



# West Sussex Ordinarily Available Inclusive Practice

A co-produced guide for all mainstream  
staff working in education settings



# Our West Sussex Ordinarily Available Inclusive Practice Guide

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

The SEN Code of Practice, 2015 links high quality teaching with ordinarily available provision, explaining in para 6:15 that "... higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support."

This guide highlights a range of support and expectations that schools can 'ordinarily provide' for a CYP, without the need for additional support from an Education Health and Care Plan. In consultation with stakeholders, we agreed to call this document the West Sussex Ordinarily Available Inclusive Practice guide (OAIP) to reflect our commitment to and focus on inclusive practice.

It is important to acknowledge the vital role that all staff can play in terms of early identification of need, providing accessible learning and reflective practice that are the foundations of 'Assess, Plan, Do, Review' (also known as 'The Graduated Approach') for CYP with SEND and, indeed, all children.

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

**For ease of use, this document is split into two main sections:**

**Section 1 contains examples of reasonable adjustments that can be made through quality first teaching for all CYP.**

**Section 2 provides examples of more tailored approaches for individual CYP, which schools could 'ordinarily' make to meet the child's needs – these have been organised under the four areas of need as defined in the 2015 SEN Code of Practice.**



## Terminology

For consistency, we have used the following terms:

- › ‘Children and young people,’ abbreviated to CYP, to describe all students, pupils and learners across the 0-25 year age range, including those with SEND, additional needs and from disadvantaged groups.
- › ‘SEND’ is used for Special Educational Needs and Disabilities. It is important to acknowledge that guidance may use variations in terminology, e.g. SEN.
- › ‘Parents’ for all parent carers. This include all those who have a caring responsibility for a child or young person including foster carers and those with informal care arrangements.
- › ‘Staff’ for all adults that support the CYP at school.
- › ‘School’ has a generic term which includes Mainstream, Specialist, Free schools and Academies as well as Early Years and Post-16 education settings.
- › SENCO is used for SENDCOs (Special Educational Needs and Disabilities Co-ordinator), SENCo (Special Educational Needs Co-ordinator), Inclusion Co-ordinators / Managers or equivalent and reflects the language used in the SEN Code of Practice, 2015.
- › **Outcomes:** When we talk about positive outcomes, we are referring to a holistic view of a CYP’s development. This would include physical, emotional, social and educational aspects, and the development of independence skills.

For an explanation of other terms, please see the online glossary.

## About the development of the Ordinarily Available Inclusive Practice (OAIP) guide

Our OAIP is being co-developed with West Sussex schools, academies, early years, post 16 education providers, other education settings, governors and trustees, parent carers, local authority officers and specialists as part of the West Sussex SEND and Inclusion Strategy 2019 – 2024. Feedback on the document from a wider group of stakeholders will be gained during the academic year 2020 – 2021.

As part of the development process, we identified the following principles/statements which have guided our thinking:

- › The guide should be written for and used by all staff in mainstream schools to provide helpful and accessible prompts and strategies for inclusive classroom practice and quality first teaching.
- › Every child and young person can learn, achieve challenging objectives and make progress when the right support is in place.
- › All staff have a responsibility to identify and address the additional/individual needs of their children and young people (CYP). Responding to the needs of CYP is key to promoting their wellbeing and independence, and enabling each young person to fulfil their potential.

For further information about this document please email [ToolsforSchools@westsussex.gov.uk](mailto:ToolsforSchools@westsussex.gov.uk). An online resource called Tools for Schools, with a SEND Toolkit and an Inclusion Framework to support practice, is also being developed with stakeholders as part of the SEND and Inclusion Strategy.



This document is being developed with stakeholders as part of the West Sussex SEND and Inclusion Strategy 2019-2024

# Ordinarily Available Inclusive Practice Overview

## Section One: Quality First Teaching expectations of all mainstream schools and settings

01

› Leadership and Management	Page 6
› Curriculum, Teaching and Learning	Page 8
› Use of Assessment / Personalisation	Page 11
› Partnership and Co-production with Children, Young People and Parents	Page 12
› Pastoral Care	Page 14
› The Physical and Sensory Environment	Page 15
› Equipment and Resources	Page 16
› Staff Skills, Training and Use of Expertise	Page 17
› Transition	Page 18

## Section Two: 'Ordinarily Available Support' for children and young people in mainstream schools

02

› Communication and Interaction	Page 21
› Cognition and Learning	Page 27
› Social, Emotional and Mental Health Difficulties	Page 29
› Sensory and / or Physical Needs	Page 36
› Medical Needs	Page 39

# Section One: Quality First

## Teaching expectations of all mainstream schools and settings

This section outlines the expectations of all schools to provide quality first teaching as an integral part of the school's provision for all CYP. The provision and strategies outlined in this section will benefit all CYP, including those with SEND, additional needs or from disadvantaged groups.

The Assess, Plan, Do, Review cycle starts in the classroom. Your role as a teacher, learning support assistant or equivalent is therefore fundamental in implementing all aspects of this process.

**We acknowledge that reflective practice is a vital element of quality first teaching and, to facilitate your planning, have organised section 1 into nine key areas:**

1. Leadership and Management
2. Curriculum, Teaching and Learning
3. Use of Assessment / Personalisation
4. Partnership and Co-production with Children, Young People and Parents
5. Pastoral Care
6. The Physical and Sensory Environment
7. Equipment and Resources
8. Staff Skills, Training and Use of Expertise
9. Transition

It is important that you know your duty and role in meeting the needs of all CYP in your class / school. Please refer to statutory legislation from The SEN Code of Practice 2015 for further information.

# Leadership and Management

## Expectation 1:

- › The school's provision for SEND, those with additional needs and disadvantaged groups is well-led and managed.
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## Examples of Good Practice

- › Governing bodies/trusts and school leaders ensure that all staff are supported through effective professional development, advice and guidance to understand their role in supporting children and young people with SEND, additional needs and those from disadvantaged groups.
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- › The school has a shared comprehensive SEND and inclusion training programme that enables all staff to understand their statutory responsibilities regarding SEND legislation and the Equality Act 2010.
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- › Staff are confident that the senior leadership team, including governing bodies/trusts and support staff, are knowledgeable about inclusion of all CYP, and that this is reflected in the school vision, values and practice. The senior leadership team takes a supportive, pro-active stance towards inclusion on a day to day basis and actively problem solves to overcome barriers to enable all CYP to achieve their potential.
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- › Governing bodies/trusts act as champions for inclusion of all children. Effective mechanisms are in place to keep governors/trustees up to date and well-informed about the impact of provision that has been put in place for those with SEND, additional needs and children categorised as disadvantaged. Staff are aware that governing bodies and trusts have a role to ensure that legislation is appropriately adhered to and hold leaders to account for provision and outcomes for CYP with additional needs. All staff are aware of the discussions which are accurately documented in governing body/trust minutes.
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- › The school's SEND Information Report is published on the school website and updated annually. All staff understand its content, the role they have played in the development of the SEND Information report and are involved in its annual review.
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- › The school has a nominated SENCO, who is either part of the school's leadership team or liaises regularly with it. The SENCO supports all staff to develop their inclusive practice, for example, by supporting class teachers to assess, identify and meet needs as part of the assess, plan, do, review cycle (graduated approach).
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- › Class teachers understand that governing bodies/trusts have a responsibility to monitor attendance and exclusions for all CYP to ensure equality of access to education, including those with SEND, additional needs and from other disadvantaged groups. Staff contribute to this process by providing accurate information in a timely manner.
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## **Expectation 2:**

