

Guidance for **SEND** Support



This document has been designed for class teachers and SENDCos to use as a quick reference for identifying and effectively meeting the needs of children and young people who are receiving SEND support.

High quality teaching for all children and young people with SEND

High Quality Teaching (HQT) also referred to as Quality First Teaching (QFT) is the vital first step in meeting the needs of all children and young people with SEND in any given educational setting. As such, it plays a key role in reducing the number of children and young people who will need to access SEN interventions and targeted support.

To be effective, HQT needs to be embedded into all subject areas, at all levels, across all years by all teachers.

HQT may look different in each educational establishment but there are some general strategies or 'knowledge and tools' that form the basis of all HQT. These are:

Positive relationships	<ul style="list-style-type: none">→ Teachers know the children/ young people well. They know and understand their individual needs→ Teachers work with the children/ young people every day or every time they teach them→ Teachers treat each child/ young person as a unique individual. They do not make assumptions about the child/ young person based on their experiences of working with other children/ young people→ Teachers take time to talk to the children / young people about their interests outside of school→ Teachers don't hold grudges when a child / young person has had a bad day. New day. Fresh start→ Teachers show the children/ young people that they care about them→ Teachers are positive. Positive words, positive body language→ Teachers tell children/ young people what they want them to do, not what they want them to stop doing. "Good walking" rather than "Stop running"→ Teachers praise children/ young people for giving full effort not just for being correct→ Teachers provide focused, in the moment praise so children/ young people know what they have done well "you read that really well" rather than "well done"
Good pedagogical choices	<ul style="list-style-type: none">→ Teachers have the skills and knowledge to choose the teaching strategies, methods and techniques that will be best to support children/ young people through the learning process→ Teachers can choose the strategies that are most suitable for the topic they are teaching→ Teachers can choose the strategies that are most appropriate for the level of expertise of the children/ young people they are teaching→ Teachers can choose the strategies that are most relevant for the stage that each child/ young person in the class is at in their learning journey→ Teachers make regular use of strategies that have been found to have a positive impact on the learning of pupils with SEND: scaffolding, explicit instruction, chunking, metacognition, flexible grouping, use of technology→ Teachers deploy additional adults effectively

Prioritising learning over performance	<ul style="list-style-type: none"> → Teachers understand that learning = remembering → Teachers understand that performance = short term memory, learning = long term memory → Teachers are clear of the difference between the lesson task/ activity and what children/ young people need to LEARN for completing the task/ activity → Teachers help children/ young people to remember key concepts, facts and truths by providing lots of opportunities to rehearse, repeat, revisit and recall them → Teachers enable children/ young people to link new information with existing knowledge for instance by using 'elaborative rehearsal' techniques
Personalised teaching	<ul style="list-style-type: none"> → Teachers know that children/ young people are more likely to engage with learning when it appeals to their interests → Teachers know what motivates/ interests the children/ young people in their class → Teachers use children's/ young people's interests to adapt lessons and 'hook' them into learning → Teachers use real life examples so that children / young people can relate to the concept
Effective use of formative assessment	<ul style="list-style-type: none"> → Teachers understand that formative assessment = every day, ongoing assessment in every lesson → Teachers use formative assessment to make in lesson evaluations of: <ul style="list-style-type: none"> • how well children / young people are understanding • the learning needs of each child/ young person • the progress that children/ young people are making from their individual starting points → Teachers use formative assessment to: <ul style="list-style-type: none"> • check understanding and make 'in the moment' adaptations and adjustments to lessons • establish what children/ young people know about a new topic before beginning to teach them about it • gauge how well children/ young people have remembered/understood a topic or concept • find out what has been learnt (remembered) • ensure children/ young people know what they are meant to be learning • identify and fill gaps in knowledge and learning • identify children/ young people who are misunderstanding or struggling • adapt their teaching during the lesson to address any gaps and misunderstandings and to better meet the need of those who are struggling to understand • evaluate the effectiveness of their teaching • providing feedback that improves learning • provide short bursts of focused adult support to reinforce understanding • identify anyone who might need additional support

