

SEN Support Inclusion Framework Toolkit



*Our vision, working together for a brighter future:
A Better Barnsley*

...An Inclusive Barnsley



First Edition

SEN Support **Inclusion Framework Toolkit**

First Edition

Barnsley Inclusion Development SENDCO Team

*Bev Bradley
Ben Froggatt*



“I’m delighted to introduce this Inclusion Framework Toolkit which represents how a graduated response to SEND within schools can help ensure good and improving outcomes for all pupils. The toolkit is the result of much hard work of many people drawn from across a range of schools in Barnsley. It has been co-produced with professionals including SENDCOs and Head Teachers, specialist staff and parents and carers of children with SEND. I am very grateful to all of those involved for the time and effort they have given to ensure the toolkit is of the highest quality.

I would particularly like to thank Bev Bradley and Ben Froggatt for the passion and commitment they have demonstrated in leading the work to develop the toolkit. Thanks also must go to Tamara Gulliver Head Teacher, The Mill Academy, Melanie Priestley CEO St Mary’s Academy Trust and Julie Allen, Head Teacher Birkwood Primary School for supporting Bev and Ben to undertake this work on behalf of the Barnsley borough. This has been a truly collaborative piece of work, reflecting our determination to support sector-led school improvement for the benefit of all our children and families.

I hope you find this toolkit helpful and look forward to seeing outcomes continue to improve for pupils with SEND in Barnsley.”



Foreword

To our Headteachers, Teachers and SENDCOs...

Excellent teaching for pupils with SEND is excellent teaching for all. The Code of Practice emphasises that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. This is the responsibility of the class teacher, led by the SENDCO and Headteacher. Additional intervention and support cannot compensate for a lack of good quality teaching. High quality provision to meet the needs of children and young people with SEND includes the use of evidence-based interventions and approaches. Educational settings, joint commissioning arrangements and local authorities are therefore responsible for accessing the best evidence available on interventions and approaches to support children and young people.

As you read this framework, consider:

- All children and young people who have special education needs or a disability should have their needs met.
- The child/young person and their family should be placed at the centre of this process; their views and wishes should be taken into account.
- All children and young people who have special educational needs should receive a broad, well balanced and relevant education at all ages.
- School Focussed Plans (SFP) and Education, Health and care Plans (EHCP) are unique to the individual learner and reflect their strengths and aspirations.
- Outcomes and targets must be set so that they impact positively on progress in order to be considered effective.

This is a framework, written by Barnsley Inclusion Development SENDCO Team, that equips teachers with high quality tools to identify and support children and young people with SEND, covering Quality First Teaching and SEN Support.

The vision shown overleaf is the basis on which this framework is built.

With support, your Inclusion Development Team,

Bev Bradley

Ben Froggatt

Acknowledgements

with thanks to...

The compilation of this Inclusion Toolkit would not have been possible without the contributions and commitment from the following individuals and teams:

Barnsley Education Inclusion Services

Education Child and Community Psychology (ECCP) Service

Habilitation Team

Hearing Support and Vision Support Service

Social Communication and Interaction (SCI) Service

Children's Therapy Services

Children's Speech and Language Therapy

Occupational Therapy

Physiotherapy

Barnsley EHC Team

Working Party Professionals

Alex Taylor, Youth Voice and Participation Coordinator

Laura Hammerton, Service and Strategy Manager Early Years

Lyn Dixon, Inclusion Development Leader at Churchfield Primary School

Tracy Letchford, Service Manager 0-19 Public Health Nursing

Specialist Provision Consultants

Hannah Williams, Greenacre School

Luke Mitchell, Springwell Community School and Positive Regard

Sharon Wainwright, Greenacre School

Parent Consultation Group

Emma Speed, Parent

Jenny Holmes, Parent

Paula Morley, Foster Carer

with special thanks to...

Joe Bradley, for providing creative support

Working Party SENDCOs

Amy Webster, Carlton Primary Academy
Amy Whitehead, Summerfields Primary Academy
Charlotte Farrell, Keresforth Primary School
Charlotte Searle, Lacewood Primary School
Donna Evans, Greenfield Primary School
Donna Hill, Netherwood Academy
Duncan Grayhurst, The Ellis C E Primary School
Georgina Cooper, Jump Primary School
Helen Jones, Ward Green Primary School
Helen Rolling, Oxspring Primary School
Helena Lockwood, Meadstead Primary School
Jade Gisby, Carlton Outwood Academy
Jan Hutchinson, Cawthorne Primary School
Jeannette Stratton, Headteacher at Lacewood Primary School
Joanne Gibbons, Oakhill Academy
Kate Joblin, West Meadows Primary School
Katie Anson, Lacewood Primary School
Katie Hirst, Upperwood Academy
Katy Haverty, Parkside Primary School
Laura Broomhead, Barugh Green Primary School
Laura Wakefield, Summerfields Primary School
Lindsey Waugh, Hoyland Springwood Primary School
Lisa Windsor, Burton Road Primary School
Lynn Hoyland, Kirk Balk Academy
Rachel Parish, All Saints Academy
Rachael Smith, Gawber Primary School
Sarah Foster, Penistone St Johns Primary School
Sue Gilroy, Shawlands Primary School

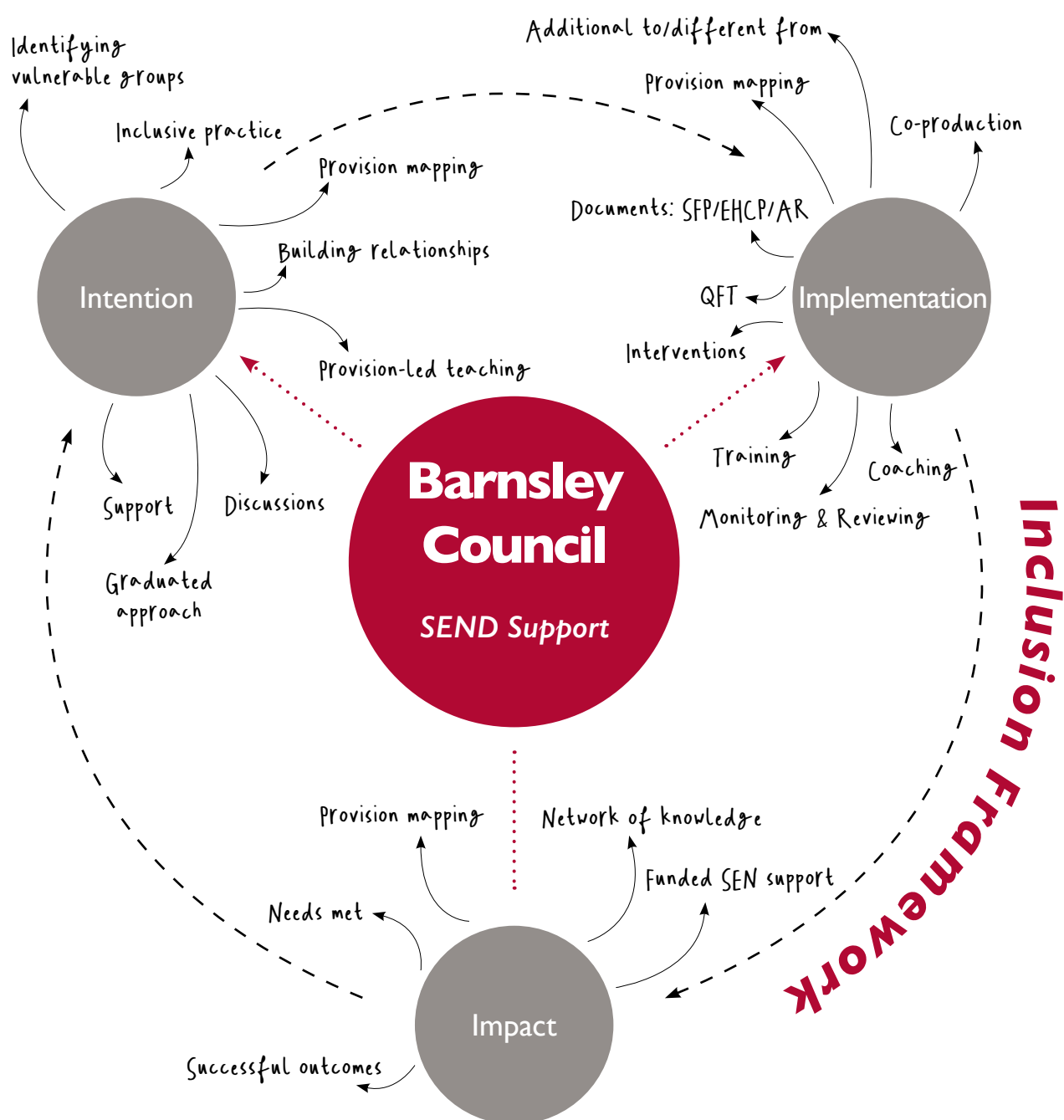
Inclusion is a mindset. It is not a way of thinking. It is not a programme that we run or a classroom in our school or a favour that we do for someone.

Inclusion is who we are. It is who we must strive to be.

- Lisa Friedman (2015)

The Vision

How the Inclusion Development Team will support SENDCOs across Barnsley:



Contents

Foreword

Acknowledgements

The Vision

Volume I

The SENDCO	15
The Role of the SENDCO	16
The Key Responsibilities of the SENDCO	17
All Teachers are Teachers of SEND	19
Working with Families	21
Working with other Professionals	23
The Code of Practice	25
Principles and Requirements	25
Key Points from the Code of Practice	25
Identifying SEN in Schools	26
Quality First Teaching (QFT)	28
What does Quality First Teaching Look Like?	28
How can Inclusive Quality First Teaching Promote Achievements?	29
Teaching Assistants	29
A Graduated Approach to SEND	30
The Three Elements	32
Early Help Assessment (EHA)	34
What is Early Help?	34
Our Local Approach	34
Early Help Assessment	35
Voice of the Child	37
SEND Support in Schools	39
Assess, Plan, Do and Review (APDR)	40
Outcomes	43
Cognition and Learning <i>example</i>	47
Social, Emotional and Mental Health <i>example</i>	47
Communication and Interaction <i>example</i>	49
Physical and Sensory <i>example</i>	49

The Outcome Sandwich	51
Provision Mapping and Funding	52
The Notional Budget	55
The School Focussed Plan (SFP)	57
Sections within the SFP	58
Updating and Reviewing	59
Successful Preparation for Adulthood	61
Safeguarding	63
 Volume 2	
The Four Broad Areas of Need	67
Volume Two ‘User Guide’	69
Cognition and Learning (<i>Assess, Plan, Do, Review</i>)	71
Element One: <i>Quality First Teaching - Universal Approach</i>	73
Element Two: <i>SEN Support - Targeted Approach</i>	83
Social, Emotional and Mental Health Difficulties (<i>Assess, Plan, Do, Review</i>)	93
Element One: <i>Quality First Teaching - Universal Approach</i>	95
Element Two: <i>SEN Support - Targeted Approach</i>	105
Communication and Interaction (<i>Assess, Plan, Do, Review</i>)	115
Element One: <i>Quality First Teaching - Universal Approach</i>	117
Element Two: <i>SEN Support - Targeted Approach</i>	127
Physical and Sensory - Deafness and Hearing Loss & Vision Loss (<i>Assess, Plan, Do, Review</i>)	137
Element One: <i>Quality First Teaching - Universal Approach</i>	139
Element Two: <i>SEN Support - Targeted Approach</i>	149
Physical and Sensory - Physical Needs & Sensory Processing Difficulties (<i>Assess, Plan, Do, Review</i>)	159
Element One: <i>Quality First Teaching - Universal Approach</i>	161
Element Two: <i>SEN Support - Targeted Approach</i>	171
 “Everybody is a genius”	181
 Acronyms	182

Volume One

The Knowledge: SEND in Schools





The SENDCO:

Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she;

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 settings.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 settings or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph one above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 settings often use the term learning difficulties and disabilities (LDD). The term SEN is used in the Code of Practice across the 0-25 age range but includes LDD.

The Role of the SENDCO Involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with professionals or agencies beyond the setting.

Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENDCO for the school.

The SENDCO must be a qualified teacher working at the school. A newly appointed SENDCO must be a qualified teacher and, where they have not previously been the SENDCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

A National Award must be a postgraduate course accredited by a recognised higher education provider. The National College for Teaching and Leadership has worked with providers to develop a set of learning outcomes. When appointing staff or arranging for them to study for a National Award schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENDCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

The SENDCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

The SENDCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The Key Responsibilities of the SENDCO may Include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Liaising with parents of pupils with SEN.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Liaise with the young person, involve them in conversations and decisions to explain in an appropriate way the process involved with their support.

The school should ensure that the SENDCO has sufficient time and resources to carry out these functions. This should include providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

It may be appropriate for a number of smaller primary schools to share a SENDCO employed to work across the individual schools, where they meet the other requirements set out in this chapter of the Code. Schools can consider this arrangement where it secures sufficient time away from teaching and sufficient administrative support to enable the SENDCO to fulfil the role effectively for the total registered pupil population across all of the schools involved.

Where such a shared approach is taken the SENDCO should not normally have a significant class teaching commitment. Such a shared SENDCO role should not be carried out by a headteacher at one of the schools.

Schools should review the effectiveness of such a shared SENDCO role regularly and should not persist with it where there is evidence of a negative impact on the quality of SEN provision, or the progress of pupils with SEN.



The Teacher

*An important cog in the
SEND system.*

*If all of the cogs do not
work in unison, the system
fails.*

All Teachers are Teachers of SEND

The Teacher:

All schools adhere to the policies set out in the SEND Code of Practice (2015). In this document, it clearly sets out that all teachers are teachers of pupils with special educational needs.

SEN Support in Schools

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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

What Teachers Must do

Teachers are both responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEN, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress.

What Teachers Should do

The Code of Practice says that every teacher is a teacher of SEN. It says that 'class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils'. Where concerns are identified, teachers should work with the special educational needs co-ordinator (SENDCO) to assess whether the child has SEN.

Teachers should set clear progress targets for all pupils with SEN that focus on 'their potential to achieve at or above expectation'.

Schools must engage parents and young people in decisions about matters that relate to their own or their child's SEN, including how those needs should be met. Class teachers, in consultation with the SENDCO, may be asked to hold regular meetings with parents to discuss their child's progress towards agreed outcomes.

Teachers have Responsibilities:

- Directly to the Child or Young person (CYP) at risk of or with special educational needs/disabilities (e.g. identification, assessment, intervention, monitoring and review)
- Working with families and carers.
- Working with other professionals.

Class and Subject Teachers Should...

Ensure early identification of;

- Special Educational Needs.
- Barriers to learning.
- Appropriate interventions and actions (e.g. 'graduated approach', 'SEN support') in consultation with the SENDCO.

Class and Subject Teachers Should;

- Have full knowledge of the CYP's SEN status including content on their support plans such as support (School Focussed Plan -SFP) or Education, Health and Care Plans (EHCP).
- Provide access to a broad and balanced curriculum.
- Understand and provide 'high quality teaching'.
- Have appropriate high expectations based on assessment.
- Be accountable for the CYPs learning, progress and development.
- Maintain responsibility for working with the CYP on a daily basis, even when interventions involve group or personalised teaching/support away from the main class.
- Regularly assess, monitor and review their progress (academic, developmental and social-emotional) during the course of the year with a view to ensuring the ultimate outcome of 'a successful transition to adult life.'

Through professional development, teachers should secure knowledge, understanding and skills around:

- Identification of specific special educational needs in the context of monitoring all pupils' progress and development.
- Appropriate basic or advanced understanding of specific special educational needs/ disabilities.
- Quality teaching for pupils with special educational needs.

Class and subject teachers should apply the graduated approach to suspected special educational needs in consultation with the SENDCO (and Designated Teacher if the pupil is 'looked after' by the local authority), parents/carers and young people. They should:

- Confirm delivery of quality first teaching.
- Identify evidence-based interventions related to the pupil's apparent needs, implement them strategically and evidence impact.
- Carry out a clear analysis of the pupil's needs based on all available evidence (e.g. school documentation of the pupil's progress to date with reference to national and peer-group data)
- Use and reference Barnsley's Local Offer and external agencies as necessary.

Working with Families

Class and Subject Teachers Must:

- Formally notify parents where it is decided to provide a pupil with 'SEN support', although parents and pupils should have already been involved in forming the initial assessment of needs.
- Contribute at least annually to an EHCP Annual Review where necessary.

Class and Subject Teachers Should:

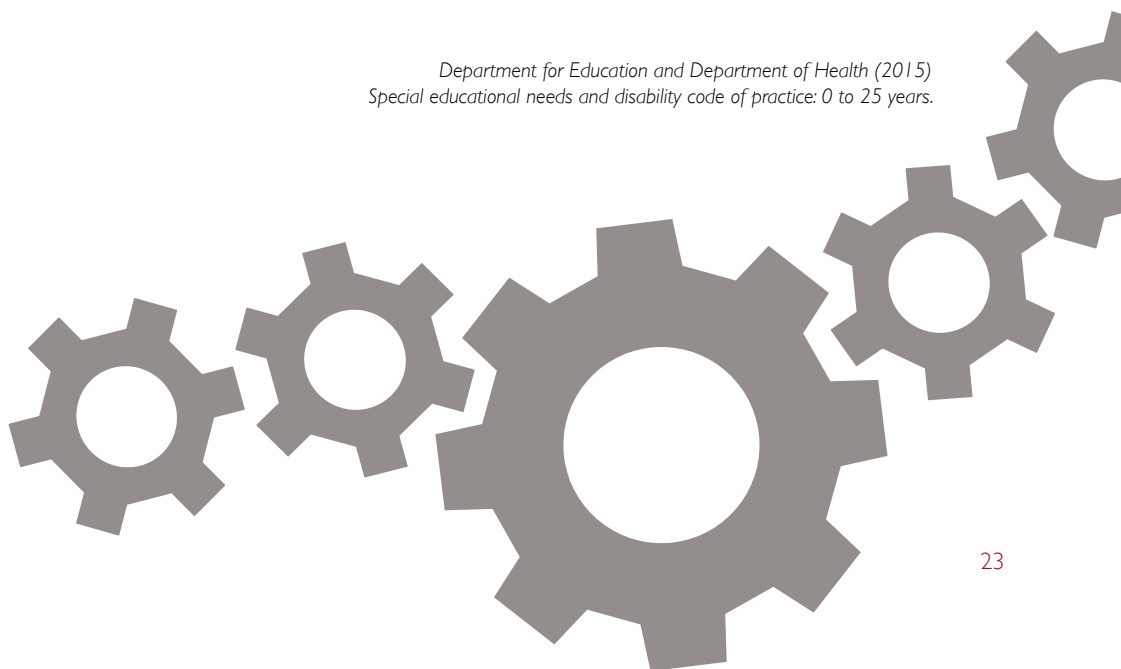
- Inform and involve parents/carers at the point of their and the SENDCO's initial concerns about a child/young person's learning and possible special educational needs.
- Develop a positive dialogue with them around their child's special educational needs, progress and outcomes.
- When a pupil is receiving SEN support, talk to parents regularly in addition to termly meetings which should be formal and not added on to parent's evenings.
- Write a detailed SEN support plan (School Focussed Plan SFP) with needs and strengths analysis and relevant outcomes.
- Short term SMART targets should be set and reviewed within the time frame set.

There should be no time when parents are unaware of a school's concern that their child has special educational needs. The teacher and the SENDCO (and Designated Teacher if the pupil is 'looked after' by the local authority) should agree in consultation with the parent and the pupil:

- The adjustments, interventions and support to be put in place.
- The intended impact on progress, development or behaviour.
- Involvement of any service professionals or specialists.
- A clear date for review.

Parents should be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning the next steps.

*Department for Education and Department of Health (2015)
Special educational needs and disability code of practice: 0 to 25 years.*



Together

we can do

great things



Working with Other Professionals

The SENDCO (and Designated Teacher if the pupil is 'looked after' by the local authority) should advise and support the class or subject teacher in assessment, problem-solving and the effective implementation of support.

Working with the SENDCO (and Designated Teacher if appropriate), class teachers and subject teachers should revise a pupil's support in light of their progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support to be provided and any teaching strategies or approaches that are required. (This information should also be available on the school's website and should be readily available.)

Teachers should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to whole-class teaching including the delivery of quality first teaching.

Teachers should work with the SENDCO to identify patterns in the identification of SEND.

Teachers should work collaboratively with other professionals to improve special educational needs identification, provision and support (e.g. approaches, strategies, resources, outcomes, review dates, etc.). It is very important that sufficient time is allocated to meet with specialist teachers and other professionals to discuss the CYP's needs.

Where reports have been gained, class and subject teachers must use the recommendations and information to inform planning and provision for the CYP.

Discussions with Other Professionals

When professionals are invited to give further support to the CYP, class and subject teachers should be available to have discussions around the CYP's strengths and needs. This is crucial for the service professional to gain insight and knowledge of the whole CYP.



The Code of Practice

Principles and Requirements:

The Children and Families Act 2014, and SEND Code of Practice 2015, set out how schools must deliver an inclusive environment for children and young people. They MUST:

- Enable the full participation of children, young people and their families in the construction of EHC plans, placing their views, wishes and feelings at the centre of the process.
- Provide the information and support that children, young people and their families may need in order to participate in such processes.
- Work with families to secure the best possible outcomes in health, education, wellbeing, employment and independent living with a clear focus on outcomes that are appropriate and measurable.
- Design systems and strategies that enable communication and collaboration with the broadest possible range of stakeholders so that cohesive, effective and personalised provision can be designed and implemented.

Communication between parents, children/young people, schools and other relevant bodies is essential. Families and other service users should have a named EHC co-ordinator so that they do not have to repeat information. Families and children/young people should experience the process as being timely, participative, streamlined and positive in terms of the focus on future aspirational goals.

Key Points from the Code of Practice

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

Admissions Authorities:

- Must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures.
- Must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs.
- Must not refuse to admit a child on the grounds that they do not have an EHC plan.

*Department for Education and Department of Health (2015)
Special educational needs and disability code of practice: 0 to 25 years.*

Identifying SEN in Schools

All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

It can include progress in areas other than attainment; for instance where a pupil needs to make additional progress with wider development such as social and emotional needs in order to make a successful transition to adult life.

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENDCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

For some children, SEN can be identified at an early age. However, for other children and young people, difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

Persistent, disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought that housing, family or other environmental circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

Professionals should also be alert to other events that can lead to learning needs or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN, but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different subjects or areas of learning and development, to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

When reviewing and managing special educational provision and the broad areas of need, schools should review how well equipped they are to provide support across these areas. Information on these areas of need and support is also collected through the School Census and forms part of the statutory publication 'Children and Young People with SEN: an analysis' which is issued by DfE each year.

Quality First Teaching (QFT)

Quality First Teaching (QFT) emphasises high quality, inclusive teaching for all children and young people. Appropriate, personalised, differentiated learning and strategies which support SEN pupils' achievement are paramount to success. All pupils in Barnsley schools are entitled to engaging, innovative, creative and interactive learning which is carefully planned and takes into account prior learning. Lessons have clear structures and expectations of outcomes. Different learning styles are taken into account to ensure greater inclusion of CYP with additional needs thus working to narrow the attainment gap. Quality First Teaching involves making our teaching inclusive so that all CYP can receive high quality teaching from a teacher and not only from a teaching assistant outside the classroom.

What does Inclusive Quality First Teaching look like?

- CYP make good progress from their individual starting points.
- Teachers know where the starting points for individual CYP are.
- High achievement for all through high expectations and high aspirations.
- The learning needs of all CYP are considered, ensuring support and challenge to enable optimal progress and progress which is in line with development.
- Lesson planning, involving everyone working with the CYP takes account of prior learning. This enables learning objectives to be specific, focused and differentiated appropriately with a clear success criteria.
- A purposeful, organised and well-resourced classroom environment which encourages independence.
- Careful planning includes a range of teaching skills, strategies and approaches which engage all learners.
- Teachers consider their use of language ensuring it is matched to the needs of the CYP.
- Adults model good practice by working together and setting examples.
- Teachers provide clear explanations of teaching points and model expectations for all CYP.
- Appropriate and effective questioning techniques are used by all teaching staff.
- Teachers and support staff ensure that CYP remain engaged, motivated and challenged.
- Special Educational Needs provision and resources are provided using an "Assess, Plan, Do, Review" approach.
- Motivated learners who are fully engaged, having opportunities to work both independently and collaboratively with peers.
- Focused praise and specific feedback (i.e. positive praise and reward, modelling, instructing, scaffolding, explanation, questioning and recording and marking, which needs to be timely and specific.)
- All staff involved in teaching are deployed appropriately and effectively and know how to support and encourage learners to succeed.

Quality First Teaching can Promote Achievement by;

- Creating a safe, secure and positive environment for learning.
- Sharing and modelling clear expectations.
- All staff engaging and motivating CYP to become intrinsic learners.
- Empowering CYP to take responsibility for their own progress and achievements.
- Encouraging independence in CYP.
- Developing resilience through supported risk taking.
- Developing skills, knowledge and a desire to learn.
- Having high expectations for all CYP regardless of their need.

Teaching Assistants

The Professional Standards for Teaching Assistants (June 2016) define high standards that can be applied to all teaching assistant roles in a self-improving school system. The main purpose of these standards is to raise the status and professionalism of teaching assistants and to position their role within a community of professionals, including teachers and school leaders, all working together to improve outcomes for children and young people. In addition, the Education Endowment Foundation (EEF), 2015, reports on the best use of teaching assistants, usefully outlining these seven evidence-based recommendations.

- Teaching assistants should not be used as substitute teachers for low-attaining pupils.
- Ensure teaching assistants add value to what teachers do, not replace them.
- Deploy teaching assistants to help pupils develop independent learning.
- Ensure teaching assistants are fully prepared for their role in the classroom through out of class liaison with teachers.
- Regular CPD and training needs for teaching assistants is identified and delivered.
- Teaching assistants should deliver high-quality personalised and small group support using structured interventions and bespoke learning packages.
- Adopt evidence-based interventions to support teaching assistants in their small group and personalised instruction.
- It is important that what CYP learn from teaching assistants complements what they are being taught in the classroom.
- Teaching assistants should be given adequate time to prepare resources required.

A Graduated Approach to SEND

The graduated approach begins at whole-school level. The role of the teacher is to continually assess, plan, implement and review their approaches to teaching all CYP. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

Personalised assessment leads to a growing understanding of the barriers to achievement for the CYP.

Ongoing reflection on approaches to meeting the pupil's needs leads to further understanding of strategies that will ensure good progress and achieve good outcomes for the CYP.

The graduated approach is a spiral and layered support which draws on more personalised approaches, additional reviews and further specialist involvement in order to tailor interventions and support to meet the individual needs of children and young people.

The SEND Code of Practice clearly states that class and/or subject teachers are directly responsible and accountable for all CYP that they teach. CYP who are receiving support from a teaching assistant or other specialist staff, within or outside the classroom continue to remain the responsibility of the class teacher.

In addition, CYP who have a special educational need, remain the responsibility of the class or subject teacher, not with the SENDCO or the learning support/inclusion department within the school. The class teacher remains accountable for the progress and development of all CYP with SEN.



QFT - Universal Approaches (no additional support with low or rising support)

Children and young people achieve the learning outcomes, appropriate to their age and ability, through Inclusive Quality First Teaching.

Low or Rising Support

Children and young people are beginning to show some signs of emerging needs. Timely intervention would ensure that they move back to the 'No Support – universal approach' category in the majority of cases. This support would be funded through Elements 1 and/or 2 of the school budget. For some children there may be a period of time when the support gradually intensifies, until 'SEN Support – Targeted Approaches' is considered.

Targeted Approaches / SEN Support

Children and young people have identified learning needs and are described in the Code of Practice at SEN Support. They will require more support but a costed provision map would indicate this provision to be below the £6,000 threshold and thus would be funded through Element 2 funding. They are likely to be CYP for whom there may be the possibility of an EHC needs assessment in the future and therefore the setting would ensure that the process of evidence gathering is implemented in an increasingly robust fashion.

Individual Approaches / Exceptional Support

Children/young people who have complex and long-term needs and who have an Education, Health and Care (EHC) Plan in place or who will be considered for an EHC needs assessment in the future. A costed provision map would indicate levels of support above the £6,000 threshold with a need for additional top-up funding required from the local authority.