- › **Leaders are ambitious for CYP with additional needs and this ambition is shared by staff.**
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### **Examples of Good Practice**

- › Staff know that they work in an inclusive school, where diversity is valued and welcomed, and can provide examples of how they establish and maintain an inclusive environment within day to day practice.
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- › Leaders ensure that the curriculum is well planned to give all CYP with the knowledge and skills they need to be independent, achieve their goals and contribute to their community.
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- › The curriculum design and implementation consistently reflect leaders' high aspirations for all CYP, including those with SEND, additional needs and from disadvantaged groups.
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- › Staff provide information in a timely manner to enable leaders to evaluate the provision and participation in after-school and extra-curricular activities, to ensure that CYP including those with SEND, additional needs and from disadvantaged groups are benefitting from these experiences.
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# Curriculum, Teaching and Learning Strategies

## Expectation 1:

- › The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of CYP with SEND, additional needs and from disadvantaged groups CYP's skills, knowledge and abilities are developed so that CYP can apply what they know and can do so with increasing fluency and independence.
- › Staff are aware of CYP in their class with SEND, with additional needs or who are from disadvantaged groups and understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice.
- › Differentiation and use of resources are embedded as part of positive classroom practice.
- › Staff are committed to developing their expertise, skills and understanding of individual CYP and undertake relevant professional development.
- › Preparation for adulthood is built into the curriculum from the earliest opportunity. Over time CYP develop the skills, knowledge and experience they need to be independent and ready for their adult life.

## Examples of Good Practice

- › Curriculum planning carefully considers the needs of all CYP. Staff check CYP understanding, identify any misconceptions or gaps in knowledge and skilfully adapt teaching accordingly.
- › Additional resources and teaching are used according to individual needs e.g. visual timetables, clear concise instructions with written or visual prompts (e.g. now and next cards), particularly during transitions. Consistent approaches and routines are in place.
- › Staff should ensure that all CYP have understood all instructions.
- › CYP are given time to process information before being asked to respond.
- › Learning is made accessible, e.g. by breaking it down into small, manageable and logical steps. These steps are shown explicitly.
- › The pace and order of activities is varied to maintain interest and attention of all CYP, including high attainers.

## Expectation 2:

- › Staff adapt learning approaches to provide suitable learning challenges and cater for different learning needs and styles, with individualised and/or small group planning and programmes in more than one curriculum area.
- › Every teacher is a teacher of SEND.

## Examples of Good Practice

- › Learning is carefully adapted, taking into account individual CYP's previously acquired knowledge, skills and experiences. Flexible and personalised approaches to learning are used effectively.
- › Learning is carefully planned and sequenced (broken down and visually supported) so that new knowledge and skills build on what has been taught before. CYP work towards clearly defined end points.
- › Staff provide feedback immediately and in a positive way. Staff evaluate and review the work set and the achievements made. They use this information skilfully to plan CYP's next steps in learning.
- › Use of steps-to success or similar, to promote independence, scaffold and support CYP.
- › Reading and communication are at the heart of the curriculum because staff understand the paramount importance of these skills for future learning and independence.
- › Staff are skilled in adjusting the pace and order of activities to maintain interest and attention.
- › Multi-sensory teaching approaches (auditory, visual, kinaesthetic) are used.
- › Modelling is used to aid understanding e.g. use of appropriate language and movement.

- › Visual/ audio demonstrations and visual cues/ audio commentary are used.
- › Key vocabulary is displayed with visuals and pre-taught if appropriate.
- › Alternatives to written records are used routinely.
- › Study skills are explicitly taught.
- › Homework/home learning is adapted appropriately for CYP and they have access to homework clubs, or additional support with homework, where relevant.
- › Teachers' handwriting on the board and in CYP's books is clear and legible. Visual strategies are used well and when appropriate.
- › The interactive whiteboards are used to effectively promote engagement and scaffold the lesson. Where CYP are not able to access information on the whiteboard, alternatives are provided.
- › Planning and schemes work should highlight the need for the above approaches and signpost the use of resources.

# Curriculum, Teaching and Learning Strategies continued

## Expectation 3:

- › Staff ensure that CYP have opportunities to work in different ways e.g. independently, in a variety of small groups and/or in pairs.
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## Examples of Good Practice

- › Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately adapted resources.
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- › Strategies are carefully selected for a specific purpose, linked to assessed needs and working towards agreed end points.
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- › Seating plans and groupings take account of individual needs. They routinely provide opportunities for access to role models, mixed-ability groups, structured opportunities for conversation/ sharing of ideas and access to additional adults where they are available.
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- › Use of additional adults is planned to maximise their impact on learning, bearing in mind the need to promote independence where possible.
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- › Adults are clear about their role and how they are contributing to the CYP's learning.
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## Expectation 4:

- › Staff provide regular opportunities for collaborative learning and peer support.
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## Examples of Good Practice

- › Strategies are used to build, maintain and restore positive relationships (including peer and staff) across the whole school community e.g. consistent use of restorative approaches. These are regularly reviewed and evaluated.
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- › There are opportunities to develop peer awareness/ sensitivity and support for different needs both in and out of the classroom.
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# Use of Assessment / Personalisation

## Expectation 1:

- › A regular cycle of Assess, Plan, Do, Review is used to ensure that all CYP are achieving the best outcomes.
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## Examples of Good Practice

- › Staff are aware of CYP's starting points and targets so that progress towards outcomes can be measured across each key stage.
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- › CYP's strengths and difficulties in learning and behaviours are observed and monitored in different settings and contexts for a short period of time to inform planning. For example, assembly, lunch, lessons, breaktime, home, after school club.
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- › Planning considers the needs of the cohort.
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- › CYP study the full curriculum.
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- › Assessment is used to inform planning and interventions.
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- › Regular review informs next steps.
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- › Consideration is given for individual CYP's developmental trends e.g. Boxall Profile Assessment, Thrive. Case studies are used to demonstrate holistic progress. Appropriate tools which capture the 'voice of the child' are used to ensure that effective support is put into place. E.g. Person Centred Planning.
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- › CYP are helped to understand their own barriers to learning and to value their achievements.
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- › CYP understand and can contribute to the targets they are working to achieve.
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## Expectation 2:

- › Staff ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.
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## Examples of Good Practice

- › Lessons take into account prior learning based on assessment for learning.
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- › A wide range of assessment strategies and tools are used to ensure a thorough understanding of CYP and their starting points.
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- › CYP have regular opportunities to evaluate their own performance.
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- › Self-assessment is routinely used to set individual targets.
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- › Within marking there is clear communication about what the CYP needs to do next in order to improve.
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- › The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for CYP.
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## Use of Assessment / Personalisation continued

### Expectation 3:

- › Expertise is in place to manage access arrangements for tests, national tests and public examinations.

### Examples of Good Practice

- › Schools and settings make adaptations to access arrangements as part of their everyday practice and share these with parents at the earliest opportunity. Class teachers identify CYP who may need assessment for access arrangements and refer to the appropriate member of staff in their school. Schools make adaptations to access arrangements as part of their everyday practice and share these with parents at the earliest opportunity.
- › Procedures are in place for informing parents about access arrangements.
- › Where CYP meet the criteria for access arrangements, these should be in place for all forms of assessment throughout the year. This is used to establish their normal way of working and there are systems in place to make sure this is consistently implemented.
- › Please refer to the relevant exam board guidelines. Arrangements could include:
  - › Rest breaks
  - › Use of a reader / scribe / laptop
  - › Extra time
- › Adapted resources that are used in assessment conditions are used in class.