Effective differentiation

- Teachers understand that differentiation = adapting and adjusting practice to better meet the needs of children/ young people rather than doing something completely different
- Teachers use routine school and class summative assessments to adapt and adjust the curriculum so that it meets the needs of all children/ young people
- Teachers use formative assessment to constantly review learning and adapt and adjust their practice to meet the needs of children/ young people
- Teachers understand that differentiation is NOT:
 - Splitting a class into small groups based on ability
 - Writing graded learning objectives such as 'All, Most, Some'
 - artificially creating distinct tasks or providing alternative teaching activities or resources for different pupils
 - differentiating by outcome / setting lower expectations for particular children/ young people such as asking one child /young person to answer one question when others are being asked to answer 10 questions
 - planning for different learning styles
- Teachers differentiate effectively by proactively adjusting and adapting lessons and learning strategies to the varying needs and abilities of the children/ young people in any given class
- Teachers have the right mind set
 - differentiation is at the heart of their lesson planning
 - growth mind set
 - 'What will it take' attitude
 - multiple ways of getting to the same goal
 - seeing learning diversity as a challenge not a threat
 - knowing that it's what children/ young people need
- Teachers adapt and adjust their lessons by **content**
 - Lower order thinking and problem solving through to high order thinking -Blooms Taxonomy
 - Concrete questioning through to abstract questioning – Blanks levels of questioning
- Teachers adapt and adjust lessons by **process**
 - delivering the lesson content in a variety of ways so that all learners can take it in and make sense of it - concrete resources, infographics, writing, PowerPoint, orally, level of adult input
- Teachers adapt and adjust lessons by **product**
 - What each child/ young person needs to do to show they have learnt the lesson content – questions, quiz, test, project, drawing, report
 - High expectations for all
 - Teachers enable each child/ young person to give their best possible response
 - Teachers understand that more work ≠ more challenge. Quality not quantity

Effective differentiation

→ Teachers adapt and adjust lessons by learning **environment**

- Physical environment - flexible classroom layout incorporating various types of furniture, a range of meaningful displays and arrangements to support both individual and group work. For example:
 - clutter free classroom
 - key vocabulary from current topics displayed
 - flexible grouping - break children/ young people into groups to discuss the assignment
 - allow children/ young people to read individually if preferred
 - create quiet spaces where there are no distractions
 - thinking carefully about how and where additional adults are deployed
- Emotional environment – classroom management that support a safe and supportive learning environment where children/ young people know what is expected of them. For example:
 - Knowledge and regular use of children's/ young people's names
 - Consistent classroom rules and expectations so that children/ young people know exactly what is expected of them when they enter your classroom
 - Clear expectations for behaviour that are realistic, fair and reasonable
 - Consistent challenge when rules and expectations are broken
 - Noise level controls that are in line with the task (total silence at all times is not a healthy learning environment) but avoid an 'anything goes' environment
 - Well managed transitions that describe each step so that children/ young people know exactly what they need to do next

Identifying and meeting the needs of children and young people with SEND

An educational setting should start the process of identifying if a child/ young person is likely to have special educational needs, when:

- HQT is in place but concerns about the progress that a child /young person is making academically, socially and/ or emotionally continue to be raised and/or
- The underlying barriers being experienced by the child/young person (such as poor attendance) have been identified and appropriate support has been put in place through the educational settings core offer but the child/young person's academic social and/ or emotional progress continues to be 'less than expected' and/or
- The child/ young person is experiencing long-lasting difficulties and continues to make 'less than expected' progress in one or more subjects or areas of their development

Individual children /young people often have difficulties that cut across different areas and their needs may change over time. For instance, speech, language and communication difficulties can also be a feature of a number of other areas of SEN, and children and young people with an Autism Spectrum Condition (ASC) may experience difficulties across all areas, including particular sensory requirements. This means that it is really important for educational settings to identify a child's / young person's difficulties in all areas of need not just the area that appears to be their primary need. This will ensure assessments, additional HQT strategies and targeted support and interventions cover all relevant areas of need.