The Three Elements:

Element One - Inclusive Quality First Teaching - Universal Approaches (no additional support / low or rising support)



- Effective inclusive classroom with high quality teaching in place - Teacher knows the starting points of all pupils.
- Teacher / Parent / Carer notices difficulty.
- Meeting with SENDCO.
- Discussion with Parents/Carers to discuss initial concerns.
- Inclusion Framework Toolkit used to support early identification and inclusive practice at Element one.
- It is used in conjunction with any service professional advice which may have been sought.
- Consider current provision and differentiation. Have suitable reasonable adjustments been put in place?
- Consider creating an initial provision map to monitor provision being implemented.
- A robust APDR is carried out to determine if the CYP has a SEN (Special Educational Need.)
- Inclusion SENDCOs contacted to support with current practice and SEN support.

Element Two - SEN Support - Targeted Approached - Additional to / Different from



- Provision Mapping / SFP is in place for the CYP.
- CYP is being discussed at pupil progress meetings and with SENDCO.
- Parents / Carers are included in discussions.
- Inclusion Framework Toolkit used to support inclusive practice at Element two. It is used in conjunction with any service professional advice which has been sought.
- Referrals are being considered and/or made to outside service professionals - these could include; EP (Educational Psychologist) SCI (Social, Communication and Interaction team), SALT (Speech and Language Therapy) Inclusion Services at Springwell and/or Greenacre, OT / Ph (Occupational Therapy / Physiotherapy), CAMHS (Child and Adolescent Mental Health Service)
- Has an EHA (Early Help Assessment) been considered or started?
- Consider tailored, personalised learning to meet need.
- School staff begin to gather evidence as part of the APDR cycle and to inform further support which may be required.
- Inclusion SENDCOs contacted to support with current practice and SEN support.

Element Three - EHCP - Individual Approaches - Exceptional Support

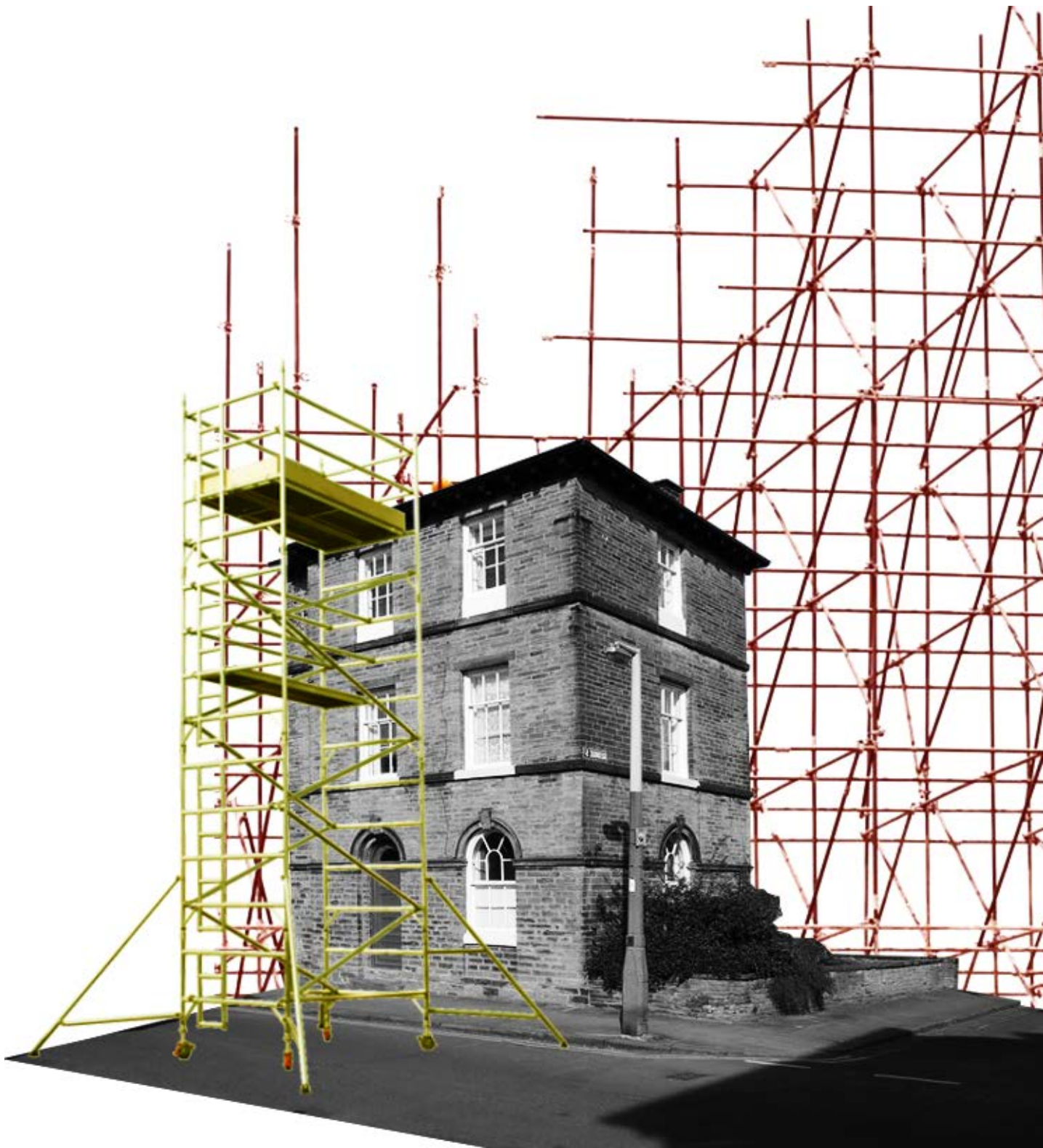


- When SEN Support funds have been exhausted and the CYP is still not making the desired progress against SMART outcomes and targets then an EHCNA (Education and Health Care Needs Assessment) can be made to the Local Authority EHC Team. The School must gather evidence which has been collated on the journey of SEN for the CYP and submit this for consideration.
- If the application is robust and there is evidence to suggest the CYP has a SEN then the assessment timeline will commence.
- After six weeks, the EHC Team will consider the application and further information relating to the CYP. An EHCP (Education, Health and Care Plan) will be issued if there is a clear need which requires funding from the Local Authority for the CYP to make the desired progress.

Inclusive Quality First Teaching provides children and young people with their base knowledge - their 'HOUSE'.

When additional support is needed in building their house, we can ensure provision gives them the 'SCAFFOLDING' they need.

Should this not be enough, then we may offer additional support to provide further, specialist 'SCAFFOLDING'.



Early Help Assessment (EHA)

What is Early Help?

Early help is the support we give to children, young people and their families where they have additional needs that aren't being met by universal services (services that are available to everyone, like health and education).

When a family has additional needs, we should make sure they have access to the support they need at the earliest possible stage. This prevents their needs becoming so great that they require a higher level of more specialist support further down the line.

Early help is about agencies working together to prevent escalation of need by intervening at the right time, with the right level of service.

It aims to prevent or reduce the need for specialist interventions such as child protection and intensive physical and mental health services.

Our Local Approach

All of the agencies in the Barnsley Children's Trust, including hospitals, schools, police, education, social care, voluntary groups and others, are committed to improving the lives of children and young people in the borough.

By working together and sharing information, we can ensure the best outcomes for all our children and young people so that, whatever their background or circumstances, they'll have the support they need to:

- Be healthy - enjoy good physical and mental health to live a healthy lifestyle.
- Stay safe - be protected from harm and neglect.
- Enjoy and achieve - get the most out of life and develop the skills for adulthood.
- Be an active citizen - be involved with their community and society.
- Earn a good living - be able to reach their full potential in life.

Integrated working is at the heart of this multi-agency approach to delivering early help to families. It brings together people from different areas of the workforce in a co-ordinated way and helps to provide a more holistic, wrap-around package of support to those who need it, at an early stage when interventions are most important, for example, at Family Centres, where a wide range of targeted groups and services are offered.

It's also supported by effective communication and by common language, processes and tools.

You can find these common resources in our **Early Help Toolkit** for practitioners.

Early Help Assessments

Where a practitioner feels that a child or young person may need additional support (beyond that available from a single agency), a co-ordinated multi-disciplinary approach is usually best,. This is based on an Early Help Assessment (EHA), with a Lead Practitioner to work closely with the child and the family to ensure they receive all the support they require.

EHAs provide the opportunity to share information with practitioners from other agencies to: clarify the nature of the concerns; identify the needs of the child/young person; and agree the appropriate response and how it will be coordinated.

The focus of an EHA is to determine the need for early help and the actions to be taken to improve outcomes from children and families as a whole, which informs the Early Help plan. The assessment is based on a holistic view of the needs of the family.

The Barnsley Thresholds for Intervention booklet available at www.barnsley.gov.uk/earlyhelp provides information and guidance relating to when to do early help and relevant forms. Information relating to the early help assessment process can be found in the early help toolkit.





Voice of the Child:

The SEND Code of Practice states that the views of children and young people are paramount at every stage of the SEND graduated approach.

Local Authorities must:

Ensure that the CYP parents/carers and where possible the young person are fully included in the EHC needs assessment process from the start. They should be made fully aware of their opportunities to offer views and information and should be consulted about the content of the plan.

The United Nations Convention on the Rights of the Child states:

Children have a right to receive and give information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability.
(Articles 12 and 13.)

*UN Commission on Human Rights,
Convention on the Rights of the Child. (7 March 1990)*

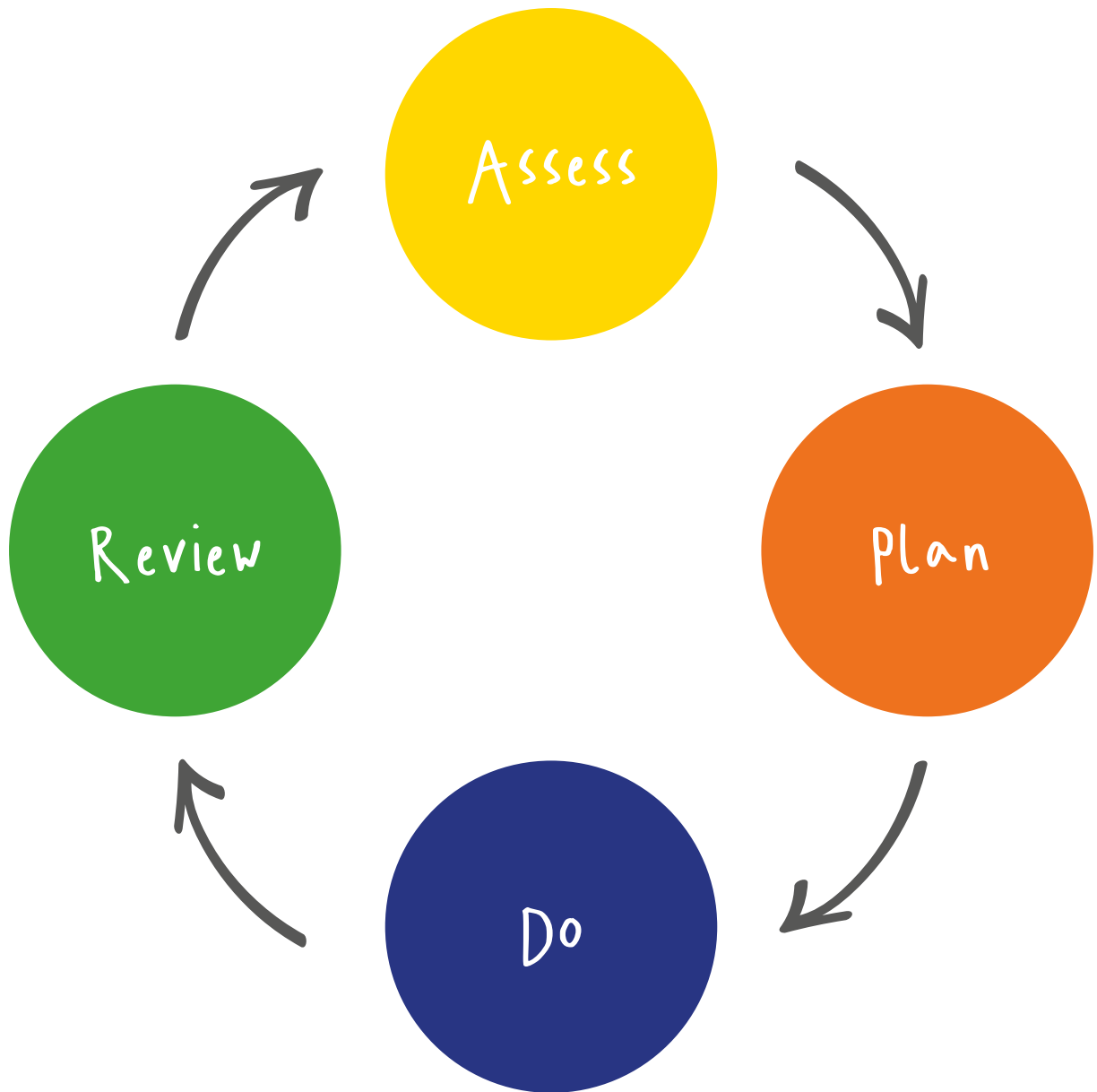
There are ranges of ways to capture the views of children and young people and schools should offer opportunities for their pupils to express their views. Some ways of gathering and recording the views of the CYP could be;

- Video footage/photographs of progress with examples of achievement.
- A presentation (electronic or paper based) this could be made with or by the young person.
- Drawings – a young child may wish to draw the journey they have been on or draw a picture to express their thoughts.
- A letter – written by the child or scribed by an adult.
- A model - in a metaphor style is an excellent example for some CYP to use.

Whichever method of sharing views is decided, it is paramount that the voice, thoughts, feelings and wishes are conveyed correctly and accurately.

Further reading and resources can be found at www.helensandersonassociates.co.uk

Here, you can find a wealth of information and free downloads available to support schools to deliver a person centred approach for families, children and young people.



SEND Support in Schools

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised. There should be a growing understanding of the pupil's needs and of what supports the pupil in making good progress and achieving good outcomes. This is known as the graduated approach. It is a cycle which draws on detailed assessment of need, robust planning procedures, joined up actions which result in effective provision being provided and more frequent review to assess impact. This cyclical wheel incorporates specialist advice and support in order to match provision to outcomes in order to meet the needs of CYP with SEN.

Assess

In identifying a child as needing SEN support, the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments and where relevant, the individual's development in comparison to their peers and national data. It should also include the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. In some cases, outside professionals from health or social care may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff, discussions involving parents/carers should take place to determine which professional support is appropriate.

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. There should be detailed recording procedures in place. This could be through the School Focused Plan (SFP) or provision map.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

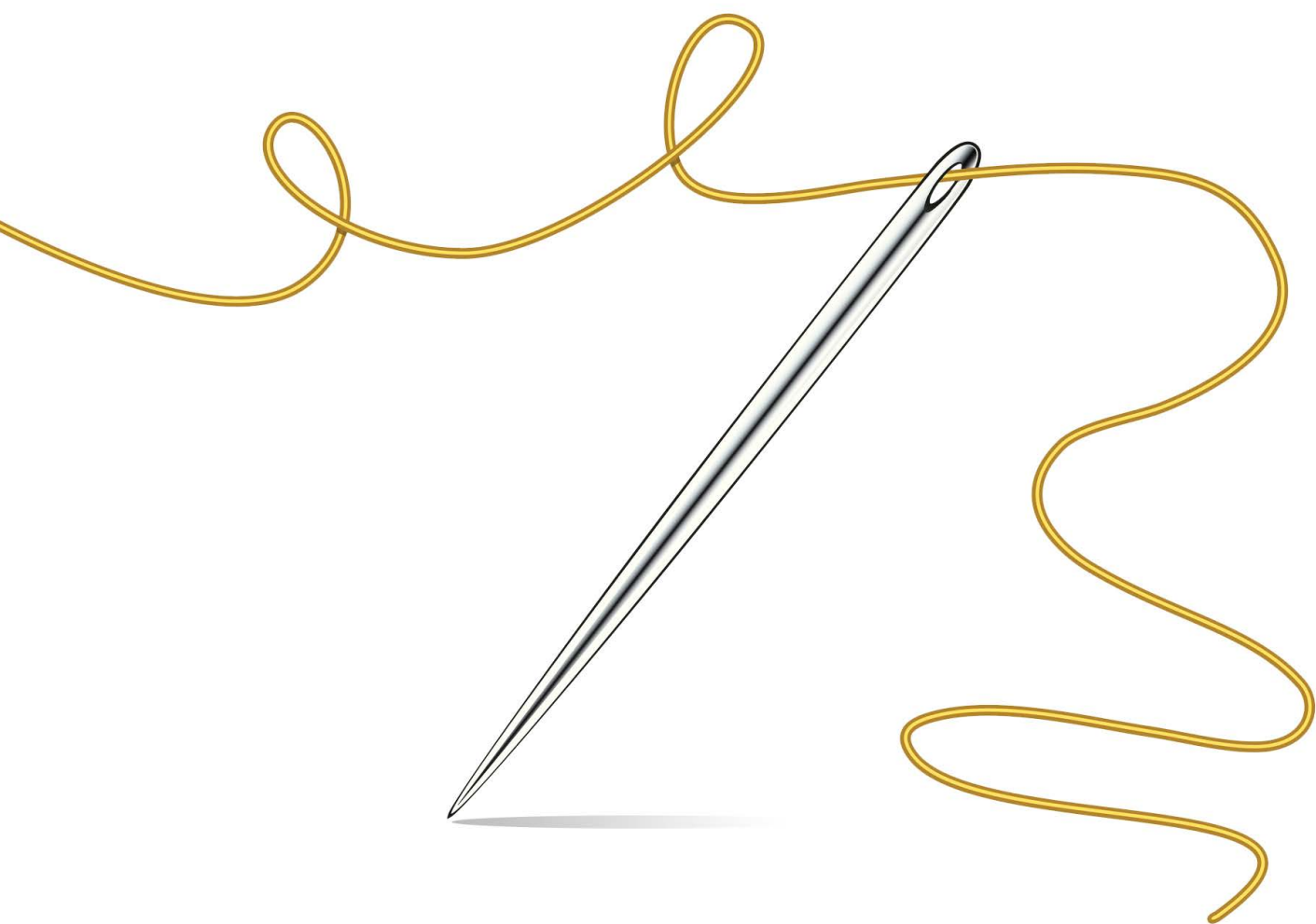
The class or subject teacher should remain responsible for working with the child on a daily basis. Quality First Teaching remains priority. Where any interventions involve group or individual teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching and QFT. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and needs in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and CYP.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.



Outcomes

“An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over; and while it does not always have to be formal or accredited, it should be SMART.” (The Code of Practice, 2015)

An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. The main aim of any outcome is to move the CYP towards their aspiration. Outcomes should be seen as steps on the journey towards this.

Successful outcomes;

- develop and build on what is working well for the CYP.
- focus on changing things that are not working well.
- address the aspirations and needs of the CYP rather than being written from a service perspective with no input from the CYP.
- are SMART in the way they are written and intended (Specific, Measurable, Achievable, Realistic, Time bound)
- are linked to provision provided.

Writing a good outcome takes practice. It involves following a number of steps to gather information, looking at different perspectives of all the relevant people who are involved and then working together to produce personalised and meaningful outcomes.

The link through from aspiration to provision and back again should be obvious.

The Golden Thread

Aspiration ↔ Needs ↔ Outcomes ↔ Provision

An Outcome should be SMART

Specific – to the CYP, not a generalised target that could apply to anybody with a similar category of need. Using clear language, what is it that you would like the CYP to achieve?

Measurable – How can the individual demonstrate that the outcome has been met? Is it clear what ‘success’ looks like? How do we see the ‘difference or benefit’ made? In addition to the usual assessment practice, schools could use a range of creative options such as interviews, diaries, tests, group discussion, observation, photographs, drawings, videos, social media including blogs, podcasts and video storytelling.

Achievable and Realistic – is provision in place to support the development of the CYP towards their aspiration by achieving the outcome? Is the outcome achievable? Is it too broad? Ask questions yourself these questions. Can Billy actually achieve this outcome and is it relevant to his needs?

Time bound – have you identified an appropriate time scale of when will it be achieved?

Things to remember:

- ✓ Outcomes should be produced using a collaborative approach with the CYP, parents/ carers and everyone working with the CYP.
- ✗ Outcomes should not be written by SENDCOs or teachers alone.

Outcomes should state clearly what the benefit is for the child or young person.

- ✓ A good example of an outcome is 'for my friends to be able to understand me so that I can join in with their games at playtime' or 'to be able to buy my ticket and travel on the bus by myself'.
- ✗ This is not an outcome: 'to improve intelligibility when speaking'.

Outcomes should be expressed from the child or young person's perspective, rather than the adults.

- ✓ A good example of an outcome is: Kate will get dressed by herself by 8 am, so she can catch the bus at 8.30 am with her friends.
- ✗ This is not an outcome: to provide Kate with a mobile phone to support independent morning life skills.

Outcomes should be important to the person and be measurable.

- ✓ A good example of an outcome is: Tom will move around the school building independently ready for his transition to secondary school.
- ✗ This is not an outcome: "To improve my independence."

How long a time period should an 'outcome' be written for?

If you are writing outcomes for something other than an EHCP, then you would set them for the duration covered by the review. For example, a year during an annual review meeting, a term during a termly review. Outcomes written for an EHCP will usually set out what needs to be achieved by the end of a phase or stage of education e.g. 'By the end of Key stage 1' or 'by the time he is 16'.

Short Term Targets to Meet Longer Term Outcomes

When setting outcomes, schools should ensure that realistic time frames are given. Short term targets set to meet longer term outcomes can range depending on need, CYP and outcome. It may be that a short term target to meet a longer term outcome could realistically be met in just three weeks. There is no set rule to setting time frames for short term targets. In addition to this, if a short term target has not been achieved in the time frame given, a review should take place to ensure the original target is reset so that it is achievable and not simply repeated. It may be that more time is needed and the time frame set was not realistic. When reviewing short term targets, this should be taken into account. Targets should not be rolled over if they are not met. They should be reviewed, adjusted and reset accordingly.

How to test your Outcome

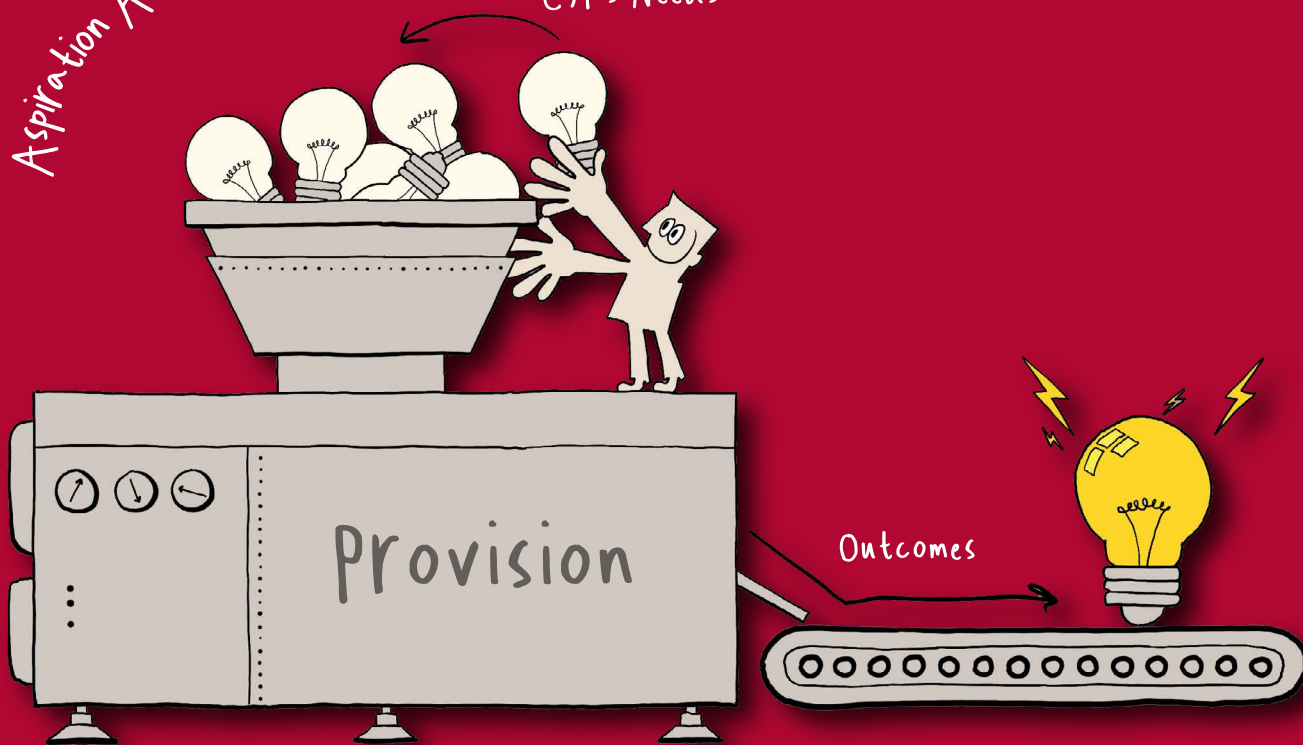
The 'so that' test can help determine if you have a good outcome. When writing your outcome, the benefit or difference that it will make to the CYP (the 'so that') should be explicit. If this is not the case, then ask yourself whether this is an outcome. If you have 'so that' written in your outcome, it is what comes after that is the 'benefit or difference' i.e. the outcome. If you do not use the words 'so that', ensure that the 'benefit or difference' is explicit.

What the Code of Practice says:

'The benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective. It should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided. Outcomes are not a description of the service being provided – for example the provision of three hours of speech and language therapy is not an outcome. In this case, the outcome is what it is intended that the speech and language therapy will help the individual to do that they cannot do now and by when this will be achieved.' (*Code of Practice, 2015*)

Aspiration Achieving Machine

CYP's Needs





Cognition and Learning *example*

Aspiration

Ben wants to be able to study independently when he goes to secondary school.

Needs

Ben has working memory difficulties.

Outcomes



Long Term (end of key stage):

By the end of key stage 2, Ben will be able to focus during whole class learning without support.



Medium Term:

By the end of year 5, Ben will be able to retell the next steps in a three step activity after listening to information presented to the class.



Short Term:

Within this half term, Ben will be able to retell one step instructions which are presented individually following whole class input.

Provision

Ben will use visual reminders of the steps needed to complete a task successfully. Support will be available using the helicopter approach to repeat instructions given. Memory aids and visual aids will be available for Ben in all lessons.



Social, Emotional and Mental Health (SEMH) *example*

Aspiration

Stacey wants to control her anger so that she can maintain her friendships.

Needs

Stacey has difficulty regulating her emotions.

Outcomes



Long Term (end of key stage):

By the end of key stage 3, Stacey will be able to recognise her own triggers and be able to self regulate when required to do so.



Medium Term:

By the end of year 7, Stacey will be able to demonstrate three calming activities which help her to self regulate.