## Partnership working and collaboration with children, young people and parents

### Expectation 1:

- › The school works in co-production with parents and CYP in decision making.
- › Expectations from both school and parents are realistic and support CYP's learning, development and, in turn, outcomes.

### Examples of Good Practice

- › The SEND information report is co-produced with parents.
- › Parents are signposted to the West Sussex Local Offer, the SEND Information Report and other relevant documents, e.g. West Sussex Inclusion Framework, so they can access support and work in an informed way with schools. These are referenced on the school's website.
- › Parents are aware of the range of communication channels available for sharing information about their child – this includes school parent groups or forums.
- › Parents are aware of the SEN status of their child and the support and individually tailored interventions in place. They are involved in setting and reviewing targets for their child. Parents' expertise about their child is used to inform appropriate support strategies.
- › The school sensitively discusses with parents how strategies can be reinforced at home.
- › The school sensitively considers how communications about the child's day are shared with parents, i.e. not on the playground or in public – communication is planned to take into account the child's feelings and family privacy.

- › Parents are provided with information about local and national support groups e.g. Local Offer, SENDIAS, WSPCF, Helplines.

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- › Formal and informal events take place to seek views of the whole school population and in relation provision for those with provision or those with SEND, additional needs and those at risk of disadvantage in the school e.g. CYP and parent surveys, coffee mornings.

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- › Use of a home school diary / book bag / text / email to support communication directly with parents in addition to communication given via CYP.

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## **Expectation 2:**

- › **CYP are enabled to participate in their assessment and review processes.**
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## **Examples of Good Practice**

- › CYP actively participate in their own assess, plan, do, review process. Their views and feedback link directly to this process. Schools should be aware and use effective resources to gain genuine CYP voice.

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- › CYP know their end of year targets and identified next steps.

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# Pastoral Care

## Expectation 1:

- › The school recognises, and responds to, the need for pastoral support for CYP with additional needs, bearing in mind the individual's social and emotional needs and other relevant contextual circumstances. For example, family breakdown, family illness, moving home, bereavement and other key challenges and changes.
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## Examples of Good Practice

- › There is a calm and purposeful climate for learning, where CYP feel they belong and where their contributions are valued.
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- › CYP people can identify an agreed safe space.
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- › Language used in the classroom demonstrates unconditional positive regard for CYP (e.g. there is an understanding of the impact that negative language and reward systems can have on the CYP. Therapeutic / Restorative Approaches).
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- › There is an awareness that CYP with SEND, additional needs and from disadvantaged groups are vulnerable to bullying and an appropriate level of support and monitoring is in place.
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- › Relationship, Sex and Health Education, (RSHE) is used to develop wellbeing and resilience.
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- › The school proactively promotes the emotional regulation of all CYP to ensure they are ready to learn.
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- › Peer awareness and sensitivity towards difference groups are raised at a whole school level. Work is done with classes and groups regarding specific needs or conditions as appropriate.
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## Expectation 2:

- › CYP feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.
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## Examples of Good Practice

- › Every CYP has a named and trusted member of staff as a stable point of reference who they can turn to if they need support or have any concerns.
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- › Negative attitudes, beliefs and perceptions towards individuals and groups are challenged, in the classroom, the wider school and society.
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- › The voice of CYP is central to school improvement and is encouraged and acted on.
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- › School councils, or equivalent, are established where possible – the impact of this is reviewed and documented in terms of school development.
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# The physical and sensory environment

## Expectation 1:

- › The physical environment is adapted to meet the needs of CYP.

### Examples of Good Practice

- › A purposeful, organised and well-resourced learning environment is provided to encourage independence. This includes effective classroom management, practice and routines that all CYP understand and follow.
- › The physical accessibility of the building and individual learning spaces is assessed. The Accessibility Plan is on the school's website and "reasonable adjustments" are made according to individual needs.
- › The furniture is the appropriate size/ height for the CYP.
- › Extra-curricular activities and educational visits are planned to fully include CYP with additional needs (in line with the Equalities Act 2010), including those with social, emotional and mental health (SEMH) needs and physical disabilities. "Reasonable adjustments" are made.
- › CYP's views are routinely sought and are used to inform planning for physical support that they may require.
- › Favourable seating arrangements are identified - check individual plans provided by specialists to support needs e.g. hearing and visual needs.

## Expectation 2:

- › Staff are aware of sensory needs and issues that may impact on CYP.

### Examples of Good Practice

- › CYP's sensory needs are known and used to plan activities, seating arrangements and movement breaks. Tools such as sensory bags are readily available and can be independently accessed as required.
- › Staff are aware that for some CYP, a sensory or physical disability could impact on their language and social interaction.
- › Left and right-handed CYP can use equipment comfortably.
- › CYP who wear glasses and/ or hearing aids wear them and are seated in the optimum position in every lesson. Staff should encourage CYP to wear appropriate sensory equipment and use physical aids.
- › Displays are meaningful and visually accessible to reduce sensory overload.
- › CYP have access to low arousal spaces or regulating activities when needed.
- › 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.
- › A pale background, accessible font styles and a clearly visible marker pen are used on the whiteboard. Consider the amount of stimulation surrounding 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 is next to the canteen or music room.
- › Staff are aware of the sensory impact that floor surfaces may have on CYP and alternatives are offered.

# Resources

## Expectation 1:

- › Resources are available for all CYP in every classroom or learning environment to access when appropriate.

- › Quality and impact of support is scrutinised.

## Examples of Good Practice

- › Resources are within easy reach of all CYP to promote learning, independence and reduce stigma.
- › CYP have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, weighted resources.
- › Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate. Coloured backgrounds and paper are used to reduce visual stress.
- › Physical resources such as PE and Maths equipment are adapted to promote independence e.g. different size balls.

## Expectation 2:

- › Specific resources and strategies are provided to overcome potential barriers to learning.

## Examples of Good Practice

- › Concrete apparatus and adapted resources are available for those CYP who require them.
- › Information Computer Technology is used to support alternatives to written recording and to promote independent learning.
- › There is effective use of IT equipment to support learning.

# Staff skills and training and use of expertise

## Expectation 1:

- › All staff, including Teaching Assistants, make a positive contribution to CYP progress.
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### Examples of Good Practice

- › Additional adults are deployed proactively in the classroom to scaffold independent learning. Their impact on the CYP is monitored carefully to ensure progress is supported.
  - › There is clear and regular communication between the main teacher and any additional adults to ensure that the support given is appropriate to the lesson.
  - › Grouping / seating arrangements and additional support are used to promote independent learning as far as possible.
  - › Strategies used in interventions are integrated into class teaching so that CYP sustain progress.
  - › Staff are well trained and skilled in supporting CYP with individual needs e.g. SEMH, general and specific learning difficulties.
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## Expectation 2:

- › There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the CYP.
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### Examples of Good Practice

- › There is a planned programme of ongoing CPD in relation to SEND and inclusion for the whole school.
  - › Best practice is shared within the school and with other education settings e.g. through locality networks.
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## Expectation 3:

- › All staff understand the process for gaining further advice and guidance as appropriate.
  - › Staff collaborate and have effective links with relevant agencies and specialists.
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### Examples of Good Practice

