language</p> <p>May mishear and misunderstand</p> <p>May need additional time to process speech and also text</p>	<ul style="list-style-type: none"> • Repeat verbal instructions: sensitively provide reinforcement and reassurance where necessary. • Repeating/ rephrasing pertinent comments made by other learners to ensure the CYP can access those comments. • Identify areas of strength and needs in terms of communication and language for the child you are considering • Lesson adaptations e.g. subtitles on video materials/ printed materials • Check the lesson content has been understood, particularly when delivering new information. • Use visual aids as prompts to learn/recap new or unfamiliar vocabulary and concepts • Allow more time to process information

Possible presenting need:

Visual impairment needs

these could include, but are not limited to:

Impairment of sight, which cannot be fully corrected

Visual impairment may result in the appearance of delayed physical and cognitive responses.

May have poor self-esteem

May have poor VI identity

May be physically tired

May find it difficult to make and maintain friendships

May be vulnerable to potentially exploitative people and scenarios

May need enlarged texts around the environment

May struggle with early literacy and pre-writing skills

Suggested approaches to meet the presenting need:

- Reasonable adjustments for acoustic and lighting which are person centred
- Adapted materials- use enlarged prints/ modified large print worksheets.
- Avoid stationary being stored vertically in the centre of tables (safety issue)
- Printed materials should be clear and high contrast
- Avoid clutter on visual materials
- Avoid italic or ornate script.
- Supplement any visual information with clear verbal explanation.
- Provide additional resources for inclusive play, for example a bell in the ball so all can play together.
- Ensure time for a child to map the room and allow this to occur when the child attends. Allow re-mapping to occur when furniture and resources change place to reduce confusion and potential injury
- Use recordable devices e.g., talking tins
- Consideration of position of learners within classroom
- Use blinds or anti-glare window film to reduce glare
- Adults to ensure they don't stand with their backs to the windows when talking to the child
- Provide access to dolls/toys/books with characters wearing glasses
- Provide opportunities for visually impaired child to meet other learners with VI
- For children who wear glasses ask for a spare pair to be kept at the setting
- Awareness of mobility around schools
- Bring learning to life e.g. describing a map
- Marking flooring, markers on walls, key places in corridor to help orientate learner e.g. sound bars/ smells – indoors and outdoors
- Clear evacuation plans
- Organised and tidy classrooms which support mobility
- Additional support in practical lessons for health and safety
- Use the CYP's name when seeking their attention
- Give clear instructions as the CYP may misinterpret gestures and facial expressions
- Additional time to complete tasks
- Clear explanations as to why some people may have different thoughts and their potential motives
- Provide clear instructions about how to avoid potentially exploitative situations
- Ensure software is accessible

Possible presenting need:

Medical Need these could include, but are not limited to:

- Epilepsy
- Diabetes
- Tracheostomy
- Gastrostomy
- Oxygen dependent
- Severe allergies
- Haemophilia
- Osteogenesis imperfecta
- Severe asthma
- Children with cancer
- Children with life-limiting conditions
- Metabolic disorders
- Prada-Willi syndrome
- Incontinence conditions
- Catheterised conditions
- Cystic fibrosis
- Hydrocephalus
- Heart conditions
- Birth Trauma

Children may tire easily and appear unwell. Knowing the child and the condition is vital.

Suggested approaches to meet the presenting need:

- Consider fatigue levels and how these impact on children's ability to engage
- Make plans for rest and sleep.
- A Health Care Plan must be in place and signed by a health professional
- Robust procedures in place for the administration of medicines.
- Equipment e.g. walkers, standing frame or chair must be accessible and checked by health professionals periodically
- Accessibility of the building e.g. ramps, wider doors, lifts/stairs.
- First aid room/area.
- Staff medical training e.g., EpiPen training, NG Tube training.
- Put yellow tape on steps to define the edges.
- Use support padding on posts within the indoor/outdoor environment.

Severe and complex medical needs including a life-limiting diagnosis or condition:

- Make reasonable adjustments in line with the Equality Act 2010
- Support equipment such as lockable medicine cabinets, first aid bags, fridges.
- Regular home setting contact when/if child is not in setting to maintain 'sense of belonging' with peers and setting community

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