Short Term:

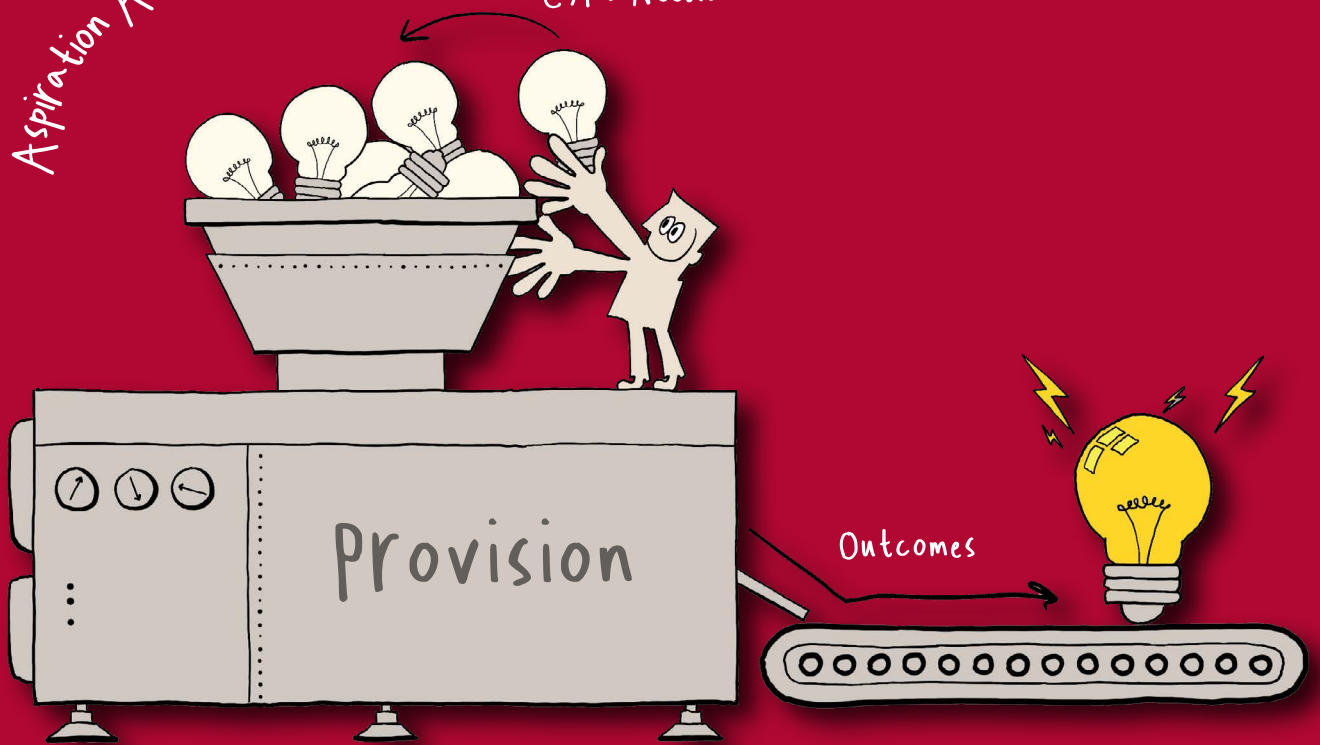
In four weeks, Stacey will be able to point where she is on a five point emotional regulation scale when asked by an adult. (Stacey will be able to achieve this four out of five times)

Provision

Stacey will have check in times before entering school and at transition points throughout the day with a key worker. She will have support to regulate and use her five point scale to recognise her emotions. Stacey will have three x 30 minute sessions to support her to understand and recognise her emotions through role play and scenarios.

Aspiration Achieving Machine

CYP's Needs





Communication and Interaction *example*

Aspiration

When Sophie is older, she wants to have a small group of friends who she can play with.

Needs

Sophie has difficulty with her social and communication skills.

Outcomes



Long Term (end of key stage):

By the time Sophie starts primary school, she will develop her social skills so that she can participate successfully in shared activities with peers.



Medium Term:

By the end of the year, Sophie will be able to engage and play alongside her peers in the role play area.



Short Term:

Sophie will be able to share a toy with another child three out of five times during morning activities.

Provision

Sophie will take part in a daily 15-minute group (up to three pupils) activity focusing on social skills and role-play activities recommended by the Social, communication and Interaction Team.



Physical and Sensory *example*

Aspiration

I would like to move independently around my community. (Capturing Tom's voice)

Needs

Tom has mild Cerebral Palsy.

Outcomes



Long Term (end of key stage):

By the end of key stage 2, Tom will be able to move independently around school using his wheelchair.



Medium Term:

By the end of the year, Tom will be able to transfer from walking frame to wheelchair independently so that he can widen his options for moving around school.



Short Term:

By the end of the term, Tom will be able to transfer from walking frame to wheelchair with adult support.

Provision

Tom will follow his physiotherapy programme for twenty minutes every day. He will use core strength building exercises as recommended by his physiotherapist at the start of each for day ten minutes.



The Outcome Sandwich!

The Outcome Sandwich is a structure to support writing person-centred outcomes

The Top Slice - specifies a realistic timescale by which an outcome will be achieved and should contain the child's name.

By when...

Timescale and name of CYP

The Filling - specifies the skill that will develop as a result of the provision.

'...will be able to...'

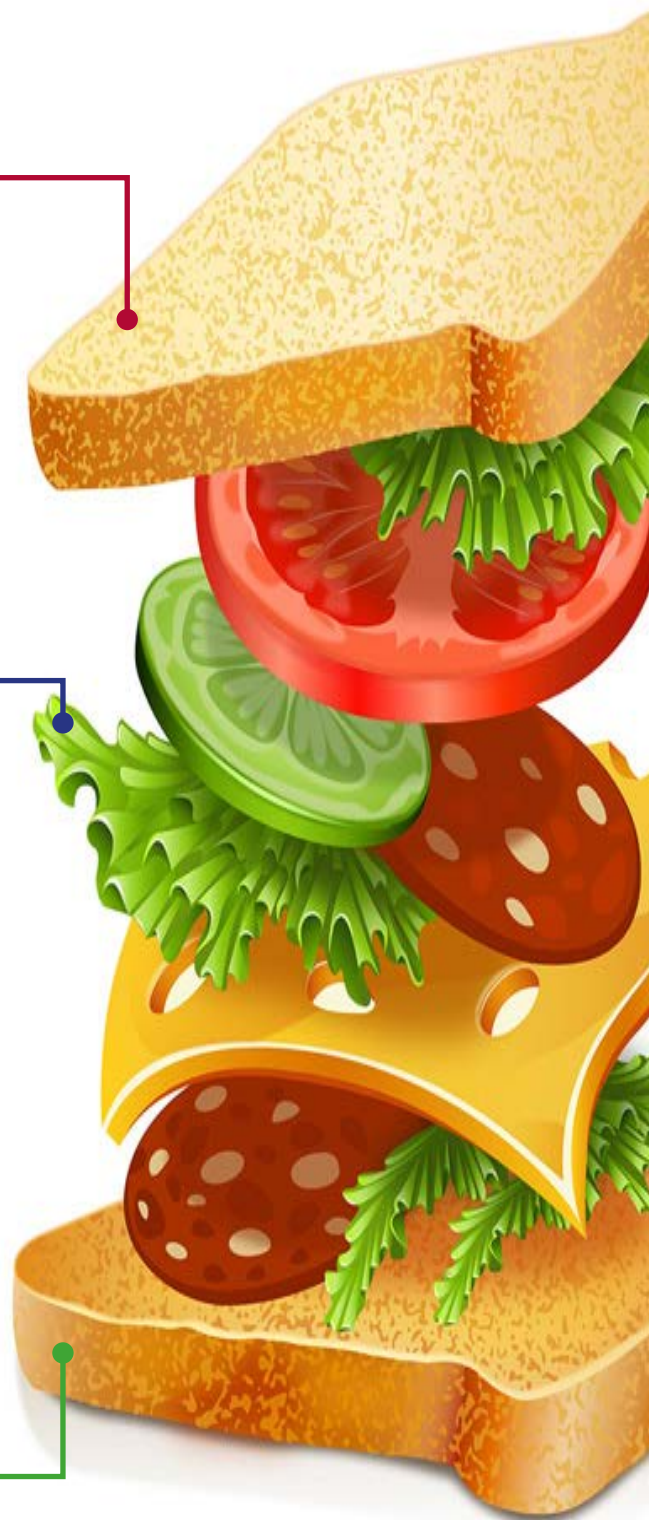
What will the CYP be able to do?

The measurable skill that will develop as a result of provision.

The Bottom Slice - specifies how the skills in the filling move the child towards their aspiration.

in order to...
so that...
to support towards...
to allow...

What will it give the child?
What will it make possible?
What will it do?
How does it prepare the child for adulthood?



Provision Mapping and Funding

Provision Mapping is an effective way of showing the range of provision available to all pupils. An effective provision map gives a clear link between provision and pupil progress.

The EHC team have a standardised provision map which forms part of SEN Support Plans (School Focussed Plans - SFP) Education Health Care Needs Assessment and Annual Reviews.

A provision map should show the provision which is being made for a child costed for a 12-month period based on education input and/or professional advice. The provision map should be constructed in partnership with the parents during the 'Assess, Plan Do Review' process and parents should be involved in agreeing the outcomes. There should be a clear thread joining the child's or young person's identified needs to the outcomes and the provision.

What can be included on a provision map?

- Provision detailed must be that which is provided which is additional and different to that which the school generally makes available for children of this age group.
- Costs of resources— e.g. sloping board.
- Additional staffing to work directly with the child/young person.
- Intervention programmes.
- Specialist services bought in to provide support or advice to the school. This can include traded services, but not those provided through the DSG (Dedicated Schools Grant) funded services.
- Training for staff specific to meeting individual needs that is beyond what could generally be expected using the schools own resource.

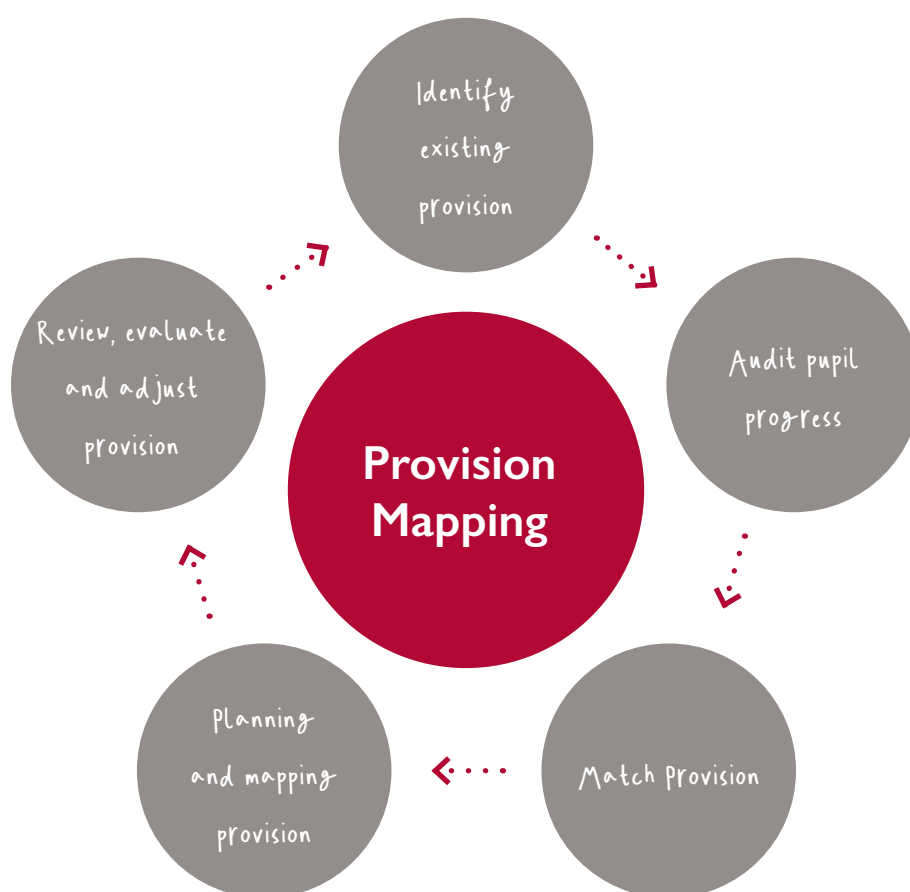
Your provision map should include details of:

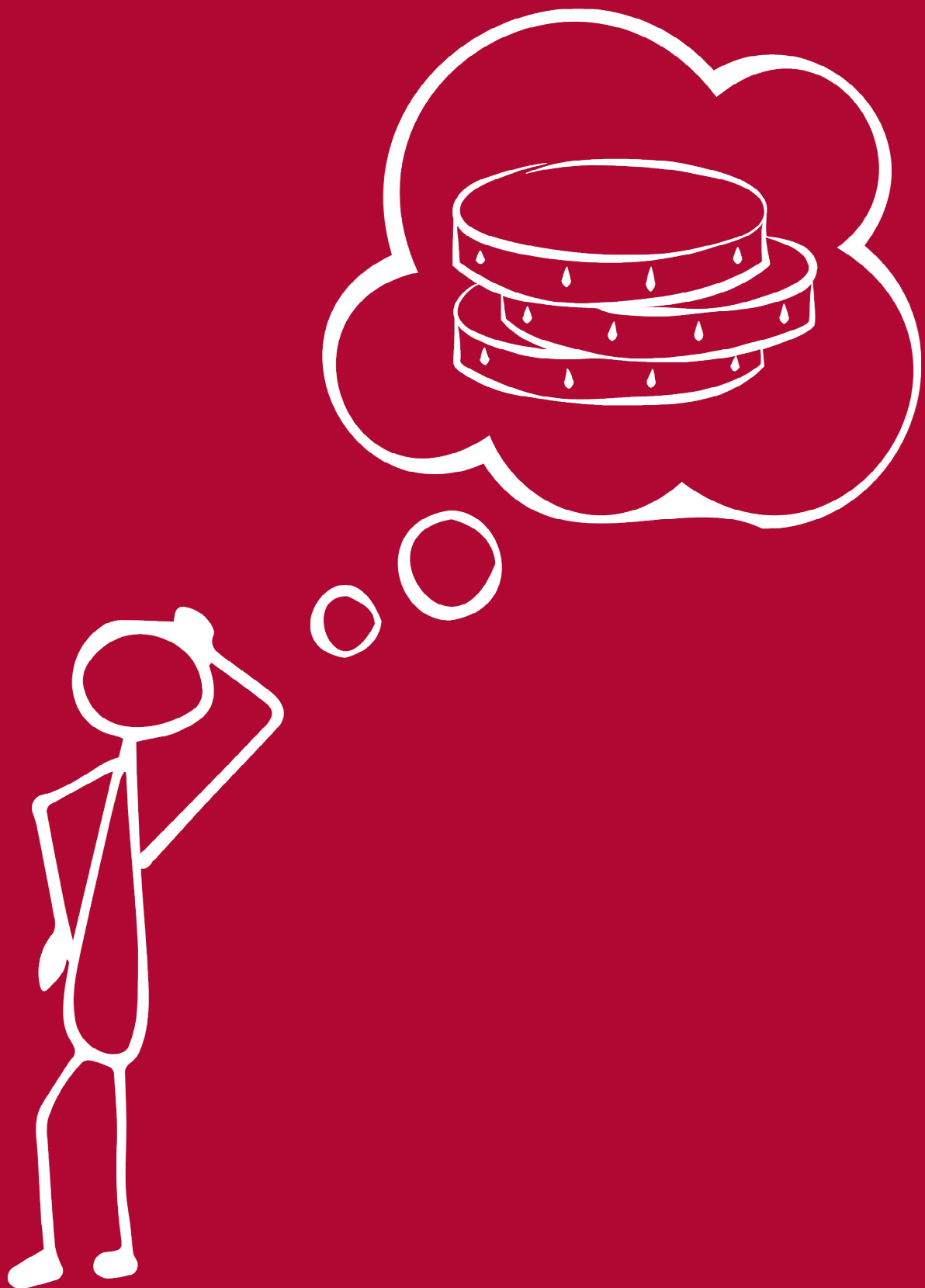
- Outcomes working towards identified additional needs and where best endeavours have been put into place.
- Intervention programmes / provision matched to outcomes.
- Time taken, frequency and staff involved in the programme.
- Other pupils identified by initials only – no names.
- Staff/pupil ratio.
- Staff responsible for carrying out the provision.
- Cost in time of each element of provision matched to ratio.
- Quality First Teaching aspects can be included but NOT costed.

The review of the intervention is a highly significant step. It should include details of why, what and when. It should look at progress and break down the successes and failures of the provision. It should focus on the success of the delivery and the adult responsible just as much as the child's success. A review should unpick all parts of the provision and whether these have been justified in meeting the outcome or whether different provision should be considered.

Specificity of Provision

Barnsley Council EHC team allocates funding based on need and outcomes rather than a set level or banded amount. This is called 'Planned Provision' and focuses on the specifics of what the CYP requires in order to achieve their outcomes. The school should submit provision maps showing received or anticipated required support and a full break down of related costs after the £6,000 notional budget has been taken into account.





The £6,000 Notional Budget.

What are Notional SEN Budgets?

The Notional SEN budget is an identified amount of money within a school's overall budget that is to contribute to the special educational provision of children with SEN or disabilities. It is allocated to schools from the Local Authority's School's Block. It is not ring-fenced, meaning it can be spent on anything the school chooses to use it for; however, schools are expected to provide SEN support from the whole of their budget.

What is the Notional SEN Budget for?

Primarily, schools are expected to use their notional £6,000 budget to meet the needs of pupils with SEN and to contribute to the cost of provision for high needs pupils. Currently, the government suggests that a school should fund up to £6,000 worth of provision for a pupil with SEN. However, in practice this figure will vary according to the individual needs of each pupil with SEN.

What other funding is available?

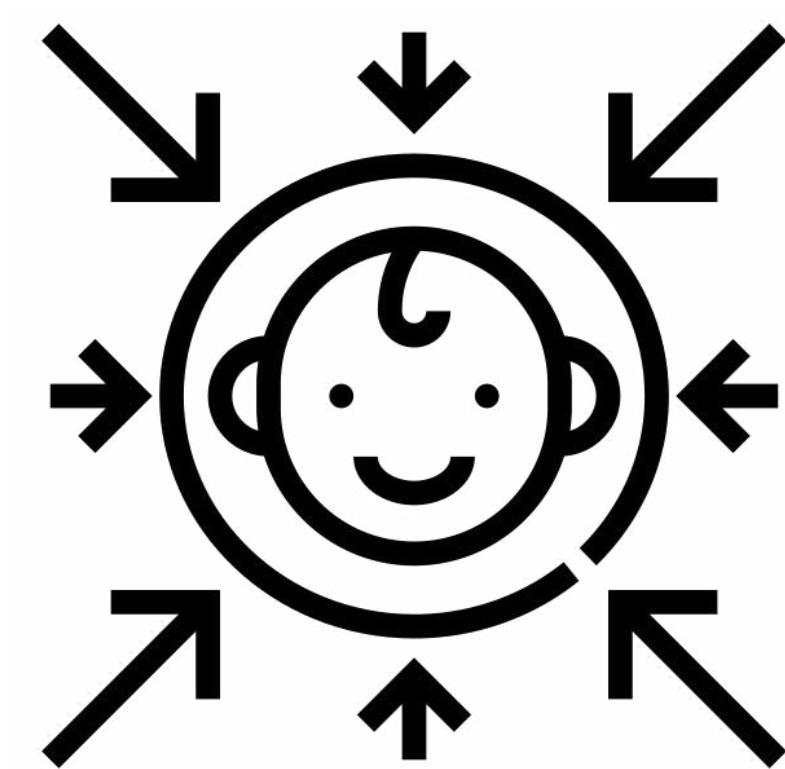
On top of the £6,000 notional budget, the council can provide additional 'top-up' funding for individual children with SEN or disabilities out of their high needs block. This can be requested by a school if they believe that they have exhausted their £6,000 notional budget and now need extra funding to be able to meet the needs of a child or young person with SEND. When all SEN support has been explored and a graduated assess, plan, do and review has taken place over various time frames and cycles, then an Education, Health and Care Needs Assessment (EHCNA) can be requested to determine whether a CYP now requires further support in the form of an Education, Health and Care Plan (EHCP) with personalised, provision led, funding attached to it.

Needs

Strengths

CYP Views

Parent Views



Targets to meet

Outcomes

Provision

Outcomes

The four areas of need

Strategies

‘The School Focused Plan’ (SFP)

Standardised SEN Support Plan

Where a pupil is identified as having SEN, schools should act to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach and includes four stages of the cycle; Assess, Plan, Do and Review.

Barnsley Council’s SEN team have a standardised SEN Support Plan known as the School Focused Plan (SFP). This is the recommended format for supporting children pre EHC. It is recognised as a crucial source of evidence when applying for an Education, Health and Care Needs Assessment (EHCNA) or requesting additional SEN funding through Annual Review. By creating a standardised plan, it makes information transferable between key stages and from primary to secondary. It also makes information portable between any Barnsley school. This improves evidence and information gathering to support CYP and families through the process. It also ensures that any CYP who does not have an EHCP but who has a complex personalised provision package and/or increasing information through APDR, is supported by a council recognised SEN Support Plan.

Outline and Uses

The School Focussed Plan (SFP) forms part of the graduated approach and should be used for the CYP who has been identified as having a moderate to high level SEN Support. Schools can adapt the plan to meet their own requirements but should stay within a recognisable format, process and order. SFPs are an APDR tool based on a clear assessment of the pupil’s needs, progress, attainment and views.

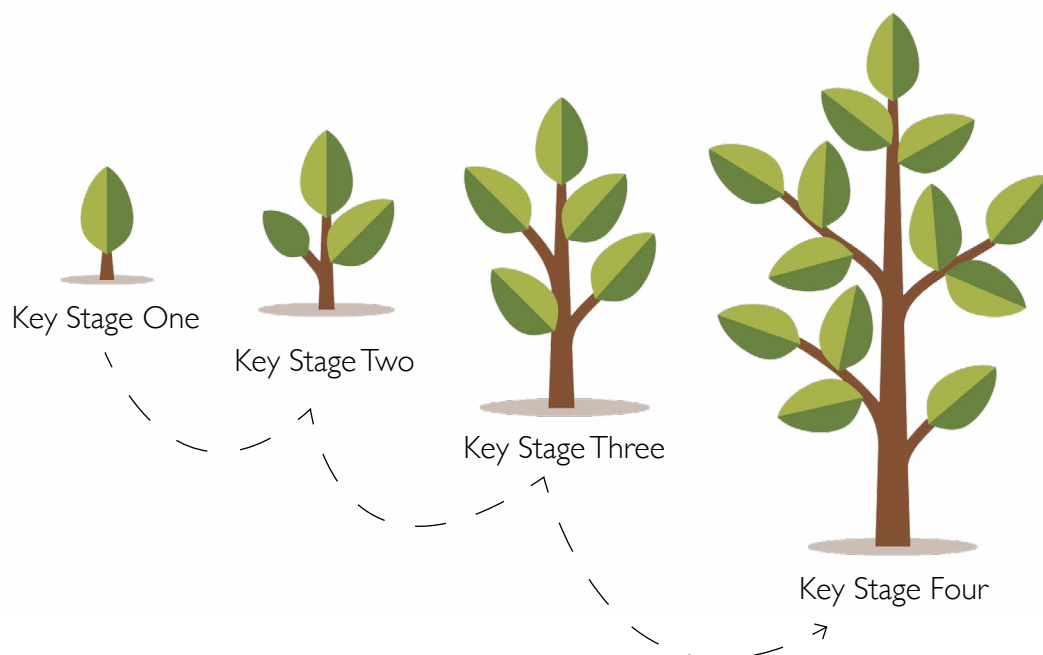
The Purpose of the SFP is to:

- Outline the provision, practice and impact of school-based funding to support low cost high incident need and/or moderate to high level element two supported provision.
- Highlight the school’s actions to remove barriers to learning and the SEN provision which has been put into place.
- Build on detailed approaches, frequent reviews and specialist advice which help the CYP make good progress and secure best outcomes.

Sections within the SFP

- SFP CYP details. Parents must be informed at the start of the plan.
- SFP 1 School based planning. Agree in consultation with parents/carers, adjustments, interventions and support to be put in place. Use any outside professional reports to inform planning.
- SFP 2 Parent/carer views.
- SFP 3 CYP Views - use the one page profile format and add into the SFP document.
- SFP 4 Tracking data sheet - should be updated termly.
- SFP 5 Provision Map - a working document to record impact of provision and progress towards targets.
- SFP 6 Review (termly with parents/carers.)

The concept of the SFP (School Focussed Plan) is to grow and transition with the child or young person (CYP)



Updating / Reviewing the SFP

- The plan should be compiled in agreement with parents/carers and the child or young person for the year ahead.
- There should be at least two parent/carer update meetings and one final parent CYP centred review meeting per year. This should be in addition to, and separate from parent's evening events. These do not need to be at set times throughout the year and instead should focus on outcome and achievements.
- It is good practice to set targets to meet 12 month (medium term) outcomes of no more than half termly. Some targets may need to be set for a term. However, the majority of targets should be set to promote expected or accelerated progress. In some instances, this may be for as little as two or three weeks depending on need, provision and resource. These short term outcomes should be reviewed by the class teacher continuously. When a target has been reached a new one should be set, thus promoting maximum progress for the CYP.
- The update points should consider the effectiveness of the support, interventions, and their impact on the pupil's progress and should be reviewed on an agreed date. Parents/carers should be invited to attend or give feedback.
- Future outcomes and revisions should be agreed in the update meeting against progress and development, using relevant data, and in consultation with parents/carers and the pupil.
- If interventions have not had the desired outcome they should be reviewed and adapted or changed.
- At any update where a pupil is making less than expected progress, despite evidence-based support and effective interventions, necessary steps should be made to analyse and modify effective teaching approaches, equipment, strategies and interventions. Parents/carers must be notified and included in this involvement
- Following an update, SFP 5 and 6 will be updated but the rest of the SFP will remain the same unless significant changes are required. The whole SFP should be fully updated in preparation for the next academic year.



Participating in Society

Independent
Living



Preparation today
leads to...
success tomorrow



Healthy adulthood



Higher Education

Successful Preparation for Adulthood

With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. Councils, education providers and their partners should work together to help children and young people to realise their ambitions in relation to:

- Higher education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies.
- Independent living – enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living.
- Participating in society – including having friends and supportive relationships, and participating in, and contributing to the local community.
- Staying safe and being as healthy as possible in adult life.

Good preparation for adult life should start early and high aspirations are crucial to success. The focus should be on the young person's strengths, their aspirations and the outcomes they want to achieve. To plan successfully, all services involved in the young person's life need to actively engage and support the planning for adulthood. Schools and other service providers should involve young people in discussions about long-term goals from year 9 at the latest.

As children get older and become young adults, it is important that they are provided with opportunities to take more control over their lives, including health care and become directly involved with choices. They should be supported to make independent decisions wherever possible. Discussions about their future should focus on what they want to achieve and the best way to support them to do this. Aspirations and needs will vary between individuals and indeed change over time as young people begin to approach post - 16 education and into adult life.



Safeguarding...

is everyone's responsibility.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and / or has specific additional needs.
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- Is a young carer.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking or exploitation; or is at risk of being radicalised or exploited.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing drugs or alcohol themselves.
- Has returned home to their family from care.
- Is a privately fostered child.

Volume Two

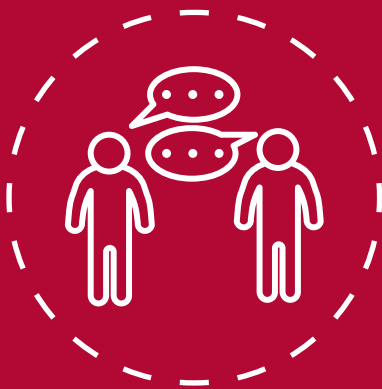
The Four Broad Areas of Need

2



Cognition and Learning

Social, Emotional and Mental Health Difficulties



Communication and Interaction

Sensory and/or Physical Needs



The Four Broad Areas of Need:

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Condition (ASC) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using evidenced based interventions and bespoke learning packages targeted at their areas of difficulty.

The strategies and recommendations listed on the following pages present a starting point for working with and supporting children with a range of learning differences. The list is far from exhaustive. Although the strategies are listed according to different areas of need, it is important to stress that a formal identification of learning difference is not a prerequisite for putting these support strategies in place. It is also important to note that many of the strategies will make learning more accessible to all children regardless of need or level of need, from low level rising support to targeted approaches.

A number of strategies, provisions or recommendations appear more than once and may appear repeated. This is intentional and aims to highlight the overlapping nature of special educational needs and their associated challenges.



Volume Two ‘User Guide’

The following pages have been designed to ensure a robust ‘Assess, *Plan*, *Do*, *Review*’ approach is in place in each setting. Use the information set out in each section of Element One and Element Two to identify provision which can be put in place for a child or young person.

The **pages may be scanned and printed** to allow class teachers, support staff and other professionals working with the child or young person to highlight where support has already been implemented and where additional support needs to be placed.

The following pages are intended to be used as **working documents**. Please note there is **no specific order to the addressing of each point** and SENDCOs should employ their professional judgement when reviewing the ‘Assess, *Plan*, *Do*, *Review*’ cycle, **bespoke to the needs of each child or young person**.



Cognition and Learning

Within the Code of Practice (2015), Cognition and Learning is defined as follows:

'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.'

Some children may have a greater difficulty than their peers with understanding, thinking, communicating, problem solving, retaining information and learning new concepts and skills. These difficulties may be more general in nature and cover a broad range of areas of learning, or they may be more specific difficulties (e.g. in maths or with literacy).

A graduated approach is required which draws on evidence based interventions in addition to bespoke learning packages put together with a sound knowledge of the gaps in learning and needs of the CYP. Where appropriate, outside professionals such as Barnsley Education Inclusion Services should be sought.