- › All staff are aware of who to contact for extra support, advice and guidance within and beyond the school. E.g., SENCO, Inclusion Lead, Pastoral, Safeguarding etc.
  - › There is a clear process including observations and classroom monitoring for expressing concerns and referring onto advisory services and external organisations, which is understood and followed by all in a timely manner.
  - › The school is aware of, and regularly communicates with, any other professionals who are involved with each CYP.
  - › Advice received from other professionals, including parents, is used to inform teaching and learning and is recorded, reviewed and adjusted over time to ensure that CYP achieve to the best outcomes.
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# Transition and Transfer

## Expectation 1:

- › Transitions throughout the school day are planned for and well-managed and provide the opportunity for the CYP to develop the skills to manage change.
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- › Transitions include:
    - » Moving around the school.
    - » Preparing for weekends, the start of holidays and the beginning of term.
    - » Moving from lesson to lesson.
    - » Changing from structured to unstructured times.
    - » Moving from break to lesson times.
    - » Moving from one activity to the next within a lesson.
    - » Changes of staff - permanent and temporary.
    - » Special events: visitors, visits, celebrations.
    - » Life events: birth of a sibling, change in parenting arrangements e.g. change in parent's relationship status, loss and bereavement or contact visit.
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## Examples of Good Practice

- › Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. This includes CYP who:
    - » Have insecure attachment, including but not limited to Care Experienced Children (CEC), Children In Need, Child Protection, Special Guardianship Orders, Child Arrangement Orders and Forces children.
    - » Have social communication difficulty including Autistic Spectrum Condition (ASC).
    - » Suffered trauma, loss or bereavement.
    - » Are anxious.
  - › Visual timetables are used consistently and adapted to meet individual needs; events are removed or ticked off when finished.
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- › Timers are used to show CYP how long they have to work for/ how long they have to finish.
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- › Plans are made for unstructured times: safe spaces are available and chosen in agreement with the CYP as far as possible. There are structured alternatives such as games club, use of library for vulnerable CYP.
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## **Expectation 2:**

- › Procedures are in place for ensuring smooth progression through schools, particularly during all transition phases, including on entry and exit.
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## **Examples of Good Practice**

- › Information is actively sought and shared about CYP to support successful transitions and manage change both within the school and beyond. This should include information on support strategies and arrangements that have been useful for the CYP.
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- › This information is available for the CYP's parents, other staff within the school and receiving or previous school as required.
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- › Schools encourage parents to consider the steps they can take at home to help prepare their child for school.
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- › Staff are aware of CYP who need additional support while transitions and adjustments are made, e.g. additional visits to a new school / setting / classroom with a familiar trusted adult, creating social stories.
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- › These transition arrangements are planned in advance, involving all appropriate parties including parents and receiving schools.
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- › Effective strategies to facilitate transfer from one school / teacher to another include pupil passports, one-page profiles, meet the teacher PowerPoints, empty classroom visits, virtual online tours, maps and familiarisation books.
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## Section Two: ‘Ordinarily Available Support’ for children and young people in mainstream schools

All CYP with additional needs should be encouraged to access strategies and resources typically available as described in Section 1. This additional section contains a range of strategy suggestions that could be considered for use, if appropriate, for an individual child or young person.

**Any provision or support should be provided in line with the needs of the CYP; it should not be dependent on any formal diagnosis.** Even if a diagnosis has been given, it is paramount to remember that each CYP has strengths and needs which are unique to them. For example, autism is a spectrum condition - everyone with autism is different, each person having different needs and requiring a range of effective support strategies. Please see the online SEND Toolkit for further information.

For all CYP, withdrawn or challenging 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 SEN Code of Practice, 2015 (para 6:15) says “A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that ordinarily available to pupils of the same age.”

**The 4 areas of SEND in the code of practice are:**

- › **Communication and Interaction**

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- › **Cognition and Learning**

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- › **Social, Emotional and Mental Health Difficulties**

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- › **Sensory and Physical**

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**For ease of use, this section has been arranged by the four areas of need as set out in the Special Educational Need and (SEN) Code of Practice. However, many CYP may have needs across more than one category and their presentation may not fall neatly into one area of need.**

A ‘medical’ section has also been added to support classroom practice. Although a medical diagnosis or disability does not imply the CYP has a special educational need, some may have medical conditions or disability that can impact on their access to education.

Staff will need to work with the CYP and their parents, and at times more specialist staff, such as SENCOs, Pastoral Leads or external specialists, 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, as you are key in implementing the strategies within your class. The Assess, Plan, Do, Review cycle is at the heart of the graduated approach to support CYP’s individual needs. Your views and feedback on the strategies that are being used and the progress the child makes are vital to this process. Further detail on support strategies, target setting, the graduated approach cycle and other useful documentation can be found in the West Sussex SEND Toolkit.

If a CYP has a more complex SEND, this is likely to be captured in an Education Health and Care Plan (EHCP) – this document will be a helpful resource, as it identifies outcomes for the CYP and additional resources the school may receive, in addition to that which the school ordinarily received through its notional SEN budget.

# Communication and Interaction

In addition to the quality first teaching expectations outlined in Section 1, additional provision and interventions maybe required. Examples of presenting needs and suggested strategies are given below as a starting point for your planning and classroom practice.

## Identified barriers and / or need:

- › Difficulties saying what they want to and being understood

## Provisions and /or strategies:

- › Model language - reflect back correct speech rather than correcting.
- › Repeat what the CYP has said and add one word.
- › Encourage CYP to work in pairs and small groups.
- › Organise small group or individual language sessions – adults have phonological awareness and understand the impact that processing difficulties may have on phonics acquisition, and differentiate phonics teaching accordingly.
- › Teach in a way that links with language programmes devised by a Speech and Language Therapist via use of Therapies Pack.
- › Allow time for CYP to process and respond (10 second rule).
- › Introduce a variety of language through rhymes, songs.
- › Ensure that all efforts to communicate verbally are supported.
- › Use alternative methods of communication e.g. Makaton, ICT, communication books and boards. You may also wish to consider use of a symbol communication system such as Picture Exchange Communication System (PECS) - please seek advice from your SENCO. (e.g. PECS) if needed.

## Identified barriers and / or need

- › Difficulties understanding what is being said to them

## Provisions and /or strategies:

- › Consider how many information carrying words a CYP can manage when giving instructions – adapt use of language and method, e.g. simple choices, reduce complexity and sentence length.
- › Provide visual prompts if necessary, including key vocabulary, visual timetables, now and next, gestures and labelling equipment with pictures.
- › Ensure the adult is physically at CYP's level.
- › Give extra / allow take up time to process what has been said.
- › Think about the environment and how to limit any distractions.
- › Check you have engaged the CYP's attention before talking to them use their name.
- › Check that hearing has been tested.
- › Pre-teach topic vocabulary and provide opportunities to re-visit understanding and use of words.
- › Consider use of 'First, then, now, next' visual framework.
- › Ensure access to an oral language modifier for assessments.

# Communication and Interaction continued

In addition to the quality first teaching expectations outlined in Section 1, 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 classroom practice.

## Identified barriers and / or need

- › CYP does not understand or use social rules of communication

## Provisions and /or strategies:

- › Use modelling / role play.
- › Implement small group sessions (e.g. Circle of friends).
- › Use social stories.
- › Give prompts – symbols, signing systems.
- › Use visual supports for routines e.g. Now (you are doing this) and Next (you are going to be doing that) boards.