Teachers and SENDCos should use the grid below to tick off ALL the difficulties that a child/ young person is experiencing. This will ensure that all areas of need are identified and assessed in more depth, not just the main area of need.



Identifying Difficulties – Overview of areas of need

	✓		✓		✓		✓	AREA OF NEED
making less than expected progress compared with the majority of pupils of their age in at least two key areas of learning (reading/phonics, spelling, writing/recording, maths.)		making less than expected progress for the majority of the pupils their age across the wider curriculum		not making satisfactory progress in at least one key area of learning, despite appropriate focused support being put in place.		Some moderate difficulties with concept development and logical thought which limits access to the curriculum.		Cognition and Learning
need support to be able to deal with abstract ideas		need support to be able to generalise from experience and/or using problem solving skills.		Possible signs of frustration, impulsivity, poor motivation, inattention and low self-esteem.		need support to be able to focus on a task for a reasonable period of time		
need support to be able to remember and follow instructions		need support to be able to organise themselves for learning		need support to be able to attempt a task independently		Difficulties persist over time		
Moderate and/ or persistent difficulty with:								
Saying what they want to say for example using correct vocabulary or grammar (Expressive language)		Understanding what is said to them for example following oral instructions (Receptive language)		Misunderstanding / misinterpreting what has been said		Social use of language with adults and peers for example conversations, asking questions, turn taking, keeping on topic		Speech Language and Communication
Quality of voice problems (pitch, tone, volume etc)		Eating and drinking/ oro-motor control		Speech sounds /phonological awareness		Fluency e.g. stammering, 'shaky'/ quivery voice		
Language based learning such as reading comprehension		Constructing a verbal sentence		Finding the right words/ limited vocabulary		Attending in a larger group setting for example in assembly		

	✓		✓		✓		✓	AREA OF NEED
Moderate and/ or persistent difficulty with:								
understanding or using the social rules of communication		Stress and anxiety		Play skills / solitary play		. understanding and responding to their own and others' emotions		Autism Spectrum Condition/ Social Communication and Interaction
managing their social interactions and relationships successfully		managing their emotions in the classroom or in their interaction with others		difficulties with flexibility of thought are impacting on their ability to manage change or transitions.		Transitions between activities/ lessons/ classrooms/ year groups etc		
managing the sensory or social demands of the school/classroom environment, which is impacting on their access to learning e.g. they struggle to maintain focus and attention or become distressed		may present with few difficulties at school, but present significant levels of difficulty at home. In this situation, appropriate support and intervention to manage the environment and demand at school can have positive impact on difficulties exhibited at home.		Flexibility of thought are impacting on their learning for instance because they find it difficult to accept a new way of doing things or to accept that they need to edit work or do corrections.		coming in to school calmly in the mornings due to their anxiety around the sensory or social demands of the school/ classroom environment		

	✓		✓		✓		✓	AREA OF NEED	
Specific and persistent difficulties with:								Specific Learning Difficulty (Dyslexia, Dyscalculia, Dyspraxia [DCD])	
listening and/ or understanding what is said to them.		expressing themselves in writing.		basic reading skills.		reading fluency skills.			Dyslexia
reading comprehension.		Phonological awareness		Verbal memory		Verbal processing speed			Dyslexia
visual or auditory processing									
basic mathematics skills.		Understanding numbers/ number sense		mathematics calculation		recognising the number of objects in a group without counting (subitising)			Dyscalculia
comparing different sized groups (actual and symbolic)		ordering		mathematical problem solving		Mathematics anxiety/ negative attitudes to mathematics			Dyscalculia
self-organisation skills		fine motor skills		gross motor skills or co-ordinating their movements		poor posture and sitting position			Dyspraxia (DCD)
clumsiness		Focus /concentration						Dyspraxia (DCD)	