Further Reading:

The Education Endowment Foundation has a Teaching and Learning Toolkit which summarises research to help schools make decisions about teaching practice to help close the attainment gap between children:

<https://educationendowmentfoundation.org.uk/>

Ask Research and Coventry University developed a useful tool which provides leaders, teachers and practitioners with access to information about evidence-based practice that can be effective for SEN support. It brings together in one place evidence from academic research papers, a survey of schools and post-16 institutions and a set of commissioned case studies in order to allow practitioners to look at the detail of interventions and approaches and consider what would be most beneficial in their setting and for their learners.

[SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges](#)



Cognition and Learning

Element One

Quality First Teaching - Universal Approach



The Whole Child

- ☐ Is the CYP being given enough opportunities to work to their strengths?
- ☐ Do staff understand the impact that working memory and executive functioning skills have on the CYPs ability to apply understanding and learning?
- ☐ Consider other factors e.g. communication skills, hearing/vision screening, Physical/Sensory, Social Emotional and Mental Health.
- ☐ Look at history of progress over time. Is lack of progress due to a recent event? Consider the context of key life events and/or ACES (Adverse Childhood Experiences) and significant transitions.
- ☐ Are there other factors? For example; EAL.
- ☐ Has the CYP's views been obtained to further assess strengths and barriers to achievement?

Links to Home

- ☐ The school has established close home-school links, so that staff are aware of changes in home circumstances that may impact on progress.
- ☐ Systems are in place for staff to regularly seek the views of parents/carers about their child's academic needs.
- ☐ The setting raises and discusses concerns with the CYP's parents/carers and involves them in planning support approaches.

Developmental History

- ☐ Check health records - consider developmental reasons for lack of progress or barriers to learning.
- ☐ Discuss strengths and difficulties with the CYP, all staff and parents/carers.

Educational History and Attendance

- ☐ Has there been consistent QFT for the CYP presently and in previous year groups?
- ☐ Do you have a detailed understanding of the learning difficulties lie e.g. poor handwriting? poor understanding of grammar? Poor spellings or sequencing?
- ☐ Have you drawn from your own setting's assessment framework tool to be able to gain a detailed understanding of their starting points?

- ☐ Consider attendance. Has there been periods of absence and are they at regular times, on regular days?

Environmental and Teaching Adjustments

- ☐ Does the CYP make better progress within small groups?
- ☐ Do staff have the understanding, skills and knowledge to be able to identify and target need whilst offering challenge to all learners?
- ☐ Can the CYP clearly see and hear the information required for their learning?
- ☐ Have learning walks been carried out to offer guidance to class teachers?
- ☐ Is the CYP seated with appropriate peers?
- ☐ Has the CYP got the resources required to support learning, e.g concrete materials, coloured overlays, reading rulers etc?
- ☐ Is learning differentiated and pitched to the appropriate level to meet their need and allow for optimal progress?

Summative and Formative Assessment

- ☐ Has data been drawn from all staff members who support teaching and learning?
- ☐ Have baseline assessments in reading, writing and maths been carried out?
- ☐ Is there a pattern of difficulty in a particular area?
- ☐ In which areas of the curriculum is the CYP presenting with difficulties?
- ☐ Has progress been measured using an appropriate scale, i.e. relevant year group assessment - Is the CYP currently in Y4 cohort but working on Y1 curriculum?



The Whole Child



Use analysis of CYP's learning styles to create increased learning opportunities.



Plan for occasional opportunities to work with a scribe, perhaps within a small group to produce a piece of writing for 'publication' e.g. displayed on the wall, read to other children etc.

Links to Home



Plan time to communicate positive achievements, no matter how small, with home and encourage home to do the same. This could be a home school record book/postcards/ notes/phone calls.

Educational History and Attendance



Plan for lost learning, if there is a history of absences. Ensure that plans are made for specific areas of learning to be revisited if there is or has been patterns of repeated absences.

Summative and Formative Assessment



Use assessments to ensure learning is differentiated accordingly and ensure any gaps in learning are addressed



Involve the child/young person and their parents/carers in establishing where starting points are and identify specific small steps that are needed to ensure progress.



Key learning points are reviewed at appropriate times during and at the end of a lesson or in mini plenaries.



Plan regular time for communication between the teacher and staff member delivering an intervention to monitor progress and adapt focus as necessary.

Environmental and Teaching Adjustments



Plan an appropriately differentiated curriculum to take into account individual and group needs.



Plan peer groupings and seating to facilitate learning for the CYP.



There must be consideration of the use of language in the classroom.



Co-ordinate staff training if appropriate. e.g. use of Educational Psychology whole school CPD.



Maximise learning by use of multi-sensory teaching and alternative recording methods.

- Small group Intervention(s) are timetabled, ensuring that resources (including time and trained staff) are in place.
- Plan for pre-teaching and reinforcement of learning in analysis group times.
- Teach sequencing as a skill e.g. sequencing stories, alphabet.
- Plan to ensure that links to prior learning are made.
- Plan to use accessible texts which reflect interest, age range and ability; good range of 'hi-lo' (high interest, low reading age) is available.
- Consider using diagrams and pictures to add meaning alongside text.
- Plan for alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders.
- Alphabet strips stuck to desks. Key words and/or phoneme mats on desks.
- Think carefully about how to plan an environment that supports all learners.
- Display colour coded word walls in alphabetical order.
- Provide (and teach the use of) a range of writing frames to aid organisation.
- Consider planning to supply coloured paper and coloured backgrounds on smart boards. Through discussion with the CYP, find out which colours work best.
- Minimise copying from the board – provide individual copies (plan for this)
- Plan to present any text clearly and uncluttered. Use bullet points and clear font.
- Plan, teach and model memory techniques.
- Teachers, supported by the SENDCO, ensure that there are opportunities for skills to be applied and revised in QFT, whole class activities.
- Plan to use IT programs and apps to reinforce and revise what has been taught.



Links to Home



Establish effective communication with home to celebrate success and to reinforce learning.

Interventions and Progress



Catchup interventions can be delivered by teachers and support staff. Teachers should ensure that they direct staff accordingly.



Interventions and catchup programmes can be delivered within a whole class as part of guided work or in another part of school. The class teacher is responsible for monitoring that learning progress occurs.



The class teacher continues to work closely with staff involved in delivering small group interventions to assess impact.



All staff working with the CYP are responsible for communicating progress on a regular basis.

Environmental and Teaching Adjustments



Ensure there are opportunities for consolidation and application of new skills.



Allow additional time to complete tasks if necessary.



Ensure questioning focuses on moving learning forward.



Staff take the learners receptive language into account, ensuring that they understand instructions etc.



Avoid CYP copying from the board. Provide handouts/individual copies if necessary.



Discuss with pupils before asking to read aloud in class.



Use alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders.



Encourage pupils to take risks and not fear failure. Ensure there is the ethos of 'it's okay to make a mistake.'



Allow opportunities for pupils of differing abilities to work alongside each other. There is strong and validated research that suggests children who only ever work with the same ability grouping make less progress than those who work alongside pupils of differing ability.



Ensure questioning is appropriate to the CYP and give time for feedback.

Teaching Strategies

- ☐ Teach and model memory techniques.
- ☐ Pre-teaching and reinforcing subject vocabulary and content happens when necessary.
- ☐ Instructions are broken down into manageable chunks and given in sequence.
- ☐ Teach sequencing as a skill e.g. sequencing stories, alphabet.
- ☐ Pupils are encouraged to explain what they have to do, to check understanding.
- ☐ Ensure there are occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing for ‘publication’ e.g. displayed on the wall, read to other children.
- ☐ Use diagrams and pictures to add meaning alongside text - use visuals to aid meaning where possible.
- ☐ Cloze procedure exercises can be useful to vary writing tasks and demonstrate understanding.
- ☐ CYP are taught thinking skills which help them to become aware of their own learning responses.

Use of Equipment and Resources

- ☐ Ensure that any handouts can be read and are not confusing for the CYP.
- ☐ Use texts which reflect interest, ability and age range.
- ☐ Key words/vocabulary are displayed clearly and emphasised when speaking.
- ☐ Provide (and teach the use of) a range of writing frames to aid organisation and layout.
- ☐ Alphabet strips can be stuck to desks.
- ☐ Consider key words and/or phoneme mats on desks.
- ☐ Use IT programs and apps to reinforce and revise what has been taught.
- ☐ Have a range of coloured overlays/reading rulers available.
- ☐ To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas.
- ☐ Encourage independence by having resources available, not always on desks but on view so that the CYP can select a resource when required.
- ☐ Display and explain daily a class visual timetable to support containment for the CYP.



Review

(Cognition and Learning - Quality First Teaching / Universal Approaches)



The Whole Child



Review seating positions and peer group learning in the classroom.



Review and analyse where and when barriers to learning arise. Is there a pattern forming such as a particular subject area where need is more apparent?

Summative and Formative Assessment



Ensure marking and feedback is regular and focused on learner's individual learning objectives.



Review QFT. Has there been appropriate differentiation and/or opportunities to learn with a preferred style?



Review and analyse attainment and progress data.



Repeat tests following intervention to check progress.



There should be on-going monitoring of any intervention or small group learning to ensure quality of delivery and progress towards objectives e.g. observations and learning walks from the SENDCO.



The CYP is discussed at pupil progress meetings with senior leaders

Team around the CYP



Provide detailed and specific feedback to the CYP highlighting successes and reinforcing next steps. This would be dependant on the age and understanding of the CYP.



Review progress regularly with learners, parents/carers and teaching staff.



Obtain learner and parent/carer's views about impact of any intervention and/or support.



All staff working with the CYP are responsible for communicating progress of learning on a regular basis.

Next Steps...

- ☐ Where little or no progress is being made, class teacher and SENDCO review suitability of intervention/support and re-plan.
- ☐ Meetings with parents/carers should be arranged to discuss next steps in the school's Graduated Approach.
- ☐ Discussions should take place to determine whether the support given should be elevated to SEN Support or whether a further emphasis needs to be placed on QFT and the Assess, Plan and Do approach. Review and revise previous steps in the toolkit. Does the CYP require additional to and different from that of their peers?
- ☐ Consider future involvement from Education Inclusion Services e.g. Education Psychology Service once the APDR has been carried out in a robust fashion.
- ☐ Is there a whole school training requirement relevant to meeting the needs of CYP with Cognition and Learning needs?
- ☐ Consult the school's Designated Safeguard Lead to clarify and review any safeguarding concerns there may be.



Cognition and Learning

Element Two

SEN Support - Targeted Approaches



In addition to QFT - Universal Approaches



The Whole Child



Consider all factors which may be creating barriers to learning including key life events and changes which may have occurred recently. Has there been a recent trauma, loss or a significant change?



Consider whether there is another SEN need not being met but which is contributing to the lack of progress, e.g. Social and Communication skills, hearing/vision screening, Physical/Sensory, Social Emotional and Mental Health.



Is the CYP being given regular opportunities to experience success.



Can the CYP access the level of learning that is being expected?

Links to Home



All concerns, in addition to successes, should be shared with parents/carers regularly and strong relationships with parents/carers must be maintained.

Developmental History



Consider all previous assessments and progress over time.

Educational History and Attendance



Has there been consistent school placements for the CYP?



If the CYP has recently started attending the school, has there been adequate transition support and information sharing?



Analyse attendance and the impact that this has had on the CYP's progress over time.



Has attendance declined? Is there a pattern of absence at certain times on certain days?



Has the Local Authority Education Welfare SEND officer been informed of any decline in attendance?

Environmental and Teaching Adjustments



Are there interventions which could be used but are not available to the school?



Learning walks/observations undertaken by the SENDCO offer clear advice to support teacher's planning.



Are staff skills sufficient to meet learner needs or are there training implications?

External Support

- Consider consultation with external support services as appropriate e.g. Barnsley Education Inclusion Services and Barnsley Inclusion SENDCO Team.

Summative and Formative Assessment

- Ensure that assessments are current and are consistent in line with development.
- Have you drawn from your own setting's assessment framework tool to be able to gain a detailed understanding of the CYP's needs?
- Carry out initial assessments to determine whether individual or small group multi-sensory phonics programme e.g. 'Beat Dyslexia', 'Read, Write Inc.' catch up programme would benefit the CYP.
- Collect and record information to contribute to a School Focussed Plan (SFP)
- Assess progress against learning objectives and individual targets.
- Use the **Neurodiversity Profiler Tool**. This is a checklist and not a diagnostic tool which can be used to discover more about a CYP needs rather than to provide a 'label'.
- Visit www.bdadyslexia.org.uk/advice/educators/teaching-for-neurodiversity to view the Primary Neurodiversity Profiler. The Secondary Neurodiversity Profiler can also be downloaded at this site.
- Assess need using the **Neurodiversity SpLD Checklist (Primary 6-11)** [Neurodiversity Checklist](#) This checklist is designed to be used as a first step in identifying the needs of pupils who are achieving below the expected level in the classroom. It is not a diagnostic tool.

Further Reading

Consult the document - **Understanding Neurodiversity A Guide to Specific Learning Differences** as a tool to support understanding of behaviours that are present. The document can be viewed at: <https://www.sendgateway.org.uk/resources/understanding-neurodiversity-a-guide-to-specific-learning-differences-2nd-edition.html>



In addition to QFT - Universal Approaches



Links to Home



Plan time to discuss the CYP's needs with parents/carers within the home in addition to school.



Ensure that the CYP and their parents/carers are involved in the process of provision planning.

Environmental and Teaching Adjustments



Teacher, in consultation with SENDCO, learner and parents/carers plans a time-limited intervention. This should be carefully matched to identified needs.



Deployment of staff is paramount to ensure learners are given the set time specified for the programmes of support.



Teachers, supported by the SENDCO, ensure that there are opportunities for skills to be applied and revised in whole class activities.



Plan activities and learning which are different from and additional to other CYP.



Ensure that a ceiling is not put onto the CYP's learning.



Plan for challenge and success for the CYP.

Support, Intervention and Monitoring



Use provision mapping to plan out support and intervention, taking time to map minutes of support which are additional to and different from.



Involve the learner and their parents/carers in the process of understanding what their difficulties are and what needs to happen for the learner to make progress. This could be done within SFP (School Focussed Plan) development



Intervention(s) will be timed, where possible, so that the learner does not miss whole class activities and QFT.



Plan regular time for communication between teacher and person delivering intervention to monitor progress and adapt targets/focus as necessary.



SMART targets and outcomes detailed in the CYP's provision map are set and shared with learner/parents.



Targets are dynamic and are modified to match progress.

- A record keeping system is in place to monitor progress.
- Intervention(s) are timetabled, ensuring that resources (including time and trained staff) are in place.
- Plan for analysis groups or individual support to revise and consolidate what has been learned previously.
- Plan for a personalised or small group approach to develop skills using appropriate resources.
- Plan to teach strategies to improve memory. These may include chunking, mnemonics and linking audio and visual knowledge.
- Ensure the CYP receives small group or personalised work on focussed need, which is additional to and different from their peers.
- Plan which interventions are most appropriate. Bespoke interventions and/or specific evidence-based interventions.

Summative and Formative Assessment

- Ensure planning is consistent with the developmental needs of the CYP.

External Support

- Seek advice from Education Inclusion Services and further outside professionals.
- Once a report has been received from an outside agency, ensure this is shared amongst relevant staff. Planning should involve all staff working with the CYP using recommendations and advice given in professional reports.



In addition to QFT - Universal Approaches

☒ **Links to Home**

- ☐ Continue to form effective communication with home to ensure there is parent/carer involvement.

Environmental and Teaching Adjustments

- ☐ Always allow extra time for the CYP to process. This is additional to and different from what another child may receive. Echoing from a TA could also be helpful to remind the CYP what has been asked.

Teaching Strategies

- ☐ There should be a focus on supporting independence within the learning for the CYP
- ☐ Use Precision Teaching to give focussed and targeted support for the CYP
- ☐ CYP takes part in additional group or individual support work to revise and consolidate what has been learned previously.

Use of Equipment and Resources

- ☐ Use appropriate resources to support the understanding of language and comprehension. E.g. Blanks Levels of Questioning
- ☐ Use “now/first” and “next/then” cards for CYP as a means of helping them to understand what the current task is and when that changes. This will forewarn them of what will happen next and also that the CYP understands the expectation.

Interventions and Progress

- ☐ Planned interventions can be delivered by teachers and support staff.
- ☐ Teachers should ensure that they direct and deploy staff accordingly.
- ☐ Interventions can be delivered within a whole class as part of guided work or in another part of school. The class teacher is responsible for monitoring that learning progress occurs.
- ☐ The class teacher must continue to work closely with staff involved in delivering interventions to ensure accelerated progress and impact.
- ☐ All staff working with the CYP are responsible for communicating progress towards outcomes and targets on a regular basis.
- ☐ The class teacher remains responsible for the recording of progress towards outcomes and targets.

- ☐ CYP has personalised or small group lessons to develop skills using appropriate resources.
- ☐ Teach strategies to improve memory. These may include chunking, mnemonics and linking audio and visual knowledge.
- ☐ CYP receives small group or personalised work on focussed need which is additional to and different from that of their peers.
- ☐ Consider which interventions are most appropriate. Bespoke interventions and/or specific evidence-based interventions.
- ☐ Ensure that CYP are not being withdrawn from subjects they enjoy and could experience success at.
- ☐ Continue to make quality first teaching the primary vehicle for learning.
- ☐ Ensure that time away from peers is kept minimal.

Further Reading

'Greg Brooks' compilation 'What works – effective strategies for literacy intervention' was commissioned by the Dyslexia-SpLD Trust and is available on the Dyslexia-SpLD Trust website: www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-edition-Rev-Oct-2016.pdf

'Interventions for Literacy' hosts a searchable database for 'What Works' in respect of literacy interventions, available at: interventionsforliteracy.org.uk/home/interventions/

The Education Endowment Foundation have produced guidance to improve outcomes in maths for CYP. 'Improving maths in Early Years and Key Stage 1 and Improving maths in Key Stages 2 and 3', available at: educationendowmentfoundation.org.uk/school-themes/mathematics/



In addition to QFT - Universal Approaches



Links to Home



School Focussed Plans (SFPs) should be reviewed with parents/carers and the CYP at least every term. This should be a scheduled meeting to discuss progress towards 12 month outcomes and review recent progress towards short term targets.



Parents/carers and CYP should be involved in the setting of new outcomes/targets.

Team around the CYP



Provide detailed and specific feedback to the CYP highlighting successes and reinforcing next steps. This would be dependant on the age and understanding of the CYP.



All staff working with the CYP are responsible for communicating progress towards School Focussed Plan (SFP) outcomes and shorter term targets.

Summative and Formative Assessment



Ensure marking and specific feedback is regular and focused on learner's individual learning objectives and SEN targets.



Review and analyse attainment and progress data.



There should be on-going monitoring of any intervention, individual or small group learning to ensure quality of delivery and progress towards outcomes and targets.



If specific interventions are being used, clear entry and exit criteria should be shown to determine the level of progress made.



Where little or no progress is being made, class teacher and SENDCO review suitability of intervention and re-plan.



The suitability of any intervention should be carefully monitored. It is important to gauge impact swiftly so the CYP is not spending time on an intervention that is not conducive to need.

Next Steps...

- ☐ Review provision maps to highlight the support and intervention that has been successful and where further provision is necessary.
- ☐ Use provision mapping to plan out support and intervention. Take time to map minutes of support which are additional to and different from.
- ☐ SMART targets and outcomes detailed on provision maps should be reviewed and new outcomes set in line with progress. These should be produced with the CYP if appropriate and parents/carers.
- ☐ Where progress has been limited, return to assessments and consider further involvement from external professionals.
- ☐ SENDCO, class teacher and parents/carers must work together to determine if the level of provision is appropriate for the CYP and whether an Education, Health and Care Plan (EHCP) is required to continue to build on the support that is currently in place. The school must collate evidence over time to detail provision and impact before an Education Health and Care Needs Assessment, (EHCNA) is sought.
- ☐ Meetings with parents/carers should be arranged to discuss next steps in the school's graduated approach.



Social, Emotional and Mental Health Difficulties

Within the Code of Practice (2015), SEMH is defined as follows;

“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 pupils. The Department for Education publishes guidance on managing pupils’ mental health and behaviour difficulties in schools.”

It is very important when identifying CYP with social, emotional and mental health needs that the possibility of other unmet needs, which could be impacting on a CYP’s social and emotional needs, are explored fully. Pupils with social, emotional and mental health needs can show behaviours which make it difficult for them to function effectively at school. CYP may be withdrawn, have low self-esteem, and can exhibit uncooperative and/or aggressive behaviours.

It is vital to recognise that **every behaviour is a form of communication** and inclusive practice works to support the CYP to understand how to communicate their needs and emotions in a socially acceptable way. CYP desperately need to develop a sense of worth before they can benefit and succeed in their education. Underneath, they want to be liked, accepted and to feel successful. In many cases such pupils also experience significant difficulty in academia and may feel worthless and frustrated. Building strong relationships and meaningful connections with the CYP is crucial for their progress, development and success.

Further Reading:

Dix, P. (2017). *When the adults change, everything changes : seismic shifts in school behaviour.* Bancyfelin: Independent Thinking Press.

Van Der Kolk, B.A. (2015). *The body keeps the score : mind, brain and body in the transformation of trauma.* London: Penguin Books.

Bruce. P and Szalavitz, M. (2017). *The boy who was raised as a dog : and other stories from a child psychiatrist’s notebook : what traumatized children can teach us about loss, love, and healing.* New York: Basic Books.

Betsy De Thierry (2017). *The simple guide to child trauma : what it is and how to help.* London ; Philadelphia: Jessica Kingsley Publishers.

Louise Michelle Bombèr (2011). *What about me? : inclusive strategies to support pupils with attachment difficulties make it through the school day.* Richmond:Worth Publishing.

Louise Michelle Bombèr (2007). *Inside I’m hurting : practical strategies for supporting children with attachment difficulties in schools.* London:Worth.



Social, Emotional and Mental Health Difficulties

Element One

Quality First Teaching - Universal Approach



The Whole Child

- ☐ Is the CYP being given enough opportunities to work to their strengths?
- ☐ Begin to build a picture of the barriers to achievement for the CYP.
- ☐ Consider other factors e.g. communication skills, hearing/vision screening, Physical/Sensory, cognition difficulties.
- ☐ Look at history of progress over time. Is the lack of progress due to a recent event? Consider the context of key life events and/or ACES (Adverse Childhood Experiences) and significant transitions.
- ☐ Have staff got a clear understanding of the CYP's social and emotional needs?
- ☐ Consider sensory needs and how these may impact on the CYP's ability to manage regulation and focus. A sensory profile assessment can inform of any potential need in this area.

Links to Home

- ☐ Any concerns should be discussed with parents/carers at the earliest opportunity.
- ☐ Create strong relationships with parents/carers and keep them informed of changes, progress or setbacks.
- ☐ Consider carrying out an Early Help Assessment (EHA) for the whole family.

Developmental History

- ☐ Check health records. Consider developmental reasons for lack of progress or barriers to learning.
- ☐ Check safeguarding records, particularly if the CYP is new to the setting/school.
- ☐ Discuss strengths and difficulties with the CYP, all staff and parents/carers.

Educational History and Attendance

- ☐ Has there been consistent QFT for the CYP presently and in previous year groups?
- ☐ Consider attendance. Has there been periods of absence and are they at regular times, on regular days?
- ☐ Are there other factors such as EAL?

Environmental and Teaching Adjustments

- ☐ Is the CYP seated in an appropriate position? Away from distractions such as walkways, corridors, windows? These are ways to minimise hyper-vigilance.

- ☐ Does the CYP make better progress within small group learning?
- ☐ Do staff have the understanding, skills and knowledge to be able to identify and target need?
- ☐ Have learning walks/observations been carried out to offer guidance to class teachers?
- ☐ Observations should be carried out in class and in unstructured times to begin to understand any patterns of behaviours.
- ☐ Is the CYP seated with appropriate peers?
- ☐ Has the CYP got the resources required to support learning, e.g concrete materials, coloured overlays, reading rulers?
- ☐ Is learning differentiated and pitched to the appropriate level to meet their need and allow for optimal progress?
- ☐ Staff must begin to identify triggers and underlying factors.
- ☐ Review school processes for ensuring Inclusive Quality First Teaching – ensure Social, Emotional, and Mental Health is supported through PSHE, the School Council, SEAL, Thrive, Circle Time, Lunchtime support.
- ☐ Review school processes for creating an inclusive school culture supported by positive and consistent behaviour management.
- ☐ Are visual timetables available in all classrooms? CYP need to know what's coming next. Containment is important for all learners.
- ☐ Consider staff CPD around attachment and trauma informed approaches.
- ☐ Consider effective deployment of staff.
- ☐ Relationships between staff and CYP are crucial. Consider ways to develop and strengthen relationship between staff and pupils in all classrooms.

Summative and Formative Assessment

- ☐ Is there a pattern of difficulty at specific times? Consider using the STAR behaviour analysis chart to assess the setting, trigger, action and result of the behaviour.
- ☐ Does the CYP experience difficulties in specific areas of learning?
- ☐ Has progress been measured using an appropriate scale, i.e. relevant year group assessment. Is the CYP currently in Y4 cohort but working on Y1 curriculum?
- ☐ Use assessment tools such as Thrive, Executive Skills, the Boxall Profile, Goodman's Strengths and Difficulties Questionnaire to base line and measure progress.
- ☐ There should be clear entry and exit points for any short term intervention carried out.



Links to Home



Involve the learner and their parents/carers in the process of planning.



Plan time to communicate positive achievements, no matter how small, with home and encourage home to do the same. This could be a home school record book/postcards/ notes/phone calls.

The Whole Child



Use analysis of child's/young person's learning styles to create increased learning opportunities.



Consider planning for an emotional based support intervention or programme; e.g. Thrive, Zones of Regulation, Boxall Profile.



Plan to understand the needs of the CYP by completing a thoughts, feelings and wishes exercise.



Plan for time to build meaningful relationships and connections with staff members.



Help the CYP identify a trusted adult who they are comfortable sharing concerns with.

Environmental and Teaching Adjustments



Use learning assessment to ensure appropriately differentiated work and ensure any gaps in learning are addressed.



Use the learner's and teacher's analysis of his/her learning style and needs to create an environment in which the learner can work; making use of flexible learning approaches.



Plan to deploy staff carefully. Where is the most appropriate place for staff to be? Are staff effective in their current base? Planning and timetabling to ensure the correct staff are working with the correct children is beneficial to support all CYP learning.



Plan for appropriate training needs so that understanding of pupil need can be met effectively.



Plan to support the CYP with emotional check in times during the day to listen and give time where needed.



Plan to use the 'helicopter' approach during lessons to support the CYP's regulation and focus on learning.



Consider using short movement breaks to support a CYP's regulation. These should be planned for so that opportunities of support are not missed.

- There should be a purposeful, organised and well-resourced classroom environment which encourages independence.
- Teaching considers the use of language ensuring it is matched to the needs and circumstances of the learner.
- Plan to use visuals to support understanding, such as, visual timetables, traffic light symbols, photographs of staff etc, to reinforce structure and routine.
- Develop a buddy system to support and develop friendship building.

External Support

- Involve Education Inclusion Services at a consultation level, this could include initial discussions at planning meetings with Social, Communication and Interaction Team, when primary need identification is still in process.
- Consider other service involvement to identify primary need if necessary.

Assessment

- Use learning assessment to ensure appropriately differentiated work is planned and ensure any gaps in learning are addressed early.

Resources

- Consider planning to include a feelings board/emotion cards in the classroom to support CYP's understanding of their own feelings at different points during the day.
- Consider creating a calming space for CYP to be able to retreat to if they need time to regulate.
- Plan for CYP to have access to calming and regulating resources in the classroom; e.g. rice trays; kinetic sand, water beads.
- Plan to offer fiddle toys, BluTac and other resources to support CYP's regulation.



Environmental and Teaching Adjustments



When CYP is exhibiting signs of stress or dysregulation, maintain the level of challenge in terms of task, expectation, rules and boundaries. Increase support where necessary rather than reducing challenge.



Consider making tasks shorter; introduce breaks and opportunities for physical or sensory activities.



Allow opportunities for pupils of differing abilities to work alongside each other. There is strong and validated research that suggests children who only ever work with the same ability grouping make less progress than those who work alongside pupils of differing ability.



Ensure questioning is appropriate to the CYP and give time for feedback.



Triggers and flash points are noticed by staff members and diffused accordingly before any behaviour is allowed to escalate.



Teach breathing exercises to allow the CYP to be able to self regulate.



Provide regular opportunities for the CYP to be soothed and calmed where needed.



Staff remain curious around what may be 'driving' a behaviour.