## Identified barriers and / or need

- › Difficulties with language
- › Difficulties with communication

## Provisions and /or strategies:

- › Use the CYP's name first to draw their attention, followed by key word instructions e.g. "Jamie, stop".
- › Give simple instructions (avoiding idioms) .
- › Use literal language (avoiding sarcasm and figures of speech).
- › Consider use of symbol communication such as Picture Exchange Communication System (PECS).
- › Be aware of your own body language: 70% of what we communicate is non-verbal.
- › Have an awareness of:
  - › what would be an appropriate tone of voice (calm, not too loud).
  - › what would be an appropriate environment (noise, temperature, lighting, layout).
  - › use of language (some children may need a language rich environment; others may need it to be kept simple).

### Identified barriers and / or need:

- › Difficulties with imagination
- 

### Provisions and /or strategies:

- › Try:
    - » Role play and drama, use of props (e.g. puppets).
    - » Modelling.
    - » Story telling.
    - » Photos used to talk through what might be happening.
- 

### Identified barriers and / or need:

- › Difficulty with social communication and developing relationships
- 

### Provisions and /or strategies:

- › Organise planning of class groupings and opportunities to develop social understanding and inference.
- 
- › Plan group work and implement flexibly to promote independence from adults.
- 
- › Organise small group / 1 to 1 tasks and activities, e.g. Lego based therapy.
- 
- › Promote a calm learning environment.
- 
- › Be clear in your communication of expectations.
- 
- › Ensure staff monitor at break and lunchtime and intervene with strategies to support peer interactions, e.g. teaching of structured games.
-

# Communication and Interaction continued

In addition to the quality first teaching expectations outlined in Section 1, 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 classroom practice.

## Identified barriers and / or need

- › Anxiety in busy unpredictable environments

## Provisions and /or strategies:

- › Prepare for change of activity or routine, e.g. use of visual resources and objects of reference.
- › Organise small group / 1 to 1 tasks and activities.
- › Ensure that there is a calm learning environment.
- › Promote clear communication of expectations.
- › Provide regular mentor support, including adults or peers.
- › Consider a visual timetable to be used in setting/school.
- › Ensure staff monitor key transition points e.g. home/school. break and lunchtime with strategies to reduce anxiety.

## Identified barriers and / or need

- › Sensitivity to sensory stimuli

## Provisions and /or strategies:

- › Provide sensory breaks and snacks.
- › Be aware of sensory needs and be flexible with the uniform policy when necessary.
- › Consider the environment e.g. noise, room temperature, visual stimuli, proximity. Use an audit tool to evaluate.
- › Have a flexible approach to transitions e.g. between lessons and to and from school.
- › Provide access to a haven / low arousal space, if needed.
- › Develop a sensory profile for the individual CYP.

### Identified barriers and / or need:

- › Physical outbursts causing harm to others and/or to self and/or damage to property

### Provisions and /or strategies:

- › Use a consistent approach to managing individuals with “reasonable adjustments” made.
- › Continue to implement strategies that are reassuring.
- › Offer clear guidance – explicit messages letting the pupil know what is expected of them.
- › Offer a ‘Get out with Dignity’ clause letting the pupil leave the situation.
- › Monitor so that you have a good understanding of the frequency and location of triggers – frequency charts; Setting, Trigger, Action, Result (STAR) observation sheet; Antecedent, Behaviour, Consequence, Communication (ABCC) observation sheets. STAR observation sheet; ABCC observation sheets; informal observations should be carried out to analyse incidents, develop understanding and plan for adjustments accordingly.
- › Encourage two-way communicate with families about what might be happening at home (e.g. divorce, bereavement, illness) and strategies that work/don’t work and relaying this information to staff.
- › Put preventative strategies in place, e.g. avoiding high arousal situations such as busy corridors.
- › Arrange a safe and calm area / reflection room, chosen in agreement with the child / young person.

- › Employ appropriate de-escalation strategies in place (e.g. time out card).
- › Implement a risk management plan which includes pro-active strategies, early interventions to reduce anxiety/harm and reactive strategies to ensure a consistent approach.
- › Devise and use reintegration plans – to support the pupil in returning to full time schooling. A gradual reintegration is most effective.
- › Implement a clear plan of action, agreed with parents with regard to physical intervention (schools do not need parental permission to use reasonable force with CYP). A Risk Assessment must be in place if the CYP is causing a risk.
- › Following a Fixed Term Exclusion, ask for and read the Pastoral Support Plans (PSP). Ensure that strategies are implemented, and feedback given to Pastoral Lead.

# Communication and Interaction continued

In addition to the quality first teaching expectations outlined in Section 1, additional provision and interventions maybe required. Examples of presenting needs and suggested strategies are given below as a starting point for your planning and classroom practice.

## Identified barriers and / or need

- › Limited attention span compared to developmental age
- 

## Provisions and /or strategies:

- › Use pupil interest as a motivator and to extend engagement.
- 
- › Implement regular, short breaks.
- 
- › Plan for differentiation.
- 
- › Use chunking and break tasks down into smaller, manageable steps.
- 
- › Consider the use of visual timetables.
- 
- › Consider backward chaining. Break the overall task down into smaller steps. The adult helps the child with all but that last step with the child being taught to do the last step themselves. Once the last step is learnt, the child and adult work backwards learning other steps of the sequence until the child can do the entire task.
- 
- › Use CYP's name when giving instructions.
- 
- › Ask the child to repeat back what activity they are going to do.
- 
- › Consider use of timers, so they know they only have to focus for a comfortable amount of time.
- 
- › Plan individualised timetables.
-

# Cognition and Learning

In addition to the quality first teaching expectations outlined in Section 1, 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 classroom practice.

## Identified barriers and / or need:

- › Difficulties with learning: e.g. despite appropriate differentiation, CYP makes inadequate progress over time across the curriculum and is working below age related expectations.

## Provisions and /or strategies:

- › Assess through teaching to identify the areas of need in consultation with the CYP.
- › Model use of open-ended simple statements such as 'I wonder... or what if' rather than questions.
- › Give clear and simple instructions, breaking down longer instructions and giving one at a time.
- › Use visual timetables, visual cues and prompts e.g. objects, pictures, photos, symbols, choice boards, sequences.
- › Develop Social Stories.
- › Give time to process information before a response is needed.
- › Pre-teach e.g. provision of a Teaching Assistant to help prepare the CYP for the new topic.
- › Make explicit links to prior learning.
- › Share next steps – so CYP know what to expect.
- › Use differentiated resources - teach the curriculum appropriate to the development of the CYP. E.g. a year five child may be accessing year one objectives in the same context.
- › Use meaningful strategies to boost self-esteem and confidence.
- › Provide specific meaningful praise and feedback when a CYP persists and or achieves something new.

## Identified barriers and / or need:

- › Generalised learning difficulties e.g. difficulties across the curriculum but with some areas of strength.
- › CYP with an uneven profile of skills and attainment.

## Provisions and /or strategies:

- › Ensure the CYP has full access to the breadth of learning by making adjustments and modifications to differentiate the curriculum, right across the board.
- › Place emphasis on self-actualisation – activities designed to develop skills which will support them to become independent learners.
- › Support them to develop their self-esteem through celebration and reinforcement of strengths and successes.

# Cognition and Learning continued

In addition to the quality first teaching expectations outlined in Section 1, 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 classroom practice.

## Identified barriers and / or need:

- › Specific learning difficulties affecting one or more specific aspect of learning, e.g. literacy, numeracy, co-ordination difficulties or specific language impairment.