Staff use eyes and face and body to communicate interest, care, connection and value.



Use transitional objects to let the CYP know they are kept in mind.



Discuss with pupils before asking to read aloud in class.



Teach CYP how to use post-it notes for questions and ideas rather than interruptions in lessons.

Interventions, Support and Progress



Social and emotional Interventions can be delivered by teachers and support staff. Teachers should ensure that they direct staff accordingly.



Consider using small group interventions with positive role models and differentiated learning to ensure success and increase self-esteem e.g.

- Nurturing Talk, Nurture Room
- Thrive
- Circle Time
- Socially Speaking, social skills activities
- Understanding and controlling emotions activities
- Peer support systems - Circle of Friends
- Restorative Practice approaches
- Zones of Regulation
- Therapeutic Stories
- Theraplay

- Have a range of simple, calming activities for the CYP to access.
- Use an anxiety scale, such as the five point scale to measure and track levels of emotion.

Whole School Inclusion

- All staff ensure that interactions with CYP are reflective, regulating and compassionate and understand how relationships are fundamental in shaping daily experiences.
- Promote a positive ethos and inclusive culture through the curriculum, assemblies, school council, and school newsletters.
- Consider using PSHE, Emotionally Friendly Schools, Social Emotion Aspects of Learning (SEAL), Zones of Regulation, Thrive, Trauma Informed Approaches, Circle Time, Therapeutic Stories.
- Revisit the whole school behaviour policy, rules, rewards and sanction systems in place.
- Be aware of the need to promote social, emotional and mental health during extra-curricular activities, school trips and lunchtime clubs.
- Encourage staff on duty during unstructured times to remain visible and interactive with all pupils. Relationships and connections should be built during these times.
- Encourage pupils to take risks and not fear failure. Ensure there is the ethos of 'it's okay to make a mistake.'
- The school supports a strong commitment in Inclusion for all.
- All staff develop self-awareness: recognise own triggers and are able to self-regulate
- Staff understand the importance of using PACE (Hughes, 1983) (*Playful, Accepting, Curious and Empathic*) within their practice.
- Develop secure adult and child relationships.
- Ensure that all staff are able to attune and validate to the CYP's feelings and experiences.
- Create safe spaces in the school to allow CYP to retreat if they become overwhelmed or need time to regulate feelings and emotions.
- Make expectations for behaviour explicit by giving clear targets, explanations and modelling. Don't assume that the CYP should 'know' what to do.
- Consider consulting the DfE document - *Mental Health and Behaviour in Schools. Departmental advice for school staff* (DfE, November 2018), available at: www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
- **Links to Home**

Establish effective communication with home to celebrate success and to ensure consistency.



The Whole Child



Review and analyse where and when situations arise. Is there a pattern forming?



Review seating positions and peer group learning in the classroom.

Summative and Formative Assessment



Review and analyse attainment and progress data.



There should be on-going monitoring of any intervention or small group learning to ensure quality of delivery and progress towards targets.



The CYP is discussed at pupil progress meetings with senior leaders.



Review QFT. Has there been appropriate differentiation?



Analyse the STAR behaviour analysis if used to build the picture of where behaviours occur, the trigger, action and result.

Team around the CYP



Review staffing. Has there been consistent staffing to enable relationships to be built and progress to be made?



Provide detailed and specific feedback to the CYP highlighting successes and reinforcing next steps. This would be dependant on the age and understanding of the CYP.



Review progress regularly with learners, parents/carers and teaching staff.



Obtain learner and parent/carer's views about impact of any intervention.



All staff working with the CYP are responsible for communicating progress towards intervention targets on a regular basis.



Continue to liaise closely with the family, maintain relationship to be able to work together to support the needs of the CYP and wider family unit.

Next Steps...



Where little or no progress is being made, class teacher and SENDCO review suitability of intervention and re-plan.



Meetings with parents/carers should be arranged to discuss next steps in the school's graduated approach.

- Discussions should take place to determine whether the support given should be elevated to SEN Support. Is QFT enabling sufficient progress? Does the CYP require additional to and different from that of their peers?
- Consider involvement from Education Inclusion Services e.g. Education Psychology Service and or Barnsley Inclusion Services, e.g. Springwell Support
- If an Early Help Assessment has not yet been actioned, this should be a consideration to ensure support is available for the whole family.
- Consult the school's Designated Safeguard lead to clarify and review any safeguarding concerns there may be.
- Review the main area of need. Has this been identified accurately. E.g. if the child is presenting with emotional needs, it may be that there is another unmet need, such as cognition difficulties, or an unmet communication difficulty. Staff should ensure, as part of the review process, that other areas of need are explored.



Social, Emotional and Mental Health Difficulties

Element Two

SEN Support - Targeted Approaches



In addition to QFT - Universal Approaches



The Whole Child



Have staff got a solid understanding of the pupil's main area of need? Have other areas of need been explored?



Is the CYP being given regular opportunities to experience success.



Can the CYP access the level of learning that is being expected?



Continue to explore history of progress over time. Consider the context of key life events and/or ACES (Adverse Childhood Experiences) and significant transitions.



Assess any sensory needs and how these impact on the CYP's ability to manage regulation and focus.

Links to Home



Has a Positive Handling Plan been discussed with home? This should be a signed agreement between school and home.



All concerns, in addition to successes, should be shared with parents/carers regularly and strong relationships with parents/carers must be maintained.



An Early Help Assessment (EHA) for the whole family, should be explored if necessary.



Have parents/carers had parent support training such as Webster Stratton, Solihull, Family Thrive?

Educational History and Attendance



Has attendance declined? Is there a pattern of absence at certain times on certain days?



Has the Local Authority Education Welfare SEND officer been informed of any decline in attendance?

Summative and Formative Assessment



Assess progress over time. Build a picture of where progress began to decline. This could be academic progress and/or social and emotional progress.



Continue to monitor flashpoints during academic learning. Where, when and how often do difficulties arise? Assess the level of learning and determine if it is appropriate for the CYP.



Continue to measure academic progress using an appropriate scale, i.e. relevant year group assessment. Is the CYP currently in Y4 cohort but working on Y1 curriculum?

- Drill down to where the CYP requires support. use diagnostic assessment tools such as Thrive Online, Executive Functioning Skills, Beyond Boxall, Goodman's Strengths and Difficulties Questionnaire (SDQ) to base line and measure progress.
- Consider completing a risk assessment for the CYP in relation to behaviour and also if there is evidence of self harm.
- Collect and record information to contribute to an SFP (School Focussed Plan)
- Observe and assess behaviours and identify triggers and reasons behind behaviours. Use a specific observation sheet that will examine discharge/defence behaviours in addition to behaviours of hypo/hyper-vigilance.

Environmental and Teaching Adjustments

- Does the CYP make better progress within small group or personalised learning?
- Learning walks/observations should continue to offer guidance to class teachers.
- Does the CYP require additional concrete resources to be able to access learning?
- Is learning pitched at the appropriate level? Is the challenge appropriate? Does challenge need to be woven with opportunities for success. For example; start learning with low challenge and build on this gradually.
- Known hooks and triggers must be identified in order to build support and provision.
- Consider using the STAR Behaviour analysis chart to support identification of triggers and actions. (Setting - Trigger - Action - Result)
- Assess the CYPs needs during unstructured times. Has support been put in place during these times to provide optimal support and therefore reduce flashpoints.
- Are staff knowledgeable of attachment and trauma informed approaches?
- Are staff deployed effectively? Assess where key staff members support. Is this deployment maximising success for the CYP.
- Class teacher in consultation with the SENDCO has established a clear analysis of the child's needs, based on adjustments and strategies tried.



In addition to QFT - Universal Approaches



Links to Home



Plan time to discuss the CYP's needs with parents/carers within the home in addition to school. Support should be offered to the family so that a holistic approach is adopted.



Ensure that the CYP and their parents/carers are involved in the process of provision planning.

The Whole Child



Plan to make learning link to interests that the CYP has, where possible.



Time to build meaningful relationships and connections with key staff members should be planned for.



Staff should gather the child's views about their strengths and difficulties and the support approaches to be put in place. E.g. through the use of SFP.

Support, Intervention and Monitoring



Use provision mapping to plan out support and intervention. Take time to map minutes of support which are additional to and different from.



SMART targets and outcomes detailed in the CYP's provision map are set and shared with learner/parents.



Plan a personalised curriculum for the CYP. This may be a short term provision to bridge over a crisis period. Academic learning may need to be woven with social and emotional learning until the CYP is steady and regulated enough to access full time academia.



Set appropriately challenging SMART targets based on age, prior attainment and needs, with clear expected outcomes.



Plan to timetable emotional based support interventions or programme; e.g. Thrive, Zones of Regulation, Beyond Boxall Profile.



Further training may be required so that staff are equipped to deliver planned activities/interventions.



Consider attachment awareness training for staff

Environmental and Teaching Adjustments



Plan to deploy staff effectively. Timetable to ensure staff working with CYP are able to support need and have the correct training in place to do so.

- Determine where the best environment for learning needs to be (inside the classroom or in a quieter area at times)
- Build regular check in times for the CYP. These could be key times identified as trigger points or times when the CYP needs support with transition/settling.
- Ensure that staff can recognise triggers before behaviours escalate.
- Plan to use the 'helicopter' approach during lessons to support the CYP's regulation and focus on learning. This will encourage the CYP to increase independence.
- Build movement breaks into the CYP's day. Being seated for longer periods of time could be a trigger for some CYP.
- Provide a plan of support for unstructured times and transition times as this can often be the most challenging times for CYP.
- Plan to 'Chunk' learning where required. Short bursts of teaching and learning woven with less demanding activities may benefit the CYP.

External Support

- Seek advice from Education Inclusion Services and Behaviour Support.
- Consider seeking advice from health professionals such as Child and Adolescent Mental Health Service (CAMHS) or a referral to the Autism Spectrum Disorder Assessment Team (ASDAT)
- Once a report has been received from an outside agency, ensure this is shared amongst relevant staff. Planning should involve all staff working with the CYP using recommendations and advice given in professional reports.

Assessment

- Use learning assessment to ensure appropriately differentiated work is planned and ensure any gaps in learning are addressed early.

Resources

- Create a calming space for CYP to be able to retreat to if they need time to regulate or adjust to sensory overload.
- Calming and regulating resources should be available and accessible in the classroom.
- Five point anger scale. If this scale is an appropriate support tool for the CYP, it should be first determined that the CYP understands the sensations associated with a feeling/emotion.



In addition to QFT - Universal Approaches



Environmental and Teaching Adjustments



At times, a personalised approach is used in learning. This could be adaptation of curriculum and resources. Adult support and/or physical resources to ensure needs are met.



A CYP's changing needs are taken into account and staff are ready to adapt practice swiftly.



When CYP is exhibiting signs of extreme stress, terror or medical distress, levels of challenge should be removed and replaced with extra support, a change in environment, calming and soothing activities and a trusted adult to support regulation and breathing.



Staff have a solid understanding of the CYP's hooks and triggers.



A fluid approach to learning is adopted, chunking learning with physical activity and/or play.



Quiet spaces to learn should be sought out. These should be used when the CYP shows early signs that they are struggling to manage in a whole class learning environment.



Provide individual task or success criteria lists to support the CYP to complete learning and reduce anxieties.



Teachers differentiate language in line with the CYP's emotional and social functioning ability.



Technology is used to support and enhance access to the curriculum.



Allow CYP time to express their emotions and feelings. This may need to be outside of the classroom environment for short periods of time.

Interventions, Support and Progress



All staff working with the CYP are responsible for communicating progress towards outcomes and targets on a regular basis.



The class teacher continues to work closely with staff involved in delivering interventions to assess impact



Personalised interventions should take into account recommendations from outside professionals. Some examples could be;

- Nurturing Talk, Nurture Groups
- Thrive
- Circle Time
- Socially Speaking, social skills activities
- Understanding and controlling emotions activities
- Peer support systems
- Restorative Practice approaches
- Zones of Regulation
- Therapeutic Stories
- Active Phonics
- Lego Therapy
- Art / Play Therapy
- Sensory Tents
- Barrier Games
- Elsa (emotional literacy)

- ☐ Small group work is used to develop listening, attention and turn taking skills.
- ☐ Support is given at times of particular stress e.g. coming into school, home time, lunchtime.
- ☐ Social stories are written for specific areas of difficulty. Choice of actions and potential consequences can be explored.
- ☐ Role play can be explored as a tool to reinforce behavioural expectations and reduce social anxieties.
- ☐ Comic strip conversations are helpful to work on developing a CYP's understanding of situations.
- ☐ Additional support is provided to facilitate access to the curriculum.
- ☐ Restorative approaches are explained, taught and used consistently across the school.
- ☐ Bespoke therapy sessions and tailored social and emotional support

Whole School Inclusion

- ☐ Use PSHE, Emotionally Friendly Schools, Social Emotion Aspects of Learning (SEAL), Zones of Regulation, Thrive, Trauma Informed Approaches, Circle Time, Therapeutic Stories, Peer Massage where appropriate.
- ☐ Personalised or small group support should be made available for CYP during unstructured times, school trips, lunchtime clubs and extra-curricular activities.
- ☐ Safe spaces in the school/classroom should be promoted to allow CYP to retreat if they become overwhelmed or need time to regulate feelings and emotions.
- ☐ Whole school behaviour policy, rules, rewards and sanction systems is consistent throughout.
- ☐ The school creates a culture and climate for CYP to succeed. Staff cultivate a culture for positive behaviour to flourish in the classroom and in the wider context of the school. Ensure high-quality implementation of specific programmes and interventions.
- ☐ Provide focussed teaching for social and emotional skill development for pupils in difficulties, including personalised and/ or group work.
- ☐ Use trained staff to initiate innovative and specialist programmes to ensure they are implemented authentically, then transfer responsibility to further mainstream staff whenever possible, to ensure sustainability and consistent approaches in school.
- ☐ The school expects staff to be proactive in addition to being reactive where the need arises.
- ☐ Where pupil's experience difficulties, provide clear plans and pathways for help and referral, using a coherent teamwork approach, including the involvement of outside agencies such as CAMHS
- ☐ Consult the toolkit of evidence based interventions to promote inclusion of children with SEMH needs. (Babcock Training Ltd 2020) available at:
https://www.babcockldp.co.uk/babcock_ldp/Educational-Psychology/Downloads/Resources/SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf

Links to Home

- ☐ Develop and strengthen a consistent positive communication with home.



In addition to QFT - Universal Approaches



The Whole Child



Pupil voice is very important during any review. How has the CYP contributed to the discussion around progress? How were their views captured?

Summative and Formative Assessment



Review provision maps to highlight the support and intervention that has been successful and where further provision is necessary.



SMART targets and outcomes detailed on provision maps should be reviewed and new outcomes set in line with progress.



Review and analyse the provision the school has put in place;

What has worked well?

What is not working?

Has there been progress?

What does the progress look like?

Does provision need to be changed / adapted / modified in order to make progress or further progress?



Review and analyse attainment and progress data.



Determine what has contributed to a lack of progress or indeed a rise in progress.



Refer back to the CYP's targets. Does provision in place match the desired outcomes? Reference should be made to outside professional reports to determine the level of provision the school is providing.



Further analysis and reviews should be sought from the assessments if completed in the assess phase. These could be;

Thrive Action Plans

Strengths and Difficulties Questionnaire (SDQ)

Beyond Boxall

Zones of Regulation Assessment Tools

STAR Analysis Tool

Team around the CYP



Review (SFP) outcomes at the time previously planned. Evidence of outcomes should include all data and feedback from all involved; the pupil, their parent, the teachers, teaching assistants and SENDCO. This review may also involve support services and Thrive Practitioners.



The review should consider the impact of any intervention on the pupil's progress and evaluate the effectiveness of the support. Analysis should ensure teaching and learning has been effective. If this is the case, then continue to support the learner through the systems already in place.

- If the learner has not made the same progress as other pupils receiving similar support then referral for an Education Health and Care Plan may be appropriate. A clear and robust documented graduated approach must be presented to the Local Authority in order for a needs assessment to be accepted.
- Continue to liaise closely with the family, maintain relationship to be able to work together to support the needs of the CYP and wider family unit.
- If a positive handling plan has been put in place, this should be reviewed and agreed with CYP, parents/carers, all staff working with the CYP.
- Risk assessments including flight risk should be reviewed regularly to ensure the safety of the CYP is at the forefront.

Next Steps...

- Meetings with parents/carers should be arranged to discuss next steps in the school's Graduated Approach.
- Is further involvement from Education Inclusion Services e.g. Education Psychology Service and /or Barnsley Inclusion Services e.g. Springwell Support required?
- If Early Help Assessment is in place, is this supporting the whole family to make sufficient progress? Does the wider family require further support from social care?
- Continue to work with the school's Designated Safeguard lead to review any safeguarding concerns there may be.
- Continue to review the CYP's main area of need. Has there been a change? E.g. if the child is presenting with emotional needs, it may be that there is another unmet need such as cognition difficulties, or an unmet communication need. Staff should ensure, as part of the review process, that other areas of need are explored.
- SENDCO, class teacher and parents/carers must work together to determine if the level of provision is appropriate for the CYP and whether an Education, Health and Care Plan (EHCP) is required to continue to build on the support that is currently in place. The school must collate evidence over time to detail provision and impact before an Education Health and Care Needs Assessment, (EHCNA) is sought.



Communication and Interaction

Within the Code of Practice, (2015) Communication and Interaction is defined as follows;

“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.”

Communication and Interaction needs could include:

- difficulties with producing or responding to expressive or receptive language.
- difficulties using speech sounds.
- difficulties understanding spoken and other communications from others.
- difficulties with understanding age-related social interaction, such as turn-taking, conversations forming friendships or appropriate level of physical contact during play.

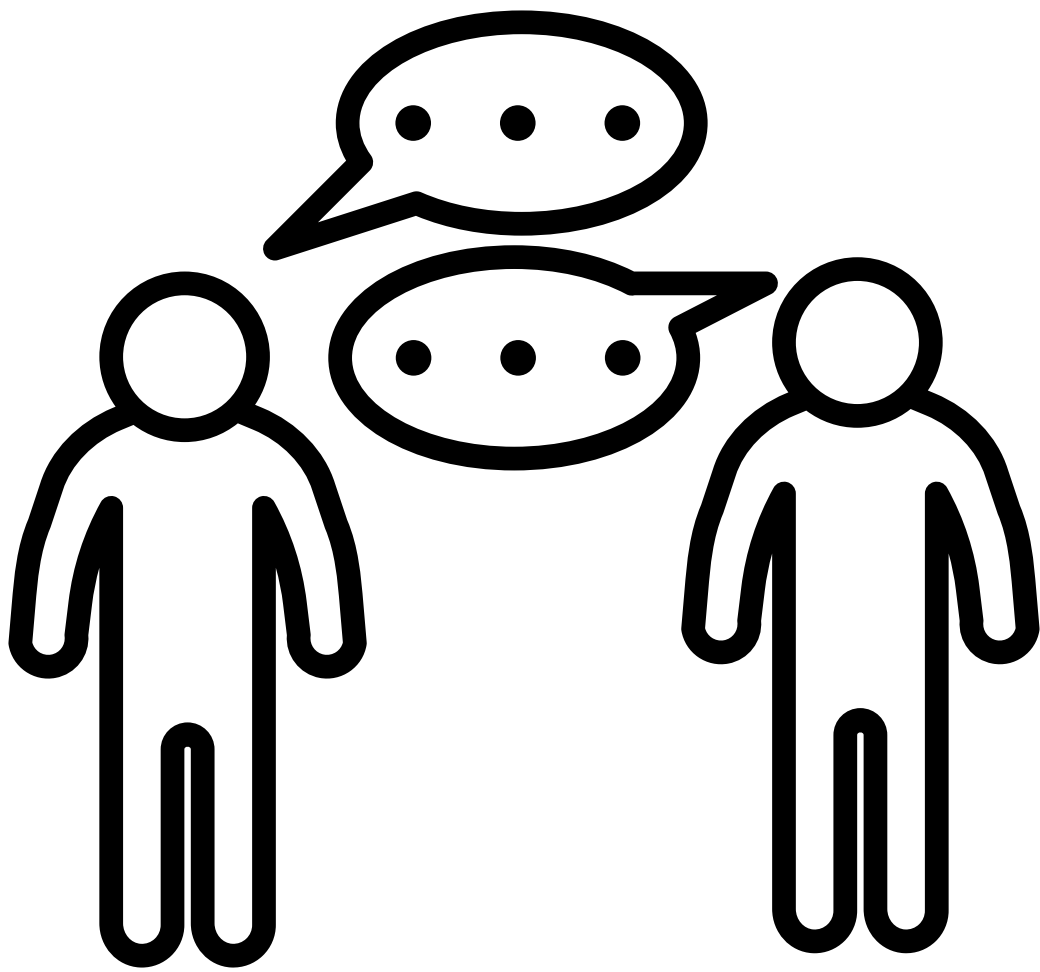
All CYP need to be able to understand and use language effectively to access their learning and communicate with others. Language competence supports learning as well as communication skills.

Some CYP have difficulty in understanding others and expressing themselves. They may have difficulty with speech and/or forming sounds. They may have difficulty expressing their thoughts and ideas clearly. There may be difficulties in fluency which could result in stammering.

Some CYP may have difficulty with social interaction. They may lack flexibility in thought and behaviour and may misunderstand social cues from others. Attention and listening could present additional challenges.

Some CYP may have other conditions such as Autism or Asperger’s Syndrome. Autistic Spectrum Conditions (ASC) fall within the Cognition and Interaction area of need.

Some CYP require further support around their emotional and mental health and relationships with others. When communication and interaction difficulties cannot be met by universal approaches, the school should take the necessary steps using the graduated approach to provide additional support.



Communication and Interaction

Element One

Quality First Teaching - Universal Approaches



The Whole Child



Has the CYP's views been obtained to further assess strengths and barriers to achievement?



Is the CYP being given enough opportunities to work to their strengths?



Consider other factors e.g. Cognition need, Hearing/Vision screening, Physical/Sensory, Social Emotional and Mental Health.



Staff gather the pupil's views about their strengths and difficulties and the support approaches to be put in place.



Are there other factors? E.g. EAL

Links to Home



The school has established close home-school links, so that staff are aware of changes in home circumstances that may impact on progress.



Systems are in place for staff to regularly seek the views of parents/carers about their child's communication and interaction skills. The setting raises and discusses concerns with the pupil's parents/carers and involves them in planning support approaches.

Developmental History



Check with parents/carers that there has been a recent hearing test.



Has there been referrals to Children's Speech and Language Therapy (SALT) in the past? Is a re-referral needed or a new referral?



Check health records. Consider developmental reasons for lack of progress or barriers to communication.



Discuss strengths and difficulties with the CYP, all staff and parents/carers.



Has there been a referral to Paediatrics in the past?

Educational History and Attendance



Has there been consistent QFT for the CYP presently and in previous year groups?



Have you drawn from your own setting's assessment framework tool to be able to gain a detailed understanding of their starting points?



Consider attendance. Has there been periods of absence and are they at regular times, on regular days?

Environmental and Teaching Adjustments



Does the CYP make better progress within small groups?

- ☐ Do staff have the understanding, skills and knowledge to be able to identify and target need whilst offering challenge to all learners?
- ☐ Can the CYP clearly see and hear the information required for their learning?
- ☐ Have learning walks been carried out to offer guidance to class teachers?
- ☐ Is the CYP seated with appropriate peers?
- ☐ Has the CYP got the resources required to support learning, e.g concrete materials, visual timetable, word banks, traffic light communication cards?
- ☐ Is learning differentiated and pitched to the appropriate level to meet their need and allow for optimal progress?
- ☐ Consider environment noise levels. Are there quiet spaces available to support listening and language development?
- ☐ Is the classroom communication friendly? *E.g. visual aids, communication in print, visual timetables.*

Summative and Formative Assessment

- ☐ Teachers are aware of starting points for the CYP.
- ☐ Has data and discussion been drawn from all staff members who support teaching and learning?
- ☐ In which areas of learning is the CYP presenting with difficulties? Is there are pattern forming?
- ☐ Has progress been measured using an appropriate scale, i.e. relevant year group assessment. Is the CYP currently in Y4 cohort but working on Y1 curriculum?
- ☐ How does the child/young person's need impact on learning and social development?
- ☐ Observations should be carried out in class and in unstructured times to begin to understand any patterns of behaviours.
- ☐ Consider using Wellcomm/BPVS (British Picture Vocabulary Scale) to screen baseline language skills and then to track progress.
- ☐ Ensure that early assessments and investigations are recorded as part of the graduated approach.
- ☐ Consider using the STAR Behaviour analysis chart to support identification of triggers and actions. (Setting - Trigger - Action - Result) Alternative tools could be considered, such as the ABC (Antecedent Behaviour and Consequence) chart, Zones of Regulation, The Iceberg Metaphor.

Further Reading

Access the Speech, Language and Communication Framework (SLCF) developed by The Communication Trust. This is an online professional development tool which sets out the key skills and knowledge needed to support the speech, language and communication development of all children.

www.slcframework.org.uk

www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/the-slcf



Links to Home



Involve the learner and their parents/carers in the process of planning.



Plan time to communicate positive achievements, no matter how small, with home and encourage home to do the same. This could be a home school record book/ postcards/ notes / phone calls.

Summative and Formative Assessment



Use assessments to ensure learning is differentiated accordingly and ensure any gaps in learning are addressed early.



Involve child/young person and their parents/carers in establishing where starting points are and identify specific, small steps, needed to ensure progress.



Key learning points are reviewed at appropriate times during and at the end of a lesson or in mini plenaries.



Plan regular time for communication between the teacher and staff member delivering a group intervention/support to monitor progress and adapt focus as necessary.

Environmental and Teaching Adjustments



Plan for a communication friendly environment *E.g. visual aids, communication in print, visual timetables.*



Co-ordinate staff training if appropriate. e.g. use of SALT, Social, Communication and Interaction Team (SCI) Educational Psychology or whole school CPD.



Maximise learning by use of multi-sensory teaching and alternative recording methods.



Small group interventions are used to promote the CYP's language and communication and interaction skills. *E.g. environmental, additional low level support, buddying and/or a range of groupings.*



Plan for pre-teaching and reinforcing learning in analysis group times.



Plan to ensure that links to prior learning are made.



Staff consider the level of vocabulary they use to enable a CYP to gain full understanding without limiting progress.



Plan to ensure new vocabulary is taught discretely where necessary.



Plan to create word walls or similar to develop understanding of new vocabulary. Parents are informed of new vocabulary so it can be reinforced at home.

- Consider using diagrams and pictures to add meaning alongside text.
- Plan for alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders.
- Consider planning for a social communication based support intervention or programme; e.g. Lego Therapy, Barrier Games, Time to Talk, ICan, 101 Ways to Teach Children Social Skills.
- Think carefully about the classroom environment. is it clutter free? Are distractions kept to a minimum? Consider noise levels.
- Consider using various strategies for effective communication, including visual support, e.g. task boards, simple check lists, now and next /first and then cards, visual timetables and encouraging the CYP to use the means of communication that best suits them.
- Create an environment that is consistent so that the CYP is familiar with the layout and where resources can be found. Avoid unnecessary changes within the classroom.

The Whole Child

- Ensure that preferred methods of communication by the CYP are understood by all staff members. E.g. How much or little eye contact a CYP is comfortable giving.
- Consider the seating position for the CYP. Can verbal and visual prompts alongside body language be accessed and understood clearly from their seated position?
- Plan time to work with the CYP so that they understand how to convey their understanding to learning and/or situations that may arise.

External Support

- Involve Education Inclusion Services at a consultation level, this could include initial discussions at planning meetings with Social, Communication and Interaction Team, when primary need identification is still in process.
- Consider other service involvement to identify primary need if necessary.
- Ensure planning takes into account speech and language outcomes which may have been set by SALT. Time must be given to support the CYP's progress towards any speech and language targets.

Resources

- Consider planning to include a feelings board/emotion cards in the classroom to support CYP being able to communicate their own feelings at different points during the day.
- Consider creating a calming space for CYP to be able to retreat to if they need time to regulate.
- Plan for CYP to have access to calming and regulating resources in the classroom; e.g. rice trays, kinetic sand, water beads.
- Plan to offer fiddle toys, BluTac and other resources to support CYP's regulation.



Environmental and Teaching Adjustments

- ☐ Information is presented in a clear and concise way for the CYP.
- ☐ Classroom groupings and seating arrangements are used to facilitate good communication and learning. This may include paired/group work.
- ☐ Classroom and whole school environment modifications take into account learning needs.
- ☐ Consideration should be taken to ensure that the CYP preferred learning style is adopted where possible.
- ☐ Instructions are given in order. Consider breaking down into manageable chunks for the CYP if appropriate.
- ☐ Consider using checklists or task lists to support the CYP to organise their learning independently.
- ☐ Text should be presented clearly and uncluttered. Bullet points (if appropriate) and clear font used.
- ☐ Minimise copying from the board.
- ☐ A range of multi-sensory approaches are used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play.

Interventions, Support and Progress

- ☐ Teachers ensure that time is given to address speech and language targets set by SALT and progress is monitored accordingly.
- ☐ Use of peer support systems across the school encourage the CYP to build supportive friendships and friendship networks. E.g. peer mediators and buddy systems.
- ☐ Support staff are used effectively to explain and support pupils to ask and answer questions, echoing where needed.

Whole School Inclusion

- ☐ The whole staff do not make assumptions regarding pupil understanding of spoken language and/or body language.
- ☐ Staff use clear, spoken language and model appropriate social expectations in school.
- ☐ All staff who support CYP during unstructured times, e.g. playtimes/breaks/lunchtimes; model appropriate interactions and are alongside CYP to support social, communication and interaction.
- ☐ Ensure there is a consistent approach to communication with CYP followed by all staff.

- ☐ Keep language clear and concise. Avoid sarcasm and use idioms with thought and explanation for the CYP with communication needs.
- ☐ Staff build relationships and have a good rapport with pupils. They are mindful to avoid any misinterpretation of language including the use of humour.
- ☐ School staff take time to respect and understand the CYP with communication needs. They do not pretend to understand spoken or unspoken words.

Teaching Strategies

- ☐ Teachers should ensure that they cue CYP in by name before giving instructions or information.
- ☐ Provide scaffolding and models of language structures.
- ☐ Visual cues help the CYP to formulate their responses.
- ☐ CYP are taught thinking skills and social interaction skills to enable them to become aware of their own learning processes.
- ☐ Delivery of information is slowed down with time given to allow for processing.
- ☐ CYP are aware of pre-arranged cues for active listening and routines. E.g. symbol, prompt card
- ☐ Talk partners/buddies are used to encourage responses and involvement during lessons.
- ☐ Teachers use visual feedback to support learners to understand their successes.
- ☐ Teachers provide CYP with visual demonstrations of expectations for learning.
- ☐ Pupils are encouraged, and shown, how to seek clarification. Support is available for the CYP who requires further assistance to understand a task or instruction.
- ☐ Visual prompts are used to support the CYP with communication needs.
- ☐ Consider teaching the CYP how to use concept maps/mind maps to identify links between ideas.

Use of Equipment and Resources

- ☐ Vocabulary lists and word banks can help with word finding and/or recall difficulties.
- ☐ Visual timetables are displayed clearly in the classroom and explained to the CYP.
- ☐ Teach the use of writing frames and scaffolds. Never assume a CYP knows how to use a support tool.
- ☐ Consider fiddle toys, sensory cushions and weighted lap pads. These may be helpful for some CYP to support focus and regulation.
- ☐ IT programmes and apps should be considered to reinforce learning.
- ☐ Prompt cards using a narrative framework (who, where, when, what happened) can be used to support understanding of question words.



Review

(Communication and Interaction) - Quality First teaching / Universal Approaches)



The Whole Child



Review and analyse where and when difficulties arise. Is there a pattern forming such as a particular subject area where need is more apparent?



Review seating positions and peer group learning in the classroom.

Summative and Formative Assessment



Review and analyse attainment and progress data.



There should be on-going monitoring of any intervention or small group learning to ensure quality of delivery and progress towards targets.



The CYP is discussed at pupil progress meetings with senior leaders.



Review QFT. Has there been appropriate differentiation and opportunities to learn with a preferred style?



Have speech and language targets been met? Has any communication need changed?

Team around the CYP



Review staffing. Has there been consistent staffing to enable relationships to be built and progress to be made?



Provide detailed and specific feedback to the CYP highlighting successes and reinforcing next steps - this would be dependant on the age and understanding of the CYP.



Review progress regularly with learners, parents/carers and teaching staff.



Obtain learner and parent/carer's views about impact of any intervention including support from speech and language therapy.



All staff working with the CYP are responsible for communicating progress towards intervention targets on a regular basis.

Next Steps...

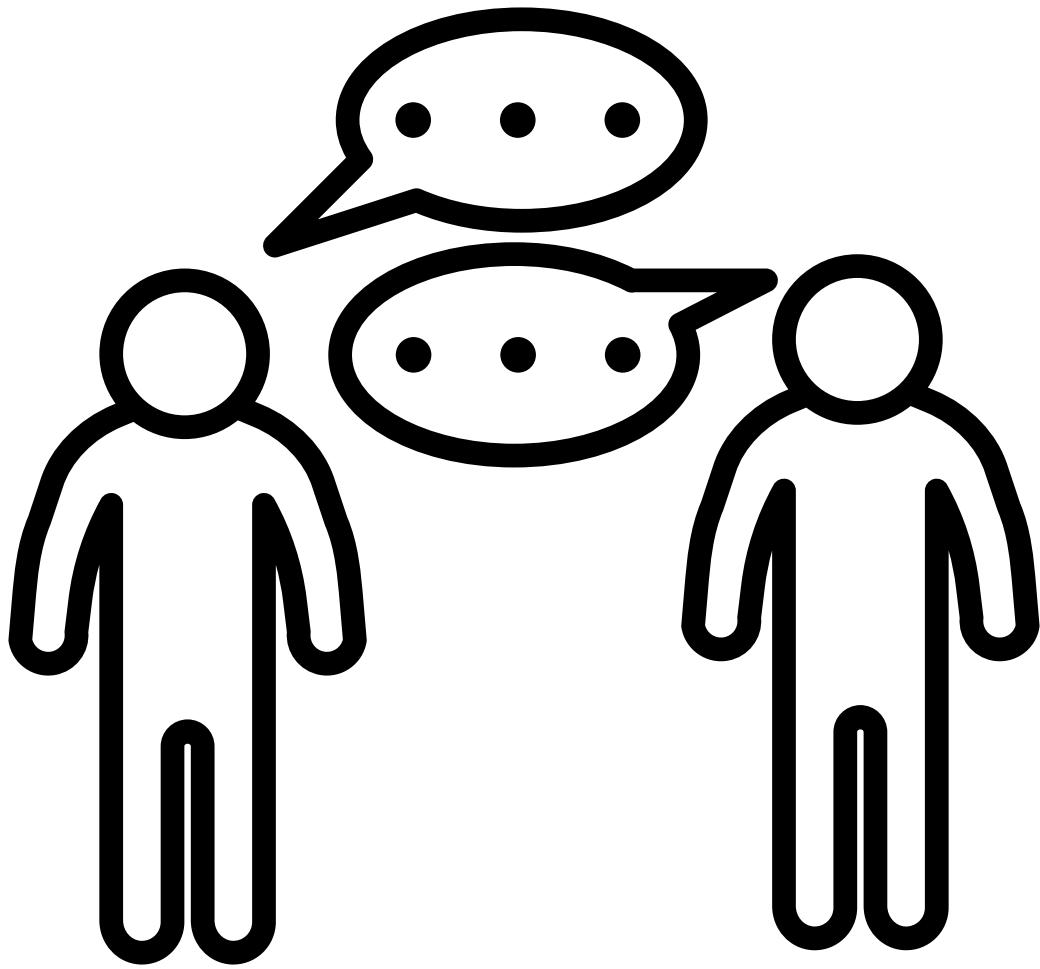
- ☐ Where little or no progress is being made, class teacher and SENDCO review suitability of intervention and re-plan, including re-referral to SALT where necessary.
- ☐ Meetings with parents/carers should be arranged to discuss next steps in the school's Graduated Approach.
- ☐ Discussions should take place to determine whether the support given should be elevated to SEN Support or whether a further emphasis needs to be placed on QFT and the Assess, Plan and Do approach. Review and revise previous steps in the toolkit. Does the CYP require additional to and different from that of their peers?
- ☐ Consider future involvement from Education Inclusion Services e.g. Education Psychology Service or Social, Communication and Interaction Team. (SCI team) once the APDR has been carried out in a robust fashion.
- ☐ If there has not been Speech and Language support in place previously, this should now be considered. A referral should be made if appropriate to do so.
- ☐ Does a re-referral need to be made to Barnsley Speech and Language Therapy to build on progress already made?
- ☐ If an Early Help Assessment has not yet been actioned, this should be a consideration to ensure support is available for the whole family.
- ☐ Is there a whole school training requirement relevant to meeting the social, communication and interaction/SLCN needs?
- ☐ Consult the school's Designated Safeguard lead to clarify and review any safeguarding concerns there may be.
- ☐ Review the main area of need. Has this been identified accurately? E.g. if the child is presenting with a communication need, it may be that there is another unmet need, such as cognition difficulties, or an unmet emotional need. Staff should ensure, as part of the review process, that other areas of need are explored.

Further Reading

Explore resources on the National Autistic Society and Autism Education trust websites when reviewing provision in relation to social and communication needs.

www.autism.org.uk

www.autismeducationtrust.org.uk



Communication and Interaction

Element Two

SEN Support - Targeted Approaches



In addition to QFT - Universal Approaches



The Whole Child

- ☐ What opportunities is the CYP given to enable them to reach their potential and experience success?
- ☐ Have other areas of need been fully explored? *Cognition need, Hearing/Vision screening, Physical/Sensory, Social Emotional and Mental Health.*
- ☐ Can the CYP access the level of learning that is being expected?
- ☐ Explore history of progress over time. Consider the context of key life events and/or ACES (Adverse Childhood Experiences) and significant transitions.
- ☐ Assess any sensory needs and how these impact on the CYP's ability to manage regulation and focus.
- ☐ Consideration should be given to the CYP's development in comparison to their peers and their response to previous interventions if these have been carried out at this point.

Links to Home

- ☐ Systems are in place for staff to regularly seek the views of parents/carers about their child's communication and interaction skills.
- ☐ The setting raises and discusses concerns with the pupil's parents/carers and involves them in planning support approaches.
- ☐ All concerns, in addition to successes, should be shared with parents/carers regularly and strong relationships with parents/carers must be maintained.
- ☐ An Early Help Assessment (EHA) for the whole family, should be explored if necessary.

Developmental History

- ☐ Does a re-referral need to be made to Children's Speech and Language Therapy (SALT) or a new referral?
- ☐ Refer to previous and current health records. Consider developmental reasons for lack of progress or barriers to communication.
- ☐ Assess where strengths and difficulties with the CYP lie, consult all staff and parents/carers
- ☐ Does a further hearing test need to be carried out?

Educational History and Attendance

- ☐ What changes has there been within the child's education history? Has there been consistent QFT for the CYP presently and in previous year groups?

- Has the Local Authority Education Welfare SEND officer been informed of any decline in attendance?

Environmental and Teaching Adjustments

- Does the CYP make better progress within small groups or personalised with support from a teaching assistant?
- Has there been discussion following learning walks to gain understanding of where further support or training needs may be required for staff?
- Has an environment audit been completed for the CYP? *Seating position, the CYP's view when learning, distractions, peer involvement, noise levels, lighting, classroom layout.*
- Has the CYP got the resources required to support learning, *concrete materials, visual timetable, word banks, traffic light communication cards?*
- Is learning differentiated and pitched to the appropriate level to meet need and allow for optimal progress?
- Is there clear evidence that professional advice is being implemented within teaching practice?

Summative and Formative Assessment

- How does the CYP's need impact on their ability to communicate and interact with others?
- How does the CYP speech and language need impact on their cognitive skills and access to learning, e.g. receptive and expressive language skills?
Have observations during unstructured times highlighted patterns of behaviours?
- Have Wellcomm, ELKLAN and/or BPVS (British Picture Vocabulary Scale) assessments been updated to assess progress?
- Collate information to contribute to a SFP (School Focussed Plan)
- Implement provision which relates to long term outcomes and include short term SMART targets. If professional observations/reports have already been sought, these should be used to inform target setting for the CYP.
- If appropriate, complete a sensory needs audit to determine any sensory needs.
- Risk Assessments including Flight Risk should be reviewed regularly to ensure the safety of the CYP is at the forefront.

Further Reading

Explore resources on the National Autistic Society and Autism Education trust websites when reviewing provision in relation to social and communication needs. In addition, use Barnsley Children's Speech & Language Therapy Service's website to explore SCL need.

www.autism.org.uk

www.autismeducationtrust.org.uk

<https://www.southwestyorkshire.nhs.uk/barnsley-childrens-speech-language-therapy-service/home/>



In addition to QFT - Universal Approaches

☒ **Links to Home**

- ☐ Plan time to discuss the CYP's needs with parents/carers within the home in addition to school. Support should be offered to the family so that a holistic approach is adopted.
- ☐ SMART targets and outcomes detailed in the CYP's provision map are set and shared with learner/parents.
- ☐ Ensure that parents/carers have an understanding of any speech and language targets and how these can be progressed at home in addition to school.
- ☐ Consider discussions relating to identifying need with parents/carers and other professionals to determine whether a referral to the Autism Spectrum Disorder Assessment team (ASDAT) is required.

The Whole Child

- ☐ Plan to make learning link to interests that the CYP has, where possible.
- ☐ Time to build meaningful relationships and connections with key staff members should be planned for.
- ☐ Staff should gather the child's views about their strengths and needs and the support approaches to be put in place. E.g. through the use of School Focussed Plan (SFP)

Support, Intervention and Monitoring

- ☐ Use provision mapping to plan out support and intervention. Take time to map minutes of support which are additional to and different from.
- ☐ Plan for a personalised curriculum/timetable for the CYP (appropriate to the CYP needs) This may be a short term provision to bridge over a crisis period. Academic learning may need to be interspersed with provision to build communication skills until the CYP is steady and regulated enough to access full time academia.
- ☐ Set appropriately challenging SMART targets based on age, prior attainment and needs, with clear expected outcomes.
- ☐ Further training may be required so that staff are equipped to deliver planned activities/interventions.
- ☐ Consider planning for interventions such as Lego Therapy, Intensive Interaction, Music Interaction.
- ☐ Develop engagement and motivation by planning to the CYP's strengths and interests where possible.

- Plan for daily transition points. Does the CYP need support during these times? Flexible adult support, timers, visuals should be considered.
- Plan to write/use social stories to aid the CYP's understanding of social situations.
- Plan to create individual visual timetables, if appropriate for the CYP, to support with routine and predictability.
- Plan to implement programmes of work set by external agencies such as SALT, SCI and/or EP.

Environmental and Teaching Adjustments

- Plan to deploy staff effectively. Timetable to ensure staff working with CYP are able to support need and have the correct training in place to do so.
- Determine where the best environment for learning needs to be (inside the classroom or in a quieter area for short periods of time)
- Build regular check in times for the CYP. These could be key times identified as trigger points or times when the CYP needs support with transition/settling.
- Plan when Now and Next/First and Then, cards, task lists, task boards would be helpful for the CYP.
- Plan to utilise space within the setting to create safe spaces and/or pop up tents to support the CYP with sensory needs and self regulation.
- Specific detailing to access arrangements for tests/exams are written into plans.
- Preparation and planning is used to support changes in routine or response to potential triggers e.g. supply staff, visitors to the school or special events when routines change such as Christmas.

External Support

- Seek advice from Barnsley Education Inclusion Services which includes the Social, Communication and Interaction Team (SCI)
- Once a report has been received from an outside agency, ensure this is shared amongst relevant staff and parents. Planning should involve all staff working with the CYP using recommendations and advice given in professional reports.
- Professional advice must be consulted and documented within the CYP's School Focussed Plan (SFP) or other support planning document.



In addition to QFT - Universal Approaches



Environmental and Teaching Adjustments



There should be appropriate modification to the classroom and whole school environment, including the provision of activities and a suitably supportive environment during breaktime and lunch time to meet the needs of pupils with social, communication and interaction difficulties and speech, language and communication needs.



At times, a personalised approach is used in learning. This could be adaptation of curriculum and resources, including staffing support.



A CYP's changing needs are taken into account and staff are ready to adapt practice swiftly.



Staff have a solid understanding of the CYP's communication barriers.



Any transitions/changes within the school day are pre-warned (where possible) and with the CYP's needs in mind. Flexible support is on hand for times when change could present difficulties.



Quiet spaces to learn should be sought out. These should be used when the CYP shows early signs that they are struggling to manage in a whole class learning environment. Staff should be mindful that the CYP with communication barriers may find it difficult to express their needs verbally.



Provide individual task or success criteria lists to support the CYP to complete learning and reduce anxieties.



Teachers differentiate language in line with the CYP's social functioning ability.



Flexible adult support may be required at an individual level or within a small group to provide a range of interventions and support approaches.



Small group or personalised approaches may include the use of additional ICT, strategies to reduce language demand, supporting instructions with the use of visuals, clear routines and specific opportunities to discuss and make explicit the links between different aspects of learning.



Individual arrangements are made for seating and groupings to meet individual needs e.g. sensory sensitivities.



Scaffolds and models of language structures are used effectively. The CYP is taught HOW to use these tools.

Interventions, Support and Progress



Interventions may include the provision of individual or group work targeting the development of specific language and speech skills such as vocabulary, reasoning, phonological awareness, speech sounds, social interaction or signing for individuals and their peers.

- ☐ Social stories and comic strip conversations are used to support the CYP to understand social situations.
- ☐ A variety of strategies are used for effective communication. E.g. Picture Exchange Communication (PECS) Widge symbols, Makaton and visual supports.
- ☐ Explicit teaching is used to support the CYP to have a good understanding of life skills.
- ☐ Staff use a structured approach for the CYP with a clear beginning, middle and end to tasks. These are shown in a visual manner.

Whole School Inclusion

- ☐ The whole staff understand the CYP's individual language profile and take this into account when communicating with the CYP.
- ☐ Staff use clear, spoken language and model/speak explicitly to allow the CYP to understand appropriate social expectations in school.
- ☐ All staff who support CYP during playtimes/breaks model explicitly appropriate interactions and are alongside CYP to support social learning during unstructured times.
- ☐ Keep language clear and concise and appropriate to the CYP's individual abilities.
- ☐ Staff keep themselves updated with the individual needs of the CYP.
- ☐ Personalised or small group support should be made available for CYP during unstructured times, school trips, lunchtime clubs and extra-curricular activities.
- ☐ Safe spaces in the school/classroom should be promoted to allow CYP to retreat if they become dysregulated through sensory overload or need time to regulate emotions or could be timetables in on a regular basis to support the CYP to regulate emotions.
- ☐ Provide focussed teaching for social skill development for pupils with communication difficulties, including personalised and/or group work.
- ☐ Use trained staff to initiate innovative and specialist programmes to ensure they are implemented authentically, then transfer responsibility to further mainstream staff whenever possible, to ensure sustainability and consistent approaches in school.
- ☐ The school expects staff to be proactive in addition to being reactive where the need arises.
- ☐ Where pupils experience difficulties, provide clear plans and pathways for help and referral, using a coherent teamwork approach, including the involvement of outside agencies such as Paediatrics, ASDAT, SALT, Barnsley Education Inclusion Services.

Links to Home

- ☐ Develop and strengthen a consistent positive communication with home.



Review

(Communication and Interaction) - SEN Support - Targeted Approaches

In addition to QFT - Universal Approaches



The Whole Child



Pupil voice is very important during any review. How has the CYP contributed to the discussion around progress? How were their views captured? If the CYP has difficulty communicating their views, alternative recording methods should be sought.

Summative and Formative Assessment



Review provision maps to highlight the support and intervention that has been successful and where further provision is necessary.



SMART targets and outcomes detailed on provision maps should be reviewed and new outcomes set in line with progress.



Review and analyse the provision the school has put in place;

What has worked well?

What is not working?

Has there been progress?

What does the progress look like?

Does provision need to be changed / adapted / modified in order to make progress or further progress?



Review and analyse attainment and progress data.



Determine what has contributed to a lack of progress or indeed a rise in progress.



Refer back to the CYP's targets. Does provision in place match the desired outcomes? Reference should be made to outside professional reports to determine the level of provision the school is providing.



Have speech and language targets been met? Has any communication need changed? Does a re-referral to SALT need to happen?



Risk Assessments including Flight Risk should be reviewed regularly to ensure the safety of the CYP is at the forefront.

Team around the CYP



Review (SFP) outcomes at the time previously planned. Evidence of outcomes should include all data and feedback from all involved; the pupil, their parent, the teachers, teaching assistants and SENDCO. This review may also involve external support services such as SALT, SCI, EP.



The review should consider the impact of any intervention on the pupil's progress and evaluate the effectiveness of the support. Analysis should ensure teaching and learning has been effective. If this is the case, then continue to support the learner through the systems already in place.

- If the learner has not made the same progress as other pupils receiving similar support then referral for an Education Health and Care Plan may be appropriate. A clear and robust, documented graduated approach must be presented to the Local Authority in order for a needs assessment to be accepted.
- Continue to liaise closely with the family, maintain relationship to be able to work together to support the needs of the CYP and wider family unit.

Next Steps...

- Meetings with parents/carers should be arranged to discuss next steps in the school's Graduated Approach.
- Is further involvement required from Barnsley Education Inclusion Services (Education Psychology Service, Social Communication and Interaction Team) , or SALT?
- If Early Help Assessment is in place, is this supporting the whole family to make sufficient progress? Does the wider family require further support? E.g. Children's Disability Team?
- Continue to review the CYP's main area of need. Has there been a change? E.g. if the child is presenting with emotional needs, it may be that there is another unmet need such as cognition difficulties, or an unmet social and emotional need. Staff should ensure, as part of the review process, that other areas of need are explored.
- SENDCO, class teacher and parents / carers must work together to determine if the level of provision is appropriate for the CYP and whether an Education, Health and Care Plan (EHCP) is required to continue to build on the support that is currently in place. The school must collate evidence over time to detail provision and impact before an Education Health and Care Needs Assessment, (EHCNA) is sought.



Sensory and/or Physical Needs

Deafness and Hearing Loss / Vision Loss

Within the Code of Practice, (2015) Sensory and/or Physical is defined as follows;

“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 who are deaf or who have hearing loss, who have vision loss 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.”

Physical and sensory needs cover a wide range of medical conditions in addition to those mentioned in the Code of Practice. Some children with physical disabilities may be cognitively able so the levels of support must be tailored to each individual.

Deafness and Hearing Loss

Hearing loss may be temporary or permanent. Temporary hearing losses are usually caused by the condition known as ‘glue ear’ and may need short term support.

Some CYP’s hearing needs require provision that is additional to and different from their peers. Their difficulties may impact on their ability to access the curriculum. Social, emotional and difficulties around effective communication may also arise for some CYP.

These needs may present themselves in the following ways:

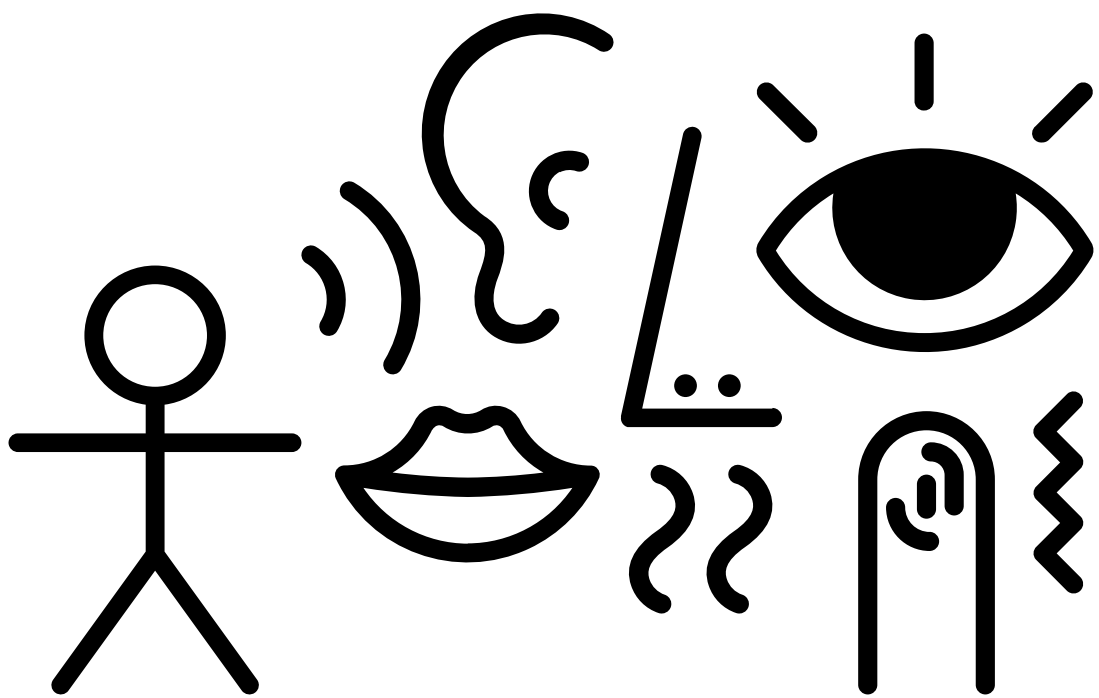
- *Appearing to ignore and/or misunderstand instructions.*
- *Difficulties in understanding or responding to verbal cues.*
- *Difficulties in communicating through spoken language/interactions with peers and adults.*
- *Difficulties with language skills and in understanding new concepts.*
- *Frustrations and anxieties arising from a difficulty with communicating. This may lead to associated behavioural difficulties and poor peer relationships.*
- *There may be a tendency to rely on peers, observing behaviours and copying.*
- *Possible withdrawal from social situations.*

Vision Loss

Some CYP may have vision loss (identified by a medical practitioner). Visual loss may take many forms and have widely differing implications for required provision. Most CYP’s visual needs will be met by universal approaches. Some CYP’s visual needs cannot be met by universal approaches and require provision which is additional to and different from that of their peers.

These CYP may have difficulty:

- *Accessing the curriculum.*
- *Reading the board and facial cues from a distance.*
- *Reading average sized print.*
- *Sharing books and other learning resources*
- *Accessing computer software.*
- *Joining in socially with peers.*
- *Participating in PE and games in addition to other aspects of mobility.*



Physical and Sensory:
Deafness and Hearing Loss / Vision Loss

Element One

Quality First Teaching - Universal Approach



Deafness and Hearing Loss

☒ **Developmental History / Home / Family**

- ☐ Where there are concerns of hearing difficulties, schools should advise parents to seek a hearing assessment through their GP or contact the local audiology department.
- ☐ Teachers should seek to confirm that hearing tests have been carried out for the CYP by asking parents, carers, health professionals.
- ☐ Staff need to be aware of the child's hearing loss including the degree and type of loss and its impact.
- ☐ Staff should seek the views of parents and where possible the child at initial assessment.

Professional Advice

- ☐ The School Nursing Service can be contacted to discuss hearing concerns.
- ☐ Referrals for hearing tests can be completed by parents, a GP or the School Nurse.
- ☐ Consider seeking advice from Barnsley Hearing support team.

Environmental and Teaching Adjustments

- ☐ Staff should have awareness of the implications of hearing difficulties and knowledge of strategies that facilitate the inclusion of children with hearing loss or who are deaf.
- ☐ There should be effective internal communication and liaison arrangements between staff.
- ☐ Health and safety and risk assessment policies are in place as part of the schools' holistic approach to inclusion.
- ☐ There are appropriate arrangements for assessment of the classroom and school environment which are reviewed at least annually in relation to the school and site being deaf friendly.
- ☐ Consider using language assessments to ensure appropriately differentiated work is given and any gaps in learning are addressed.

Vision Loss

* Children with visual needs range from those whose vision is corrected with glasses or have vision only in one eye (monocular vision) to those who are born blind or lose all sight through illness or trauma.

☒ **Developmental History / Home / Family**

- ☐ Has there been a discussion with parents?
- ☐ Has there been the Hospital Eye Department or Orthoptist appointments in the past or present?
- ☐ Has the child had a recent eye test? Has there been a deterioration since the last eye test?
- ☐ Is there a recurrence of headaches either in the past or present?