A small number of CYP may have a formal diagnosis e.g. dyslexia, dyscalculia or developmental co-ordination difficulties (previously known as dyspraxia). For all areas of need, any provision or support should be provided in line with the needs of the CYP and is NOT dependant on any formal diagnosis.

## Provisions and /or strategies:

- › In addition, the strategies suggested above the following may be of use:
  - › Assessment through teaching to identify the areas of need in consultation with the CYP or observation if more appropriate.
  - › Teach metacognition approaches (how we learn e.g. by trying to understand the CYP's difficulty and asking them what helps).
  - › Adopt a neuro-diversity approach to celebrate the strengths of each CYP.
  - › Recognise and celebrate success in effort and show interest in other areas of their life.
  - › Work closely with the SENCO and other specialist staff to understand what strategies or approaches to use in line with advice from assessments or consultation.
  - › Use evidence-based interventions to develop skills e.g., spelling, handwriting, literacy, numeracy.
  - › Link learning to real world situations.

- › To support memory:
  - › Provide memory aids e.g. alphabet strips, number squares, post-its, key word lists, table squares.
  - › Use planning tools such as mind mapping.

---

- › For literacy difficulties:
  - › Make simple changes e.g. font style and size, coloured paper, line spacing, lighting, overlays, adaptation, appropriate use of technology.
  - › Use 'think, pair, share' to provide time to think
  - › Consider peer groupings so the CYP has access to good role models for language and communication.
  - › Consider use of appropriate learning resources e.g. pencil grips, spelling aids and alternative methods for recording information – including verbal and ICT methods.
  - › Provide opportunities of over learning through games to support reinforcement.

---

- › For numeracy difficulties:
  - › Provide access to concrete resources e.g. hundred squares, number lines, Numicon etc.
  - › Teach in the sequence of language, concrete resources and diagrams before symbols.
  - › Support use of a calculator when mental calculation is not the focus of the session. E.g. when solving word problems.

For developmental co-ordination difficulties (previously known as dyspraxia) please see the Sensory and Physical Needs section.

# Social, Emotional and Mental Health Difficulties

In addition to the quality first teaching expectations outlined in Section 1, 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 classroom practice.

## Identified barriers and / or need:

- › Difficulties participating and presenting as withdrawn or isolated

## Provisions and /or strategies:

- › Use assessment through teaching – e.g. are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence.
- › Analyse informal observations; frequency observations and other observation sheets.
- › Discuss with colleagues and your SENCO, check if there are staff members who seem to get a more positive response. What are the strategies or approaches they use with the pupil? Can these be more widely replicated?
- › Differentiate tasks to ensure that all CYP experience success in the classroom.
- › Include explicit teaching of behaviour expectations.
- › Try small group work e.g. friendship or social skills, nurture groups.
- › Give the young person responsibility for looking after someone else.
- › Use a backward chaining approach – bringing CYP in at the end of assembly or school day.
- › Use play based activities.
- › Establish the CYP's interests.
- › Use Buddying /Peer Mentoring to enable the CYP to take on both roles enabling them to receive support from a peer and providing support to a peer.
- › Try activities which provide the CYP with a sense of belonging or importance to the group.

## Identified barriers and / or need:

- › What is the behaviour reflecting?

## Provisions and /or strategies:

- › Identify what is not working well through engagement with the CYP as early as possible.
- › Consider what the behaviour may be reflecting – is there an unmet communication, or social, emotional and mental health need?
- › Look at the history, when did the behaviour start to change? Can you identify triggers?
- › Liaise and collaborate with home to understand the wider picture.
- › Keep a note of concerns, liaise with designated professional (SENCO, pastoral or safeguarding lead) within your school.
- › Be aware if CYP have been prescribed medication, feedback any changes or concerns to your SENCO so that he or she can suggest or request referral to a GP to rule out health issues.
- › Unpick the behaviours – negative and positive behaviours – what lies behind them?
- › Facilitate the implementation of specialist advice, e.g. substitutes for self-harming behaviours such as elastic bands or marbles.

# Social, Emotional and Mental Health Difficulties continued

In addition to the quality first teaching expectations outlined in Section 1, 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 classroom practice.

## Identified barriers and / or need:

- › Displaying challenging behaviour, e.g. refusal to follow instructions, aggression, damage to property

## Provisions and /or strategies:

- › Give a consistent message but flexible approach, e.g. 'I want you to be in class learning' is the consistent message; the approach to support this happening may vary or be flexible depending on individual needs.
- › Ensure that reasonable adjustments are made such that we differentiate for SEMH in the same way that we differentiate for learning.
- › Ensure learning needs are being met.
- › Understand the basis for the behaviour e.g. what is the history/context?
- › Continue to implement strategies that are reassuring.
- › Offer clear guidance – explicit messages letting the pupil know what is expected of them.
- › Offer a 'Get out with Dignity' clause letting the pupil leave the situation.
- › Monitor so that you have a good understanding of the frequency and location of triggers – frequency charts; STAR observation sheet; ABCC observation sheets; informal observations can be carried out to inform understanding.

- › Understand that behaviour is a method of communication e.g. what purpose is the behaviour trying to achieve for the CYP? What are they trying to tell us with their behaviour/ is there an unmet need? Help the CYP learn to substitute other, more acceptable, behaviours.
- › Devise a risk management plan which includes pro-active strategies, early interventions to reduce anxiety/harm and reactive strategies to ensure a consistent approach.
- › Use reintegration plans to support the CYP in returning to full time schooling. A gradual reintegration is most effective.
- › Employ a clear plan of action, agreed with parents with regard to physical intervention (schools do not need parental permission to use reasonable force on a pupil). A Risk Assessment must be in place if the CYP is causing a risk (to themselves and/or others).
- › Use choices to allow the CYP some control with the same end result e.g. "Would you like to talk to me now or in 1 minute?"
- › Teach the CYP different ways to get their needs met, such as developing social skills or strategies to self-regulate emotional states.
- › Use readiness to learn strategies and routines (after breaks or between tasks for example).
- › Consider the impact of the timetable and how you prepare CYP for transitions.
- › Plan for transition between year groups / phases of education, including

'what works well' in terms of in class differentiation and support professionals meeting to unpick the behaviour.

- 
- › Communicate effectively with home/family e.g. what is going on at home, another agency's involvement?
- 
- › Raise the need for use of a Pastoral Support Plan with your SENCO/Inclusion Lead if a CYP shows regular episodes of challenging behaviour, or persistent disruptive behaviour or is at risk of exclusion.
- 
- › Discuss the need for getting advice from the Fair Access Team, Educational Psychology Service, Learning Behaviour and Advisory (LBAT) and Autism and Social Communication (ASCT) teams if difficulties persist – see Local Offer for further information.
- 
- › Ensure that advice is consistently implemented and analysed and reviewed for effective impact.
- 
- › Review individual plans regularly: they may have changed, or you may be able to contribute.
- 
- › Ensure there is a whole school consistent approach to support the CYP's individual strategies.
- 

### **Identified barriers and / or need:**

- › Physical symptoms that are medically unexplained e.g. soiling, stomach pains
- 

### **Provisions and /or strategies:**

- › Use activities that are stress reducing e.g. games, dance, colouring, gardening, animals, forest school.
- 
- › Monitor to see whether the symptom is persistent.
- 
- › Keep a log and analyse pattern or trends to identify triggers. Talk to designated school lead (SENCO, pastoral or safeguarding lead) regarding your concerns if issue persists.
- 
- › Liaise with school nurse.
- 
- › Remember that pain can affect CYP with ASC or who have experienced trauma in ways that are different to people who are neurotypical.
- 
- › Soiling: Causes for soiling could be due to:
    - › Development – exploring the sensation.
    - › Sensory stimulus – the pupil likes the feel.
    - › Not toilet trained.
    - › Abuse.
-

# Social, Emotional and Mental Health Difficulties continued

In addition to the quality first teaching expectations outlined in Section 1, 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 classroom practice.

## Identified barriers and / or need:

### > Attention difficulties

## Provisions and /or strategies:

- > Ensure there is a clear structure to the day.
- > A consistent seating plan for all lessons - primary or secondary.
- > Sit CYP away from distractions and near to a good "learning" role models.
- > Have clear expectations regarding behaviours and a clear and consistent response to behaviours.
- > Think about potential reasons, is there a pattern?
- > Record behaviour- but remember to analyse and review trends.
- > Allow plenty of time for movement or frequent small concentration periods.
- > Plan lessons in small manageable chunks.
- > Be aware of times of the day that may be more difficult.
- > Use of Time Out card to enable classroom behaviour to remain positive.
- > Do not assume Time Out card is being "abused" if it is used often for one lesson of the week. It may be that there are certain sensory - or otherwise - barriers to learning for the CYP in this lesson. It may be that there are certain sensory - or otherwise - barriers to learning for the CYP in this lesson.
- > Consider whether any reasonable adjustments need to be made to discipline procedures / behaviour policies and ensure these are in line with Equalities Legislation.
- > Remember to consult with the CYP so they can share with you their perspective.

## Identified barriers and / or need:

### > Attachment needs

## Provisions and /or strategies:

- > Be aware that CYP with additional attachment needs may respond differently to behaviour strategies which work with others. Discuss this with your SENCO if needed.
- > Be aware that CYP may say they do not want the support offered. This do not always mean that they don't need it. Seek to support in more subtle ways, but do not withdraw support.
- > Liaise with parents for shared understanding.
- > Consider the family context and the range of CYP who may have additional attachment needs e.g. adopted, forced children, previously CIN, CEC.
- > Check out whether your school has had any attachment-based training or has appropriate resources which may be useful.
- > Ensure there is a good transition when the CYP starts school – check the history.
- > Use attachment informed strategies within class and develop a nurture group or foster a nurture ethos.
- > Consider the appropriateness of existing discipline procedures / behaviour policies. Discuss an individual plan if necessary. The law states that 'Reasonable Adjustments' must be made.
- > Liaise with the Virtual School, EPS or LBAT for training.

### Identified barriers and / or need:

- › Low level disruption or attention seeking e.g. talking out of turn, interruptions, fiddling
- 

### Provisions and /or strategies:

- › Differentiate your use of voice, gesture and body language.

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  - › Focus on reducing anxiety and thereby behaviours.

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  - › Use rewards and consequences flexibly and creatively e.g. 'catch them being good'.

---

  - › Positive reinforcement of expectations through verbal scripts and visual prompts.

---

  - › Have a 'Time in/out'/quiet area.

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  - › Pick your battles- it is unreasonable to expect "perfect" behaviour and it is unreasonable to apply the same sanctions in the same way as you would with a CYP who is neuro typical and doesn't struggle with impulse control or maintaining focus.

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  - › Ensure a positive progressive approach to managing behaviour is taken, not a punitive behaviourist approach- even though the latter may be more immediate and may make adults feel temporarily more in control.
- 

### Identified barriers and / or need:

- › Difficulty in making and maintaining healthy relationships
- 

### Provisions and /or strategies:

- › Use small group/nurture group activities to support Personal Social and Emotional development.

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  - › Model appropriate emotional responses to disagreements or difficulties with e.g. sharing/turn taking.

---

  - › Think about who the CYP can maintain a relationship with (adults only, younger children). Why might that be? Can you use this information to build the CYP's capacity to maintain relationships?

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  - › Try differentiated opportunities for social and emotional development e.g. buddy system/paired learning activities/scaffolding group work.

---

  - › Use restorative approaches when relationships break down.

---

  - › Use a key worker to rehearse and replay more appropriate social communication methods, provide opportunities to practice the social communication skill being learned in class.

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  - › Discuss the use of dedicated and planned time in the SEN base with your SENCO if this is necessary, such as during unstructured break and lunch times.

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  - › Do not use SEND base purely as a reactive strategy when friendship issues arise.
-

# Social, Emotional and Mental Health Difficulties continued

In addition to the quality first teaching expectations outlined in Section 1, additional provision and interventions maybe required. Examples of presenting needs and suggested strategies are given below as a starting point for your planning and classroom practice.

## Identified barriers and / or need:

- › Difficulties following and accepting adult direction

## Provisions and /or strategies:

- › Look for patterns and triggers to identify what may be causing behaviours e.g. use of language.
- › Be aware that these behaviours may underlie an unmet need for safety.
- › Use positive scripts - positive language to re-direct and reinforce expectations e.g. use of others as role models.
- › Consider calming scripts to deescalate, including E.g. use of sand timers for 'thinking time'.
- › Provide limited choices to give the young person a sense of control whilst following adult led activities.
- › Use meaningful rewards and consequences flexibly and creatively such as 'catch them being good' sticker charts or whatever the CYP is personally motivated by, e.g. hair care, personal care, sports, shooting baskets, controlled access to iPad, YouTube etc.
- › Consider creating a visual timetable and using visual cues such as sand timers to support the end of activities and sharing.

## Identified barriers and / or need:

- › Presenting as significantly unhappy or stressed

## Provisions and /or strategies:

- › Identify a key figure within class or SEN team who can provide an emotional secure base and build on preferred learning styles.
- › Establish a safe place/quiet area which is chosen and agreed with the CYP.
- › Ensure feedback is used to collaborate and plan with parents, to ensure consistency between the home and school and setting.
- › Consider the use of comic strip conversations to identify triggers and identify an alternative choice of action.
- › Provide opportunities to reflect emotional states and develop strategies to support self-regulation.

## Identified barriers and / or need:

- › Patterns of non-attendance
- 

## Provisions and /or strategies:

- › Talk to parents to identify barriers to attendance.
- 
- › Think about 'push and pull' factors.
- 
- › Consider accessing the West Sussex Emotional Based School Avoidance (EBSA) materials, as these can be useful diagnostic tools for early intervention.
- 
- › Collaborate and plan with parents, to ensure consistency between the home and school / setting.
- 
- › Consider the impact of exclusions on individual attendance in the long run - will the CYP learn that this behaviour enables them to go home to their safe space in their bedroom?
-

# Sensory and / or Physical Needs

In addition to the quality first teaching expectations outlined in Section 1, 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 classroom practice.

If there are concerns regarding a CYP's hearing, vision or mobility, the family should contact their GP.

For a CYP with a diagnosed sensory or physical need, advice should be sought from the Sensory Support Team or Health Professionals via the SENCO, to enable a detailed assessment and appropriate advice to be given. Parent consent is required.