Observed Behaviours

- ☐ Does the child have a tendency to squint or frown, particularly from a distance?
- ☐ Does the child rub their eyes?
- ☐ Does the child have blurred/double vision?
- ☐ Is there an unusual head tilt and/or posture?
- ☐ Does the child fail to give and maintain eye contact?
- ☐ Is the child accident prone or clumsy, tripping and bumping into things?
- ☐ Does the child have a tendency to peer closely at objects or pictures, or hold work at an unusual angle?
- ☐ Does the child have difficulty finding all the text on a page or copying from the board?
- ☐ Is there poor hand/eye co-ordination?
- ☐ Does the child miss the target when placing items or throwing balls?
- ☐ Has oscillation or flickering of the eyes been noticed?
- ☐ Does the child fail to respond to non-verbal instructions. For example; facial expressions and are there limited facial expressions?
- ☐ Is there a lack of confidence in group activities?
- ☐ Does the child have an eye patched on occasions?

Environmental and Teaching Adjustments

- ☐ Assess the environment for suitable lighting appropriate to individual needs.
- ☐ Health and safety and risk assessment policies are in place.
- ☐ Try out different paper/smartboard colours to try to find best contrast for individual need



Deafness and Hearing Loss



The Whole Child



Consider the seating position for the CYP. Can visual prompts and body language be seen and understood clearly from their seated position? Is the CYP facing the teaching being delivered?



Plan time to work with the CYP so that they understand how to convey their understanding to learning and/or situations that may arise.

Environmental and Teaching Adjustments



Make sure that staff match the level of vocabulary that the pupil is expected to read to their understanding of language.



Plan for pre-teaching and reinforcing of subject vocabulary and content in analysis group times.



Plan to ensure that links to prior learning are made.



Key learning points are reviewed at appropriate times, during and at the end of a lesson or in mini plenaries.



Display colour coded word walls in alphabetical order.



Plan for alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders.



Plan to use texts which reflect interest and age range. Make a good range of 'hi-lo' (high interest, low reading age) available.



Plan to present any text clearly and if necessary use simplified language depending on the child's needs.



Diagrams and pictures can be used to add meaning alongside text



Teach and model memory techniques



Minimise copying from the board. Provide individual copies (plan for this.)



Plan to offer as many first hand 'real' multi-sensory experiences as possible



Small group support/intervention should be timetabled, ensuring that resources (including time and trained staff) are in place.

Assessment



Plan to use language assessments to ensure appropriately differentiated work is given and any gaps in learning are addressed.



Plan regular time for communication between teacher and person delivering support to monitor progress and adapt targets/focus as necessary

Vision Loss



The Whole Child

- ☐ Plan for immediate access to water and regular hydration breaks throughout the day (dry eye.)
- ☐ Plan for easy access and provision of protective eye wear and accessories for e.g. sunglasses in sunny weather or a peaked cap.

Environmental and Teaching Adjustments

- ☐ Ensure there is correct seating in relation to board, whiteboard, smartboard considering levels of vision in each eye.
- ☐ Plan to include as many first hand 'real' multi-sensory experiences as possible.
- ☐ Provide learning environments which are clear of clutter and glare. Consider location of personal belongings such as student drawer, peg and place in a position which meets the needs of the student.
- ☐ Plan printed resources carefully and in advance to ensure copying from the board is eliminated.
- ☐ Where copying is required, ensure appropriate print size photocopy is available.
- ☐ Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project.
- ☐ There should be careful planning of the classroom layout to ensure the best position for CYP with vision loss.
- ☐ Plan for provision of correct lighting to meet individual needs, this may include task lighting.
- ☐ The class teacher should plan to promote high expectations from pupils with vision loss. There should be a focus on healthy attitudes to learn and positive behaviours.

Assessment

- ☐ Plan for health and safety risk assessments to take place regularly particularly before school visits. Seek advice from the Vision Support team where necessary. Ensure all key staff are aware of the health and safety requirements to meet need and maintain safety.
- ☐ Plan regular time for communication between the teacher and staff member delivering support to monitor progress and adapt targets/focus as necessary.



Deafness and Hearing Loss



Environmental and Teaching Adjustments



Take into account the limits of the child's auditory memory and access to speech in order to determine approaches to learning.



An appropriate classroom and whole school listening environment should be established (e.g. good noise management strategies in place, all children seated so that they can see and hear the teacher and other children).



All adults and children are encouraged to talk at the appropriate volume and pitch for learning to take place.



A positive climate for learning is established that promotes social and emotional wellbeing, healthy attitudes to learning and high expectations of behaviour;

- *Situated appropriately for optimum learning.*
- *Understanding is checked.*
- *All children are encouraged to say, when they do not understand.*



Time should be allowed for repetition of answers in class/group discussion.



Additional time should be given for the child with hearing loss to process questions/information.



There should be sensitive checking of a CYP's understanding.



Cue the CYP in to gain their attention when teaching.



Ensure that staff have the attention of the CYP before instructions are given.



Consider alternative areas within the setting which can be used if a quieter environment is needed at times.



Encourage pupils to take risks and not fear failure. Ensure there is the ethos of 'it's okay to make a mistake.'



Allow opportunities for pupils of differing abilities to work alongside each other - There is strong and validated research that suggests children who only ever work with the same ability grouping make less progress than those who work alongside pupils of differing ability.

Use of Equipment and Resources



If the CYP uses technology such as a hearing aid, checks should be made to ensure it is worn, clean and has working batteries.



Use visual aids to support understanding.

External Support



There should be access to Deaf Friends Barnsley in order to offer peer support and friendship groups.

Vision Loss



Teaching Adjustments

- ☐ Self-advocacy – create an environment where the CYP can take control of part of their learning journey; this will improve not only their academic progress, but also their self-confidence in learning and wider life.
- ☐ Real objects that can be handled by the CYP to support the teaching of concepts should be used wherever possible. Thus enabling a multi-sensory approach to enrich the learning experience.
- ☐ There should be extra time allowed to allow for processing information and completing tasks. Verbal commentary of what is being presented on the board, where possible.
- ☐ There should be promotion of social inclusion and opportunities for CYP to work and play with peers.
- ☐ Eliminate copying from the board
- ☐ There should be effective internal communication and liaison arrangements between staff. E.g. information for supply staff/support staff and at points of transition.

Environmental adjustments

- ☐ A vision friendly school should ensure there is a welcoming atmosphere.
- ☐ **Physical access, including:**
 - highlighted step edges
 - clearly signed ramps
 - clearly marked uneven surfaces
 - easy to access toilets, cloakrooms and changing rooms
 - accessible teaching areas with plenty of uncluttered; space between tables, benches and chairs
 - easily accessible indoor and outdoor communal areas
 - clearly marked and safe outdoor pathways
 - ensure that ICT devices are close to a power source
- ☐ **Lighting should be:**
 - consistent as possible throughout the school
 - good quality without glare
 - controllable, with dimmer switches, blinds
 - light switches at an appropriate height and outlined with a colour contrast against the wall
- ☐ **Signs should be:**
 - simple and colour contrasted against the background and at the correct height
 - non-reflective
- ☐ **Fixtures and fittings:**
 - notice boards at an appropriate height
 - work displayed on contrasting backgrounds
 - storage areas clearly marked and clutter free
 - mats colour contrasted with the floor
 - coat pegs contrasted with the wall and at an appropriate height
 - bins and other obstacles clearly marked



Deafness and Hearing Loss



The Whole Child



Provide feedback to the CYP highlighting successes and reinforcing next steps.



Review seating positions and peer group learning in the classroom.



Have appropriate reasonable adjustments been put in place for the CYP with hearing loss?

Summative and Formative Assessment



Ensure marking and feedback is regular and focused on learner's individual learning objectives



Review and analyse attainment and progress data



Given the learner's baseline, if progress hasn't been made or isn't matched to ability, consider further support.



Repeat tests following intervention/support to check progress.



Where little or no progress is being made, class teacher and SENDCO review suitability of any support and re-plan.



The CYP is discussed at pupil progress meetings with senior leaders.



Review QFT. Has there been appropriate differentiation and/or opportunities to learn with a preferred style?

Team and Family around the CYP



Review progress with learners, parents/carers and teaching staff.

Next Steps...



Where progress has been limited, return to assessments and consider further involvement of Support Service, such as Referral to Barnsley Hearing support team.



Consider SEN support and whether the CYP has an SEN need which requires additional to and different from provision accessed through Element two funding.



Meetings with parents/carers should be arranged to discuss next steps in the school's Graduated Approach.

Vision Loss



The Whole Child

- ☐ Provide feedback to the CYP highlighting successes and reinforcing next steps.
- ☐ Review seating positions and peer group learning in the classroom. Is the CYP with vision loss seated appropriately?
- ☐ Have appropriate reasonable adjustments been put in place for the CYP with vision loss?

Summative and Formative Assessment

- ☐ Ensure marking and feedback is accessible to learners with vision loss
- ☐ Review and analyse attainment and progress data.
- ☐ Given the learner's baseline, if progress hasn't been made or isn't matched to ability, consider further support.
- ☐ Repeat tests following intervention/support to check progress.
- ☐ Where little or no progress is being made, class teacher and SENDCO review suitability of seating planning and accessibility of visual learning. Child's views must be heard.
- ☐ The CYP is discussed at pupil progress meetings with senior leaders.
- ☐ Review QFT. Has there been appropriate differentiation and/or opportunities to learn with a preferred style and/or with the CYP's vision loss taken into account?

Team and Family around the CYP

- ☐ Review progress with learners, parents/carers and teaching staff.
- ☐ All staff working with the CYP are responsible for recording progress towards learning objectives.
- ☐ Advise parents if there are any concerns about visual difficulties to consult with medical professionals.

Next Steps...

- ☐ Where progress has been limited, return to assessments and consider further involvement of Support Service, such as Referral to Barnsley Vision Support Team
- ☐ Consider SEN support and whether the CYP has an SEN need which requires additional to and different from provision accessed through Element two funding.
- ☐ Meetings with parents/carers should be arranged to discuss next steps in the school's Graduated Approach.



Physical and Sensory:
Deafness and Hearing Loss / Vision Loss

Element Two

SEN Support - Targeted Approaches



Deafness and Hearing Loss

In addition to QFT - Universal Approaches

☒ **Developmental History**

- ☐ There should be consideration of an individual CYP's holistic development in comparison to peers and their response to previous interventions and support.
- ☐ Refer to previous and current health records. Consider developmental reasons for lack of progress or barriers to communication.
- ☐ Class teacher, in consultation with the SENDCO and teacher of the deaf has established a clear analysis of the child's needs.

Environmental and Teaching Adjustments

- ☐ Has an environment audit been completed for the CYP? *Seating position, distractions, peer involvement, noise levels, classroom layout.*
- ☐ Is there clear evidence that professional advice is being implemented within teaching practice?

Assessment and Monitoring

- ☐ Assessment and observation by subject/class teacher or SENDCO indicates the CYP's hearing difficulties are affecting curriculum access as indicated by attainment below the expected level/ability to engage in school activities.
- ☐ Curriculum assessments may be supplemented by diagnostic tests, covering such aspects as understanding and use of language, by a teacher of the deaf.
- ☐ There are clear and robust plans for the use of support which relate to expected long term outcomes and include short term SMART targets. e.g. through the use of a School Focussed Plan (SFP)

External Professionals

- ☐ Is there liaison and consultation with external professionals and support services, including teachers of the deaf?
- ☐ Teacher of the Deaf input may be requested for assessments for additional audiological equipment (e.g. a radio aid).

Links to Home

- ☐ For some children an Early Help Assessment will be essential; this may include input from Social Workers, Family Support Workers, and other professionals involved with the family.
- ☐ Close home-school links are established, so school are aware of changes in circumstances that may impact on the CYP's hearing needs.

Vision Loss

In addition to QFT - Universal Approaches



Developmental History



Class teacher in consultation with the SENDCO and Specialist Advisory Teacher has established a clear analysis of the child's needs.

Environmental and Teaching Adjustments



Settings should ensure that an environmental audit is carried out by a specialist from a Vision Support Team member.



Is there clear evidence that professional advice is being implemented within teaching practice?

Assessment and Monitoring



There are clear and robust plans for the use of support which relate to expected long term outcomes and include short term SMART targets. e.g. through the use of a School Focussed Plan (SFP)



Settings should ensure that an annual assessment of need using the National Sensory Impairment partnership (NatSIP) eligibility criteria.



A Personal Emergency Evacuation Plan (PEEP) assessment should be carried out. A member of the Habilitation team can advise on this where necessary.

External Professionals



The SENDCO should refer CYP for a functional vision assessment to the Vision Support Team and to a qualified habilitation specialist.



The SENDCO should liaise with external professionals and support service to gather information to enable a full assessment to take place. Background information should be sought from all agencies.



There should be ongoing assessments of holistic needs relating to vision loss by the Vision Support Service.

Links to Home



For some children an Early Help Assessment (EHA) will be essential; this may include input from Social Workers, Family Support Workers, and other professionals involved with the family.



There should be close home/school communication to enable changes in circumstances to be understood and addressed.



Deafness and Hearing Loss

In addition to QFT - Universal Approaches



Links to Home



The setting should raise and discuss concerns with the CYP's parents/ carers and involve them in planning support approaches.



Plan time to communicate positive achievements, no matter how small, with home and encourage home to do the same. This could be a home school record book, postcards, notes, phone calls.



SMART targets and outcomes detailed in the CYP's provision map /SFP are set and shared with learner/parents.

Support and Intervention



Intervention(s) will be timed, where possible, so that the learner does not miss whole class activities or that they receive pre-teaching where appropriate.



Plan regular time for communication between the teacher and staff member delivering an intervention to monitor progress and adapt focus as necessary.



SMART targets and outcomes are set and shared with the CYP /parents / carers and other staff working with the CYP. Targets are dynamic and are modified to match progress.



Plan specific interventions in consultation with a qualified teacher of the deaf.



Deployment of staff is paramount to ensure learners are given the set time specified for the programmes of support advised by Specialist Teacher of the Deaf.



Plan to introduce Makaton where appropriate/advised. Seek training for staff members to be able to deliver this.



Intervention(s) are timetabled, ensuring that resources (including time and trained staff) are in place



Use provision mapping to plan out support and intervention. Take time to map minutes of support which are additional to and different from.

Environmental and Teaching Adjustments



Plan for CYP to access quiet areas for focussed activities where possible.



Ensure Access Arrangements for exams and assessments are in place







A programme of support to develop age appropriate skills in daily living and learning should be planned into the CYP curriculum to foster independence in preparation for adulthood.


Vision Loss

In addition to QFT - Universal Approaches






The Whole Child

-  Plan to remove barriers to promote maximum independence for the CYP. The barriers could be physical, such as, not allowing the pupil to obtain resources independently or internal, such as, if the child lacks confidence in their own abilities.
-  A programme of support to develop age appropriate skills in daily living and learning should be planned into the CYP curriculum to foster independence in preparation for adulthood.
-  Classroom management which is responsive to the child's visual impairment and that takes into account social relationships.
-  There should be equal access to the curriculum and extra-curricular learning opportunities, (e.g. homework clubs and lunchtime clubs).







Links to Home

-  The setting should raise and discuss concerns with the CYP's parents/carers and involve them in planning support approaches.

Support and Intervention

-  There should be clear and robust School Focussed Plans in place to ensure that outcomes are being worked towards which correlate with advice from the Vision Support Team.
-  Deployment of staff should be carefully planned for and close liaising should happen between support staff and teacher.
-  Whole staff training should take place to ensure the awareness of the implications of visual difficulties and knowledge of strategies to facilitate the inclusion of children with a visual impairment.
-  Planning must ensure that the CYP is taught by the teacher and not only a support staff member
-  Plan to ensure Access Arrangements for exams and assessments are in place.

Environmental and Teaching Adjustments

-  Advice from the Vision Support Team/Qualified Habilitation Officer must be followed to underpin curriculum and environment planning for the CYP.
-  There should be consistency of classroom layout and placement of resources to foster independence.
-  There should be appropriate seating arrangements with adjustments made to ensure the CYP has a good listening environment.
-  Modifications to the classroom and whole school environment should be planned for and as advised by the specialist service for children with vision loss as part of the school accessibility plan.
-  There should be consideration for the lesson content and its relevance to the CYP with vision loss.
-  Allocate adequate time for teaching or support staff to modify materials, which might include larger print or bolder colours.



Deafness and Hearing Loss

In addition to QFT - Universal Approaches



The Whole Child



Let there be a focus on supporting independence within the learning for the CYP.



Encourage pupils to take risks and not fear failure. Ensure there is the ethos of 'it's okay to make a mistake.'



Allow opportunities for pupils of differing abilities to work alongside each other. There is strong and validated research that suggests children who only ever work with the same ability grouping make less progress than this who work alongside pupils of differing ability.

Training, Interventions and progress



There should be some direct teaching given from a qualified teacher of the deaf.



Staff should gain access to personal understanding of deafness programme.



Staff should have access to 'Healthy Minds' where appropriate.



Use Precision Teaching to give focussed and targeted support for the CYP



CYP receives intensive support to develop areas such as vocabulary, syntax and understanding of conceptual language.



CYP receives individual or small group teaching to develop listening and memory skills using appropriate resources.



CYP takes part in additional group or individual support work to revise and consolidate what has been learned previously and to access pre and post tutoring.

Environmental and Teaching Adjustments



Intervention can be delivered within a whole class as part of guided work or in another part of school, however the class teacher is still responsible for ensuring and monitoring that learning progress occurs.



Always allow extra time for the CYP to process. This is additional to and different from what another child may receive. Echoing from a TA could also be helpful to remind the CYP what has been asked.



The curriculum is differentiated appropriately to take account of individual needs.



At times, alternative areas within the setting should be used if a quieter environment is needed.



There should be frequent and sensitive checking of a CYP's understanding.

Vision Loss

In addition to QFT - Universal Approaches

☒ **Environmental Adjustments**

- ☐ There should be evenly-lit stairs, with hand rails on both sides in a colour that contrasts with the walls, non-reflective floors, clearly marked changes in level and easy-to-open doorways that are colour contrasted with the walls in the setting.
- ☐ Furniture with matt finishes should be considered which contrast with surroundings.
- ☐ A non slip mat is used to keep equipment stable for the CYP.
- ☐ There should be space to use and store specialist equipment.
- ☐ Consider positioning within the classroom in relation to the focus of the lesson for example: some children may need to sit close to the front whereas others may need to sit further back or to the side depending upon the eye condition and need.

Teaching Adjustments

- ☐ Short spells of visual activity should be interspersed with less visually demanding activities
- ☐ Ensure that fonts are in the correct size (formatted) and only enlarged on a photocopier that is of a standard that will not pixelate the text or alter the quality.
- ☐ There should be specific teaching strategies adopted that are appropriate to the needs of a CYP with visual loss such as first hand experiential learning.

Resources

- ☐ Ensure that writing materials are appropriate for visual need, e.g. paper/books with bold black lines and bold, black fibre tipped pens.
- ☐ Ensure that reading materials such as worksheets, text books and reading books are appropriate for visual need, for e.g.: modified large print or reformatted diagrams.
- ☐ Consider resources in PE and practical lessons are accessible for CYP with vision loss, pre teaching may be required to become familiar with new pieces of equipment/ approaches.
- ☐ Ensure desk slopes are available if required.
- ☐ Provision of a high visibility computer keyboard should be available if required.
- ☐ Ensure low vision aids such as magnifiers and task lights are available if required.
- ☐ Ensure specialist equipment is available for practical subjects, e.g.: liquid level indicators, talking weight scales, large calculators, audible balls in PE, large high visibility protractors and rulers.
- ☐ Provision of laptop/tablet with personalised settings. For example; screen reader, magnification, background colours and accessibility settings.
- ☐ Consider connecting a personalised laptop in real time to the classroom SMART board so that the pupil can view the screen at close range.
- ☐ Ensure there is consideration that all learning materials used are glare free, e.g. non-reflective laminating pouches.
- ☐ Carefully monitored and supported access to low vision/mobility aids to foster independence.



Deafness and Hearing Loss

In addition to QFT - Universal Approaches



The Whole Child



Pupil voice is very important during any review. Has the CYP contributed to the discussion around progress? How were their views captured? If the CYP has difficulty communicating their views, alternative recording methods must be sought.

Team around the CYP



SMART targets and outcomes detailed on provision maps should be reviewed and new outcomes set in line with progress.



Refer back to the CYP's targets. Does provision in place match the desired outcomes? Reference should be made to outside professional reports to determine the level of provision the school is providing.



Review (SFP) outcomes at the time previously planned. Evidence of progress towards outcomes should include data and feedback from all involved; the pupil, their parent, the teachers, teaching assistants and SENDCO. This review may also involve external support services such as the Teacher for the Deaf.



The review should consider the impact of any intervention on the pupil's progress and evaluate the effectiveness of the support. Analysis should ensure teaching and learning has been effective. If this is the case, then continue to support the learner through the systems already in place.

Next Steps...



Where little or no progress is being made, class teacher and SENDCO, in consultation with a qualified teacher of the deaf review suitability of intervention and re-plan



Where progress has been limited, return to assessments and consider further involvement of external professionals.



Alert the qualified teacher of the deaf to any changes that might be needed to the provision of hearing aids and/or radio aids.



Where little or no progress has been made and there has been evidenced use of the graduated approach, and assess, plan, do, review, The SENDCO, class teacher and parents/carers must work together to determine if the level of provision is appropriate for the CYP and whether an Education, Health and Care Plan (EHCP) is required to continue to build on the support that is currently in place. The school must collate evidence over time to detail provision and impact before an Education Health and Care Needs Assessment, (EHCNA) is sought.

Vision Loss

In addition to QFT - Universal Approaches

☒ **The Whole Child**

- ☐ Ensure pupil voice is heard, captured and documented in accordance with their need.

Links to Home

- ☐ Advise parents if there are any concerns about deterioration in vision to consult with medical professionals.

Environment Review

- ☐ Review the classroom and school environment at least annually in relation to the school and site being physically accessible to children with visual loss. This should be conducted by a qualified member of the vision support team.
- ☐ Inform vision support team members involved with CYP of any changes that might need to be considered such as route planning and teaching skills in ample time to enable CYP to have equal access to the environment.

Assessment of Intervention

- ☐ There should be on-going monitoring of intervention to ensure quality of delivery and progress towards targets e.g. observations, assessments.
- ☐ Repeat assessments following intervention to check progress towards agreed outcomes for additional curriculum such as Habilitation- orientation, mobility and independence skills, compensatory skills, fine motor, self help skills.
- ☐ Obtain learner and parent/carer's views about impact of the intervention.

Team around the CYP

- ☐ SMART targets and outcomes detailed on provision maps should be reviewed and new outcomes set in line with progress.
- ☐ Refer back to the CYP's targets. Does provision in place match the desired outcomes? Reference should be made to outside professional reports to determine the level of provision the school is providing.
- ☐ Review (SFP) outcomes at the time previously planned. Evidence of progress towards outcomes should include data and feedback from all involved; the pupil, their parent, the teachers, teaching assistants and SENDCO. This review may also involve external support services such as the Vision Support Team and/or Habilitation Officer.
- ☐ The review should consider the impact of any intervention on the pupil's progress and evaluate the effectiveness of the support. Analysis should ensure teaching and learning has been effective. If this is the case, then continue to support the learner through the systems already in place.

Next Steps...

- ☐ Where little or no progress is being made, class teacher and SENDCO, in consultation with a qualified Habilitation Officer/Vision Support Team review suitability of intervention and re-plan
- ☐ Where little or no progress has been made and there has been evidenced use of the graduated approach, and assess, plan, do, review, The SENDCO, class teacher and parents/carers must work together to determine if the level of provision is appropriate for the CYP and whether an Education, Health and Care Plan (EHCP) is required to continue to build on the support that is currently in place. The school must collate evidence over time to detail provision and impact before an Education Health and Care Needs Assessment, (EHCNA) is sought.



Sensory and/or Physical Needs

Physical Needs and Sensory Processing Difficulties

Within the Code of Practice, (2015) Physical need is defined as follows;

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

“The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance, ‘supporting pupils at school with medical conditions’”

Physical and sensory needs cover a wide range of medical conditions in addition to those mentioned in the Code of Practice. Some CYP with physical disabilities may be cognitively able, so the levels of support must be tailored to each individual.

Many CYP who have physical and/or medical needs and/or sensory processing difficulties will have their needs met by universal approaches. There is a wide range of physical, sensory and medical needs.

Some CYP with physical and/or medical needs including sensory processing difficulties cannot be met by universal approaches and need provision which is additional to and different from that of their peers.

Difficulties may arise from:

- Physical, neurological or metabolic causes e.g. Cerebral Palsy.
- Severe trauma, such as an accident or serious illness.
- Degenerative conditions such as Muscular Dystrophy.
- Motor Skills and coordination difficulties identified through a diagnosis of Developmental Co-ordination Disorder (DCD) which may also sometimes be referred to as Dyspraxia.
- Motor Skills difficulties without a specified cause/diagnosis.

Difficulties may present in the following ways:

- Ability to access buildings, classrooms, equipment and activities.
- Ability to access the curriculum.
- Ability to develop self-help strategies.
- Social and emotional development.
- Little independence with learning tasks and/or daily life skills.
- Difficulties in communicating through speech.
- Physical and emotional fatigue.

Sensory Processing Difficulties

Sensory processing difficulties in CYP result from the way the nervous system receives messages from the senses and turns them into responses. For CYP with sensory processing difficulties, sensory information goes into the brain but does not get organised into appropriate responses. Additional support for the CYP to process sensory information may be required at a universal approach. For some CYP, further targeted approaches using element two funding may be required by providing provision which is additional to and different from that of their peers.



Physical and Sensory:
Physical Needs and Sensory Processing Difficulties

Element One

Quality First Teaching - Universal Approach



Physical Needs



The Whole Child



Has the CYP's views been obtained to assess strengths and barriers to achievement?



Is the CYP being given enough opportunities to work to their strengths?



How does the child/young person's need impact on learning and development?

Links to Home



Systems are in place for parents/carers to communicate about their child's needs.



The setting raises and discusses concerns with the pupil's parents/carers and involves them in planning support approaches.

Developmental History and Attendance



Have school got access to previous and current medical records for the CYP?



Discuss strengths and difficulties with the CYP, all staff and parents/carers.



Has there been a referral to Paediatrics previously?



Is the School Nursing Service/Health Visitor involved with the CYP?



Is a referral to Children's Therapy Services, Occupational Therapy/Physiotherapy appropriate?



Has there been extended periods of absence due to health needs?



What support is in place if the CYP is not able to attend the setting due to physical/medical restrictions?

Environmental and Teaching Adjustments



Do staff have the understanding, skills and knowledge to be able to support the needs of the CYP?



Have learning walks been carried out across a range of contexts, to examine potential barriers and participation for the CYP?



Has an audit of the CYP's learning environment been carried out?



Has the CYP got the resources required to support learning?



Is learning differentiated and pitched to the appropriate level to meet their physical need and allow for optimal progress?

Summative and Formative Assessment



Teachers are aware of starting points for the CYP.



Has data and discussion been drawn from all staff members who support teaching and learning?

Sensory Processing Difficulties



The Whole Child

- ☐ Has the CYP's views been obtained to further assess strengths and potential barriers to achievement?
- ☐ Is the CYP being given enough opportunities to work to their strengths?
- ☐ How does the child/young person's need impact on learning and development?

Links to Home

- ☐ Systems are in place for parents/carers to communicate their child's needs and how they present in the home environment.
- ☐ The setting raises and discusses concerns with the pupil's parents/carers and involves them in planning support approaches.

Developmental History and Attendance

- ☐ Discuss sensory processing strengths and needs with the CYP, all staff and parents/carers
- ☐ Has there been a referral to Paediatrics previously?
- ☐ Is a referral to Children's Occupational Therapy appropriate?

Environmental and Teaching Adjustments

- ☐ Do staff have the understanding, skills and knowledge to be able to support the needs of the CYP with sensory processing difficulties?
- ☐ Have learning walks been carried out across a range of contexts, to examine potential barriers and participation for the CYP?
- ☐ Is the learning environment supporting the CYP's sensory needs?
- ☐ Are appropriate resources available for the CYP to support learning and enable them to overcome potential barriers?
- ☐ Is learning differentiated and pitched to the appropriate level to meet their need and allow for optimal progress?

Summative and Formative Assessment

- ☐ Has the CYP's basic sensory needs been explored?
- ☐ Does the child's sensory needs impact on academic progress?
- ☐ Do staff understand how to monitor progress through the setting's own assessment tools?
- ☐ Has data and discussion been drawn from all staff members who support teaching and learning?

Further Support

A detailed information page can be found at Barnsley Children's Health website. Leaflets explaining sensory processing difficulties can be downloaded and used to assess need and provision to support the CYP.

therapy.barnsleychildrenshealth.co.uk/pages/sensory-workshop



Physical Needs



Links to Home



Involve the learner and their parents/carers in the process of planning.