## Identified barriers and / or need:

- › Hearing impairment
- › CYP may mishear words or instructions and need reinforcement and reassurance before beginning task.
- › Fluctuations in attention, may struggle concentrating
- › Difficulty in understanding peers in group discussions or in noisier environments.
- › May have delayed language

## Provisions and /or strategies:

- › Ensure staff work together with other professionals e.g. Sensory Support Team
- › Use appropriate seating and visual materials – see individual learning plan for requirements.
- › Ensure instructions are delivered clearly and at an appropriate volume.
- › Check the lesson content has been effectively communicated and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary.
- › Repeat / rephrase pertinent comments made by other CYP ensuring the CYP accesses those comments.
- › Be aware the CYP may use lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking.
- › Be aware of communication system development including eye contact, body language and facial expressions.

- › Use visual reinforcement (pictures and handouts), to support learning.
- › Consider using visual timetables and visual cues such as sand timers, to support sharing.
- › Be aware that during P.E. or games lessons it will be more difficult to follow instructions.
- › Consider that words spoken on an audio/visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles.
- › Consider the environment e.g. carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise.
- › Seat away from any source of noise e.g. window, corridor, fan heater, projector, the centre of the classroom etc.
- › Encourage good listening behaviour: sitting still, looking and listening.
- › Encourage CYP to ask when not sure what to do.
- › Establish a quiet working environment, particularly for specific listening work.
- › Ensure all staff who work with a CYP with HI should be made aware how best to support in school.
- › Arrange for adults working directly with CYP with HI to have appropriate training i.e. British Sign Language (BSL).
- › Work together with other professionals to share strategies and advice to support the CYP.

### Identified barriers and / or need:

- › Developmental co-ordination difficulties (previously known as dyspraxia)

### Provisions and /or strategies:

In addition to the strategies suggested in the Cognition and Learning section, the following may be of help.

- › Develop CYP's core stability e.g. wobble cushion, exercises and games.
- › Ensure correct seating position with appropriately sized table and chairs.
- › Provide support for letter formation e.g. using a multi-sensory handwriting scheme, pencil grips, sloping boards etc.
- › 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.
- › Provide sequencing and organisational skills e.g. first / next boards, writing frames, visual timetables.

### Identified barriers and / or need:

- › Visual impairment
- › Deterioration in visual behaviours e.g. handwriting, copying, moving text closer to eyes, identifying peers in playground, during low light.

### Provisions and /or strategies:

- › Work together with other professionals e.g. Sensory Support Team, mobility officer to share strategies and advice to support the CYP and access to learning environment e.g. use of ICT, alternative visual resources, pre-learning.
- › Consider lighting and position for CYP and how it supports their vision.
- › Provide uncluttered space and plain backgrounds to help the CYP focus on the appropriate object.
- › Use auditory reinforcements.
- › Use talking books & literature/books in Braille.
- › Use reading apps.
- › Create a folder of frequently used (transferable) resources which the CYP can access during lessons.
- › Use a 3D printer.
- › Take account of mobility needs such as accessing mobility / cane training
- › Provide access to low visual aids.
- › Consider using talking equipment for life skills / curriculum activities.
- › Provide access to quieter learning environments.

## **Sensory and / or Physical Needs** continued

In addition to the quality first teaching expectations outlined in Section 1, 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 classroom practice.

If there are concerns regarding a CYP's hearing, vision or mobility, the family should contact their GP.

For a CYP with a diagnosed sensory or physical need, advice should be sought from the Sensory Support Team or Health Professionals via the SENCO, to enable a detailed assessment and appropriate advice to be given. Parent consent is required.

### **Identified barriers and / or need:**

- › **Physical sensitivity including hyper and hypo responses and possible Sensory Processing Disorder (SPD)**
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### **Provisions and /or strategies:**

Consult with parents to identify potential trigger times and activities.

- › Consider conducting a sensory audit of the school environment.
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- › Share strategies and advice with all members of staff to support the CYP's sensory diet.
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- › Consider referral to the Occupational Therapy Service.
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- › Access staff training (such as sensory integration) through CPD, if needed.
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- › Work together with other professionals to share strategies and advice to support the CYP's sensory diet.
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- › Identify activities which help the CYP regulate. Use these at appropriate times of day to promote access to learning.
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- › Consider the impact of break times, dinner time and transitions. Work with the CYP to develop strategies which help them feel ready to learn.
- 
- › Consider using Sensory reduction planning.
- 
- › Consider using individual workstations.
- 
- › Build resilience using timers.
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# Medical Needs

In addition to the quality first teaching expectations outlined in Section 1, 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 classroom practice.

## Identified barriers and / or need:

### > Physical disability

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## Provisions and /or strategies:

> Check that the CYP is under the care of health professionals and has up to date assessment information. Refer to relevant professionals if needed for further assessment and advice.

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> Consider the adaptations needed to ensure that the CYP is able to access learning with their peers as much as possible.

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> Work together with other professionals to share strategies and advice to support the CYP.

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> Ensure that transition arrangements have been put into place prior to the CYP's entry to class. This would include ensuring that the necessary adaptations are in place, such as:

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- » Undertaking appropriate moving and manual handling training.
- » Obtaining support equipment e.g. work chairs, walkers, standing frames, hoists
- » Ensuring that appropriate accessibility plans are in place e.g. Personal Emergency Evacuation Plan.
- » Undertaking appropriate care training and use of school's hygiene suites.
- » Procuring and knowing how to use/ maintain (where necessary) with operated life-skills / curriculum equipment.

> Use adapted equipment to facilitate access specific activities throughout the school day e.g. cutlery, crockery, scissors.

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> Maintain progress, this would include having a detailed handover with the CYP's previous teacher to have a clear understanding of their strengths, developing coping strategies and any particular areas of need which may relate more broadly to their development or emotional wellbeing (such as opportunities to develop confidence or developing and maintaining friendships)

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> Keep a focus on promoting independence and resilience within planning and differentiation, provide accessible 'stretch' opportunities.

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# Medical Needs continued

In addition to the quality first teaching expectations outlined in Section 1, 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 classroom practice.

## Identified barriers and / or need:

- › Severe and complex medical needs including a life-threatening diagnosis or condition

## Provisions and /or strategies:

- › Ensure that you have the equipment that you need, e.g. support equipment such as lockable medicine cabinets, first aid bags, fridges
- › Ensure that transition arrangements have been put into place prior to the CYP's entry to class, including necessary adaptations such as:
  - › Having a good understanding of any documents related to managing medical needs in school.
  - › Accessing training prior to transition, such as rotated medication / care training, or manual handling. Consider how you establish and maintain good communication links with parents and sharing information in a timely manner.
  - › Identifying what additional support may be required e.g. diet, toileting, swimming, use of PE and science equipment, cooking, breaktime and to attend clubs and trips.
  - › Ensuring that you feel supported and equipped to support the CYP, their family and your class through any losses (by discussing with your SENCO/lead professional or having accessed bereavement training or policies for example).
- › Review and update individual support plans with your SENCO to ensure that they reflect the level of need being presented and are informative for other members of staff (e.g. over teachers).
- › It may also be helpful to discuss use of ICT equipment with your SENCO to support communication and learning.
- › Provide achievable opportunities for CYP to experience success and be as independent as possible e.g. (providing scaffolding opportunities to take part in paired or small group work.
- › Consider fatigue levels when differentiating.
- › Consider how you could promote regular home school contact when/if CYP is not in school to maintain 'sense of belonging' with peers and school community.
- › Absence from school due to medical needs may require a reintegration plan to address learning gaps – consider talking to your SENCO or lead professional about this.

**If you require this document in another format such as large print, braille, audio or in another language, please email us at [InclusionandSENDStrategymailbox@westsussex.gov.uk](mailto:InclusionandSENDStrategymailbox@westsussex.gov.uk)**