Plan time to communicate positive achievements, no matter how small, with home and encourage home to do the same. This could be a home school record book, postcards, notes, phone calls.

The Whole Child



Consider the seating position for the CYP. Can visual prompts and body language be seen and understood clearly from their seated position?



Plan time to work with the CYP so that they understand how to convey their understanding to learning and/or situations that may arise.



Create strong relationships with the CYP so that they are able to communicate their physical and/or emotional needs.



Plan to ensure intimate care needs are supported for the CYP.

Summative and Formative Assessment



Use assessments to ensure learning is differentiated accordingly and ensure any gaps in learning are addressed.



Involve the CYP and their parents/carers in establishing where starting points are and identify specific, small steps, needed to ensure progress.

Environmental and Teaching Adjustments



Maximise learning by use of multi-sensory teaching and alternative recording methods.



Plan for pre-teaching and reinforcing learning in analysis group times.



Think carefully about the classroom environment. Is it clutter free? Is the CYP able to navigate freely?

Resources



Consider planning to include a feelings board/emotion cards in the classroom to support CYP being able to communicate their own feelings at different points during the day, this can support self esteem along with independent communication.



Consider creating a calming space for CYP to be able to retreat to if they need time to rest or suffer from physical or mental fatigue.

Sensory Processing Difficulties



Links to Home



Plan time to communicate positive achievements, no matter how small, with home and encourage home to do the same. This could be a home school record book, postcards, notes, phone calls.

The Whole Child



Ensure that the CYP sensory processing needs are known by all staff members.



Plan time to work with the CYP so that they understand how to convey understanding of their own needs and can then express this when necessary (to peers and/or staff members)

Summative and Formative Assessment



Involve child/young person and their parents/carers in establishing where starting points are and identify specific, small steps, needed to ensure progress.



Plan regular time for communication between the teacher and staff member delivering a group intervention/support to monitor progress and adapt focus as necessary.



Examine the CYP's sensory processing and plan to make reasonable adjustment to meet need.

Environmental and Teaching Adjustments



Maximise learning by use of multi-sensory teaching and alternative recording methods.



Plan for alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders.



Think carefully about the classroom environment. Is it clutter free? Are distractions kept to a minimum?



Consider using various strategies for effective communication, including visual support and encouraging the CYP to use the means of communication that best suits them.



Create an environment that is consistent so that the CYP is familiar with the layout and where resources can be found. Avoid unnecessary changes within the classroom.

External Support



Would a referral to Children's Occupational Therapy to gain further insight into potential barriers to achievement be appropriate at this time?

Resources



Consider creating a calming space for CYP to be able to retreat to if they need time to regulate.



Consider using ear defenders for a CYP with sensitivity to loud noises.



Plan for the CYP to have access to sensory calming and/or stimulating resources in the classroom; e.g. rice trays, kinetic sand, water beads, fiddle toys, BluTac, chewelry to support sensory needs and to maintain regulation.



Plan for organisational resources to be used such as visual timetables, now and next/first and then cards and timers, if appropriate.



Physical Needs

☒ **Environmental and Teaching Adjustments**

- ☐ Classroom groupings and seating arrangements meet the physical requirement of the CYP.
- ☐ Teaching and resources are adapted to ensure the CYP can access learning.
- ☐ CYP have options of where to sit during class/assemblies. E.g. chair.

Interventions, Support and Progress

- ☐ Teachers ensure that time is given for specific programmes of support such as Occupational Therapy/Physiotherapy.
- ☐ Support staff are deployed effectively to support pupils when required.

Whole School Inclusion

- ☐ School staff take time to understand the CYP with physical needs.
- ☐ Reasonable adjustments are made to allow the CYP to access all learning including PE where appropriate.
- ☐ Classroom and whole school environment modifications take into account physical needs.
- ☐ Use of peer support systems across the school encourage the CYP to build supportive friendships and friendship networks. E.g. buddy systems.

Teaching Strategies

- ☐ Delivery of information is adjusted to ensure accessibility for the CYP.
- ☐ CYP are aware of pre-arranged cues for active listening and routines. E.g. symbol, prompt card
- ☐ Talk partners/buddies are used to encourage responses and involvement during lessons.
- ☐ Teachers provide CYP with visual demonstrations of expectations for learning.
- ☐ Pupils are encouraged, and shown, how to seek clarification. Support is available for the CYP who requires further assistance to understand a task/instruction.
- ☐ Eliminate copying from the board.

Use of Equipment / Resources

- ☐ Visual timetables are displayed clearly in the classroom and explained to the CYP.
- ☐ Reasonable adjustments are made to ensure that the CYP has access to resources to enable progress.

Sensory Processing Difficulties



The Whole Child



Consider staff training development around sensory processing difficulties in CYP.

Environmental and Teaching Adjustments



Maximise learning by use of multi-sensory teaching and alternative recording methods where appropriate.



Ensure the classroom environment remains accessible for the CYP with sensory needs. Consider, ticking clocks, buzzing lights, windows, blinds, vents, direct sunlight, draughts, heaters.



Consider using various strategies for effective communication, including visual support and encouraging the CYP to use the means of communication that best suits them.



Create an environment that is consistent so that the CYP is familiar with the layout and where resources can be found. Avoid unnecessary changes within the classroom.



Consider how music can support. Music may be calming and soothing for CYP. This should be explored with the CYP.



Prepare for intense sensory experiences, such as fire drills, by using ear plugs/ear defenders and always ensure that pre warning is given to the CYP if this is possible. Maintain support and containment for the CYP before, during and after the event.



Allow for CYP to have a 'special place' in the line. The front or back is usually helpful as this minimises unpredictable touch.



The CYP's seating position in the classroom requires thought. Where is the best place for learning to take place?



Allow extra time for writing and to complete fine motor skills to accommodate CYP's fatigue.

Resources



Consider creating a calming space for CYP to be able to retreat to or access a preferred calming activity if they begin to feel sensory overload.



Ensure that the CYP has access to sensory calming and/or stimulating resources in the classroom; e.g. rice trays, kinetic sand, water beads, fiddle toys, BluTac, chewelry to support sensory needs and to maintain regulation.



Offer pencil grips, slant boards, Therabands, wobble cushions and weighted lap pads where appropriate. Always work with the CYP to determine if these aids are helpful.



Reduce the amount of visual information on a page to reduce visual distraction.



Reduce clutter on workspaces. Ensure that resources are easily obtainable and clearly labelled.



Physical Needs



Environment



Review the classroom and school environment in relation to school and site being physically accessible for the CYP with physical needs.



Review seating positions and peer group learning in the classroom. Is the CYP's physical needs impacting on learning?

Summative and Formative Assessment



Review and analyse attainment and progress data.



There should be on-going monitoring of any recommendations from paediatrics, Occupational Therapist/Physiotherapist.



The CYP is discussed at pupil progress meetings with senior leaders.



Review QFT. Has there been appropriate differentiation and/or opportunities to learn with a preferred style and one which supports the CYP's physical needs?

Team around the CYP



Provide detailed and specific feedback to the CYP highlighting successes and reinforcing next steps - this would be dependant on the age and understanding of the CYP.



Review progress regularly with learners, parents/carers and teaching staff.



Obtain learner and parent/carer's views about impact of any programmes including support from Occupational Therapist/Physiotherapist



Advise parents if there are any concerns about physical difficulties to consult with medical professionals.

Next Steps...



Meetings with parents/carers should be arranged to discuss next steps in the school's Graduated Approach.



Consider involvement from Barnsley Children's Therapy and/or Paediatric referral.



If an Early Help Assessment has not yet been actioned, this should be a consideration to ensure support is available for the whole family.



Discussions should take place to determine whether the support given should be elevated to SEN Support. Is QFT enabling sufficient progress? Does the CYP require additional to and different from that of their peers?

Sensory Processing Difficulties



Environment

- ☐ Review the classroom and school environment in relation to school and site being accessible for the CYP with sensory processing needs. This may include sensory overload from brightly coloured displays, bright, piercing sunlight, coming through windows, noise and echoing.
- ☐ Review seating positions and peer group learning in the classroom. Is the CYP's sensory needs impacting on learning and/or behaviour?

Summative and Formative Assessment

- ☐ Review and analyse attainment and progress data.
- ☐ There should be on-going monitoring of any recommendations from Occupational Therapy if involved.
- ☐ The CYP is discussed at pupil progress meetings with senior leaders.
- ☐ Review QFT. Has there been appropriate differentiation and/or opportunities to learn with a preferred style and one which supports the CYP's sensory needs?

Team around the CYP

- ☐ Provide detailed and specific feedback to the CYP highlighting successes and reinforcing next steps. This would be dependant on the age and understanding of the CYP.
- ☐ Review progress regularly with learners, parents/carers and teaching staff.
- ☐ Obtain learner and parent/carer's views about impact of any programmes including support from Occupational Therapy.

Next Steps...

- ☐ Meetings with parents/carers should be arranged to discuss next steps in the school's Graduated Approach.
- ☐ Consider involvement from Barnsley Children's Occupational Therapy and/or Paediatric referral.
- ☐ If an Early Help Assessment has not yet been actioned, this may be a consideration to ensure support is available for the whole family.
- ☐ Review the main area of need. Has this been identified accurately? E.g. if the child is presenting with a communication need, it may be that there is another unmet need, such as cognition difficulties, or an unmet communication need. Staff should ensure, as part of the review process, that other areas of need are explored.
- ☐ Discussions should take place to determine whether the support given should be elevated to SEN Support. Is QFT enabling sufficient progress? Does the CYP require additional to and different from that of their peers?



Physical and Sensory:
Physical Needs and Sensory Processing Difficulties

Element Two

SEN Support - Targeted Approaches



Physical Needs

In addition to QFT - Universal Approaches



The Whole Child



Has the CYP's views been obtained to further assess strengths and barriers to achievement?



How does the child/young person's physical need impact on learning and development?

Links to Home



The setting discusses any concerns with the CYP's parents/carers and involves them in planning support approaches to meet physical needs.

Developmental History and Attendance



Previous and current medical records for the CYP are explored to assess where support is required and also to ensure staff have full understanding of physical need.



Is School Nursing Service/Health Visitor required for further input?



Has a referral to Children's Therapy Services, Occupational Therapy/Physiotherapy happened? Is this appropriate?



What support is available for the CYP if there are periods of absence due to physical/medical needs?

Environmental and Teaching Adjustments



Do staff have the relevant training in place to be able to meet then needs of the CYP? e.g. moving and handling, specialist feed training etc?



Assessments should be carried out across a range of contexts including unstructured times, to examine potential barriers and participation for the CYP?



Has the CYP got the additional resources and physical aids required to support learning?



Is learning differentiated and pitched to the appropriate level to meet their physical need and allow for optimal progress?



Has the CYP got the required support in place to be able to access a wide and varied curriculum regardless of their physical need? What measures have been put in place to ensure access to all areas, such as PE, food technology, science lessons?



Timetabling and location of rooms should consider the CYP's physical needs.

Summative and Formative Assessment



Has a risk assessment been carried out for the CYP?



Is there a relevant accessibility plan available for the CYP to move around the school?

Sensory Processing Difficulties

In addition to QFT - Universal Approaches



The Whole Child

- ☐ Has the CYP's views been obtained to further assess strengths and potential barriers to achievement?
- ☐ How does the child/young person's sensory needs impact on learning and development?
- ☐ Time should be taken to talk to the CYP about their sensory needs. Resources and aids should be explored together with the CYP so that they are involved and able to contribute in their own assessment of need.

Links to Home

- ☐ The setting continues to involve parents/carers fully to assess the CYP's needs and barriers to achievement.
- ☐ The sensory needs of the CYP at home should be fully explored to build a holistic picture.

Developmental History and Attendance

- ☐ Has there been a referral to Paediatrics?
- ☐ Is the CYP's sensory need preventing them from attending school? Is there a pattern of absence forming around particular times/days?
- ☐ Has a referral to Children's Occupational Therapy been actioned? Has this been discussed with parents/carers to gain their views and the CYP's sensory needs in the home?

Environmental and Teaching Adjustments

- ☐ Do staff have the relevant training in place to be able to understand and support the needs of the CYP with sensory processing difficulties?
- ☐ Has an audit of the CYP's learning environment been carried out? Is the CYP seated appropriately?
- ☐ Are additional and appropriate resources available for the CYP to support learning and enable them to overcome potential barriers?
- ☐ Assess whether some whole school activities are appropriate for the CYP with sensory needs. Can this cause unnecessary distress? Does work need to be done to build the CYP up to taking part in certain activities?

Summative and Formative Assessment

- ☐ Has the CYP's sensory needs been explored and assessed appropriately?
- ☐ Assess and reflect on how the child's sensory needs impact on academic progress?
- ☐ Are assessments carried out with the CYP's sensory needs in mind? e.g. seating position, length of time sat in the same position.
- ☐ Have adjustments been made to ensure the CYP has the best outcome during assessments, e.g. scribe, movement breaks, additional resources to aid regulation.

Further Support

A detailed information page can be found at Barnsley Children's Health website. Leaflets explaining sensory processing difficulties can be downloaded and used to assess need and provision to support the CYP.

therapy.barnsleychildrenshealth.co.uk/pages/sensory-workshop



Physical Needs

In addition to QFT - Universal Approaches



Links to Home



Plan time to discuss the CYP's needs with parents/carers within the home in addition to school. Support should be offered to the family so that a holistic approach is adopted.



SMART targets and outcomes detailed in the CYP's provision map/ SFP are set and shared with learner/parents.



Ensure that parents/carers have an understanding of physical targets and how these can be progressed at home in addition to school.

Summative and Formative Assessment



Plan regular time for communication between the teacher and staff member delivering a support to monitor progress and adapt focus as necessary.

Environmental and Teaching Adjustments



There should be clear and robust School Focussed Plans in place to ensure that outcomes are being worked towards which correlate with advice from specialist services and health practitioners.



Keep consistency within the classroom layout and placement of resources to foster independence.



Planning must ensure that the CYP is taught by the teacher and not only a support staff member.



Ensure Access Arrangements for exams and assessments are in place



Modifications to the classroom and whole school environment should be planned for and as advised by professionals. This should be part of the school accessibility plan.



A programme of support to develop age appropriate skills in daily living and learning should be planned into the CYP curriculum to foster independence in preparation for adulthood.



Plan to remove barriers to promote maximum independence for the CYP. The barriers could be physical, such as, not allowing the pupil to obtain resources independently or internal, such as, if the child lacks confidence in their own abilities.

Support and Training



Co-ordinate staff training if appropriate. e.g. moving and handling. and intimate care procedures.



Deployment of staff should be carefully planned for and close liaising should happen between support staff and teacher.

Sensory Processing Difficulties

In addition to QFT - Universal Approaches



Links to Home

- ☐ Plan time to discuss the CYP's needs with parents/carers within the home in addition to school. Support should be offered to the family so that a holistic approach is adopted.
- ☐ SMART targets and outcomes detailed in the CYP's provision map/SFP are set and shared with learner/parents.
- ☐ Ensure that parents/carers have an understanding of sensory targets and how these can be progressed at home in addition to school.

The Whole Child

- ☐ Ensure that the CYP sensory processing needs are understood and can be met by staff members.
- ☐ Plan time with the CYP to determine which aids are most suitable as a support.
- ☐ Plan for check-in times if appropriate for the CYP for sensory adjustment in the setting. This could be; when entering, exiting and/or transition points throughout the day.

Summative and Formative Assessment

- ☐ Plan regular time for communication between the teacher and staff member delivering a group support/personalised support to monitor progress towards outcomes as necessary.
- ☐ Examine the CYP's sensory needs and plan provision around this.

Environmental and Teaching Adjustments

- ☐ School Focussed Plan targets are built in to daily teaching and learning.
- ☐ Sitting for long periods may be challenging for some CYP with sensory needs. Consider planning to chunk learning and allowing for sensory movement breaks.
- ☐ Keep consistency within the classroom layout and placement of resources to foster independence.
- ☐ Plan for the CYP's sensory needs to be nourished and developed.

External Support

- ☐ Organise appointments and planning meetings with Education Inclusion Services to gain further insight into the CYP's needs and barriers to learning.
- ☐ Contact Barnsley Children's Occupational Therapy for more specific advice around the CYP's sensory needs and whether a referral remains appropriate.

Resources

- ☐ Consider creating a sensory room or space for the CYP's needs to be supported. This would require adult interaction for maximum impact.
- ☐ Ensure that resources and strategies recommended by therapists are obtained/carried out. Gather feedback from the CYP to determine if these aids are helpful and supportive of need.



Physical Needs

In addition to QFT - Universal Approaches



Environmental and Teaching Adjustments

- ☐ Deploy staff effectively to ensure that CYP are able to access the curriculum, manage their physical needs and navigate safely around the environment.
- ☐ Flexible support is available when required for intimate care needs.
- ☐ Alternative learning opportunities are made available for the CYP to ensure their well-being is nurtured at all times.
- ☐ CYP are given extra time/support to navigate around the school.
- ☐ Adaptations to support learning are given in practical lessons. E.g. seating position, modified, specialist resources.

Interventions, Support and Progress

- ☐ Programmes of support given by specialist services are timetabled and delivered by staff members, Records of progress are updated regularly.
- ☐ Opportunities to support the CYP in developing life skills are given.
- ☐ School Focussed Plan (SFP) targets are followed and progress is documented/communicated to all staff supporting the CYP.
- ☐ Staff monitor the impact there may be on other areas such as SEMH.

Whole School Inclusion

- ☐ Ongoing CPD is offered to staff to ensure up to date training is accessed to support the CYP with physical needs.
- ☐ Access arrangements are applied for and implemented as necessary.
- ☐ Classroom and whole school environment modifications take into account physical needs including size and height of tables and chairs.

Teaching Strategies

- ☐ Support is given for the CYP who requires further assistance to access their learning.
- ☐ Appropriate differentiation leads to the CYP making optimal progress.
- ☐ Small group teaching/personalised support is available when required.

Use of Equipment / Resources

- ☐ Modified equipment and resources are available and accessible for the CYP and staff working with them.
- ☐ Hand rails, stair rails, specialist cutlery, and other modified resources should be available if necessary to promote independence for the CYP.

Sensory Processing Difficulties

In addition to QFT - Universal Approaches

* Sensory needs are unique and personal to each CYP. Therefore, use the following points for guidance after consultations have taken place with Occupational Therapy.



Tactile Avoiding

Avoiders often need their sensory input reduced.



Carefully construct events to introduce a wider range of sensory experiences so they can get used to them.

Tactile Seeking

Seekers often need their sensory input increased



Increase the variety of textures, weights and resistance within everyday activities to make experiences more concentrated.

Auditory Avoiding

Avoiders often need their sensory input reduced.



Carefully construct events to introduce a wider range of sensory experiences so they can get used to them.



Create structures that provide predictable auditory experiences.



Build up tolerance to noisy environments by gradually exposing the CYP to them.

Auditory Seeking

Seekers often need their sensory input increased



Increase the variety of sounds within everyday activities to provide more auditory experiences.

Vestibular Avoiding

Avoiders often need their sensory input reduced.



Use a 'graded' approach to introduce different movement experiences. Practice little and often and at a pace set by the CYP



Provide support & encouragement to participate in physical activities

Vestibular Seeking

Seekers often need their sensory input increased.



Provide movement opportunities throughout the day especially before and following focused or desk based activities.

Proprioception Input

Proprioception is our way of knowing what our body is doing without the need for vision.



Provide 'heavy work', resistive activities and anything that incorporates pull, push, press, squash activities. This is useful for calming and regulating sensory needs.

Further Information

Visit the Barnsley Children's Health website to download various sensory processing leaflets to support CYP.

therapy.barnsleychildrenshealth.co.uk/pages/sensory-workshop



Physical Needs

In addition to QFT - Universal Approaches



The Whole Child



Pupil voice is very important during any review. How has the CYP contributed to the discussion around progress? How were their views captured? Consider whether it is appropriate for the CYP with physical needs to be in a lengthy meeting. Can they attend for a short time? Can views be gathered in alternative ways?

Environment



Review the school's accessibility plan. Are modifications required for the CYP with physical needs?



Can the CYP access the classroom environment with support or independently? Consider ways to promote independence.

Summative and Formative Assessment



Review provision maps/SFP targets to highlight the support and intervention that has been successful and where further provision is necessary.



SMART targets and outcomes detailed on provision maps should be reviewed and new outcomes set in line with progress.

Team around the CYP



Obtain learner and parent/carer's views about impact of any programmes including support from Occupational Therapy/Physiotherapist.



Advise parents if there have been deteriorations in physical need or indeed if there has been progress.

Next Steps...



Re-referrals to health professionals/Children's Therapy services may be necessary for the CYP if their needs have changed or further support is required.



Meetings with parents / carers should be arranged to discuss next steps in the school's Graduated Approach.



If Early Help Assessment is in place, is this supporting the whole family? Does the wider family require further support? E.g. Children's Disability Team?



SENDCO, class teacher and parents / carers must work together to determine if the level of provision is appropriate for the CYP and whether an Education, Health and Care Plan (EHCP) is required to continue to build on the support that is currently in place. The school must collate evidence over time to detail provision and impact before an Education Health and Care Needs Assessment, (EHCNA) is sought.

Sensory Processing Difficulties

In addition to QFT - Universal Approaches.

☒ **The Whole Child**

- ☐ Pupil voice is very important during any review. How has the CYP contributed to the discussion around progress? How were their views captured? If the CYP has difficulty communicating their views, alternative recording methods should be sought. Consider whether it is appropriate for a CYP with specific sensory needs to be in a lengthy meeting.

Environment

- ☐ Review the classroom and school environment in relation to school and site being accessible for the CYP with sensory processing needs. This may include sensory overload from brightly coloured displays.
- ☐ Review seating positions and peer group learning in the classroom. Is the CYP's sensory needs impacting on learning and/or behaviour?

Summative and Formative Assessment

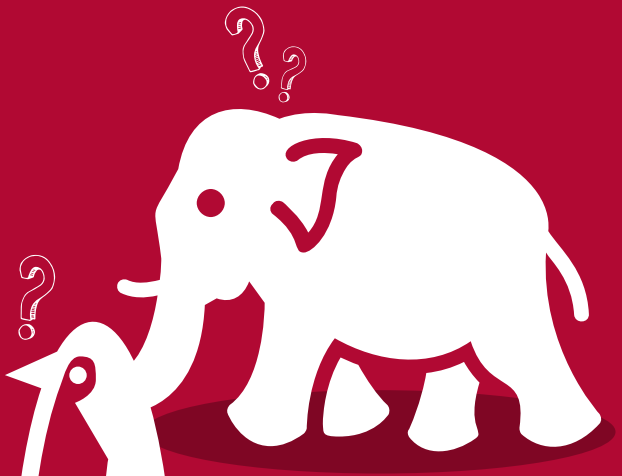
- ☐ Review provision maps/SFP targets to highlight the support and intervention that has been successful and where further provision is necessary.
- ☐ SMART targets and outcomes detailed on provision maps should be reviewed and new outcomes set in line with progress.
- ☐ Are strategies provided by Occupational Therapy still relevant? Have these strategies been given enough time to be implemented effectively?

Team around the CYP

- ☐ Progress towards outcomes/targets should be reviewed regularly with the CYP, parents/carers and teaching staff. Formal reviews should be held at least termly with all agreeing next steps for progress.
- ☐ Review sensory processing aids and equipment used to support and enhance the CYP's learning experiences. Are these still appropriate? Does the CYP require alternative supports?

Next Steps...

- ☐ Meetings with parents/carers should be arranged to discuss next steps in the school's Graduated Approach.
- ☐ Is further involvement from Barnsley Children's Occupational Therapy and/or Paediatric referral required?
- ☐ SENDCO, class teacher and parents/carers must work together to determine if the level of provision is appropriate for the CYP and whether an Education, Health and Care Plan (EHCP) is required to continue to build on the support that is currently in place. The school must collate evidence over time to detail provision and impact before an Education Health and Care Needs Assessment, (EHCNA) is sought.



“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

- Albert Einstein (1952)

Acronyms

“What does it stand for?”

Here is a list of the most common abbreviations you will find in SEN education. This is not a complete list of all abbreviations used. The below represent the most commonly used, and their most common meaning.

ADD	<i>Attention Deficit Disorder</i>
ADHD	<i>Attention Deficit Hyperactivity Disorder</i>
AR	<i>Annual Review</i>
ASD	<i>Autistic Spectrum Disorder</i>
ASDAT	<i>Autistic Spectrum Disorder Assessment Team</i>
CAMHS	<i>Child and Adolescent Mental Health Service</i>
CCG	<i>Clinical Commissioning Group</i>
CiC	<i>Children in Care</i>
CRAG	<i>Children’s Resource and Allocations Grant</i>
CIN	<i>Child in Need</i>
C & I	<i>Communication and Interaction</i>
C & L	<i>Cognition and Learning</i>
CoP	<i>Code of Practice</i>
CP	<i>Child Protection</i>
CYP	<i>Children / Young People</i>
DCD	<i>Developmental Co-ordination Disorder</i>
DCT	<i>Disabled Children’s Team</i>
DfE	<i>Department for Education</i>
DoH	<i>Department of Health</i>
EHA	<i>Early Help Assessment</i>
EHCA	<i>Education Health and Care Needs Assessment</i>
EHCP	<i>Education Health and Care Plan</i>
EP	<i>Educational Psychologist</i>
EPS	<i>Educational Psychology Service</i>
EYFS	<i>Early Years Foundation Stage</i>
EWO	<i>Education Welfare Service</i>
GDD	<i>Global Developmental Delay</i>
HI	<i>Hearing Impairment</i>
HLTA	<i>Higher Level Teaching Assistant</i>
IAG	<i>Information Advice and Guidance</i>
LAC	<i>Looked After Child</i>
LD	<i>Learning Disabilities</i>

LSA, TA	<i>Learning Support Assistant, Teaching Assistant</i>
MARAG	<i>Multi Agency Referral Action Group</i>
MDT	<i>Multi-Disciplinary Team</i>
MLD	<i>Moderate Learning Difficulty</i>
MSI	<i>Multi-Sensory Impairment</i>
NEET	<i>Not in Education, Employment or Training</i>
ORG	<i>Outcomes and Resources Group</i>
OT	<i>Occupational Therapist</i>
PIVATS	<i>Performance Indicators for Value Added Target Setting</i>
PR	<i>Parental Responsibility</i>
PD	<i>Physical Development</i>
PDA	<i>Pathological Demand Avoidance</i>
PECS	<i>Picture Exchange Communication System</i>
PHB	<i>Personal Health Budget</i>
PMLD	<i>Profound and Multiple Learning Difficulty</i>
PP	<i>Pupil Premium</i>
PRU	<i>Pupil Referral Unit</i>
PT	<i>Physiotherapy / therapist</i>
PV	<i>Parent Voice</i>
PVI	<i>Private Voluntary and Independent</i>
RP	<i>Resourced Provision</i>
SALT	<i>Speech and Language Therapy</i>
SCI	<i>Social Communication and Interaction</i>
SEMH	<i>Social Emotional and Mental Health</i>
SENDCO	<i>Special Educational Needs Co-ordinator</i>
SEND	<i>Special Educational Needs / Disabilities</i>
SENDIASS	<i>Special Educational Needs and Disabilities Information Advice and Support Service</i>
SLCN	<i>Speech , Language and Communication Needs</i>
SLD	<i>Severe Learning Difficulty</i>
SM	<i>Selective Mutism</i>
SpLD	<i>Specific Learning Difficulties</i>
TAF	<i>Team around the Family</i>
TIAG	<i>Targeted Information and Guidance Service</i>
TPEP	<i>Termly Personal Education Plan</i>
VI	<i>Visual Impairment</i>

Publisher

Inclusion Development Team,
Barnsley Metropolitan Borough Council

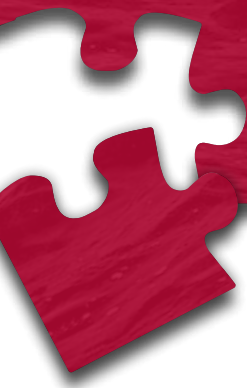
Creative & Editorial Team

Bev Bradley
Joe Bradley

Copyright 2020 Barnsley Metropolitan Borough Council.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording or any information storage and retrieval system without permission in writing from the publisher - with exemption of those within schools under the authority of Barnsley Metropolitan Borough Council schools.

Inclusion Development Team,
Education Early Start and Prevention Children's Services,
Barnsley Metropolitan Borough Council.
PO Box 634
Barnsley
S70 9GG



BARNSLEY
Metropolitan Borough Council