	✓		✓		✓		✓	AREA OF NEED	
behavioural difficulties that cannot be explained by other needs such as language difficulties, unmet learning needs, or sensory difficulties		poor self-regulation (mood swings, temper outbursts, meltdowns, shutdowns, distress, overload)		diagnosis such as ADHD, attachment disorder or difficulties, or a mental health difficulty.		social, emotional and mental health (SEMH) difficulties resulting in under attainment and poor progress		Social, Emotional and Mental Health	
persistent, medium level difficulties with some or all of the following:									
following adult direction		low self-esteem		at risk of isolation or becoming withdrawing socially vulnerable		developing and sustaining positive relationships / sabotaging relationships			
reliance on adults for reassurance		swearing or sexualised language		low mood/ depression		Stress & anxiety			
eating disorder		selective mutism		lack of empathy		attention seeking			
Self- harm		imagined /feigned sickness/ illness		poor attendance/ punctuality/ school refuser		removing self from classroom on a regular basis			

	✓		✓		✓		✓	AREA OF NEED	
Diagnosed medical condition such as diabetes or epilepsy		Requires use of a mobility aid such as a wheelchair or walking frame		Moderate difficulties with gross motor skills		Moderate difficulties with fine motor skills such as fastening buttons and zips, handwriting		Physical/Medical	
May experience difficulties with:									
Their physical condition varying from day to day		Recording their work		Managing a medical condition or mild pain or discomfort		Moderately impaired mobility for example difficulties on the stairs, with spatial orientation, and being unsteady in crowded areas or across uneven ground			
Physical ability to produce Speech sounds		Core stability		Fatigue					
regularly require support in order to be able to:									
access learning tasks and opportunities		engage with activities		record their ideas		carry out self-care skills			
move safely and confidently around the site		position themselves comfortably in a chair		participate fully and safely in P.E and sports activities		participate fully and safely at play times			
clinically diagnosed deafness which may impact on:									
communication interaction (attention and concentration)		speech discrimination		speech intelligibility		comprehension		Hearing Loss/ Deafness	
expression		independence		interpersonal skills		curriculum access			
attainment or progress		social inclusion							
regularly require support in order to be able to:									
access the curriculum and engage with activities		hear and understand teaching and instructions		communicate their thoughts or needs successfully		Interact successfully with others			

✓	✓	✓	✓	AREA OF NEED
clinically diagnosed mild or moderate visual impairment which has an impact on some of the following:				Visual Impairment
concept and skill development	spatial awareness and strategies	communication (verbal and nonverbal)	social and emotional development	
orientation skills	interpersonal skills	independence	curriculum access	
attainment	mobility skills	Concentration	pace of learning and fatigue	
regularly require support in order to be able to:				
access the curriculum	engage with activities	move around the site safely	interact successfully with others	



Assessing and Meeting Needs

Assessment	Additional High Quality Teaching Strategies	Targeted Support and Interventions
1. Cognition and Learning		
<ul style="list-style-type: none"> → Strengths and weaknesses are analysed using curriculum related routine assessment → Routine summative assessments are supplemented by standardised tests and/or diagnostic tests. → Pupil progress as a response to intervention is carefully tracked and evaluated → Progress against SMART targets and outcomes are written into SEN support plans and are rigorously tracked and evaluated → Previous assessment used to inform judgements in each key stage <p>Possible assessments:</p> <ul style="list-style-type: none"> → Wide Range Achievement Test (WRAT) – Hogrefe → Cognitive Abilities Test (CAT3) - GL Education → Working memory rating scale – Pearson → Automated working memory assessment – Pearson → Memory and listening comprehension, Psychology in Education Portfolio – nfer Nelson → Single Word reading test - GL Education → Curriculum based measure of writing (CBM-W (UK)) 	<ul style="list-style-type: none"> → resources such as pencil grips, writing slopes, aids to support spacing between words, adapted books as needed → resources to support independent learning such as spelling dictionaries, spell checkers, alphabet strips, phonics mats, High Frequency Word mats, working walls, number lines/squares, concrete apparatus, talk tins (voice recording), picture word banks, cloze procedure, writing scaffolds, task planners → Information presented visually as well as in writing → Information broken down and presented in manageable 'chunks' → Simplified / reduced levels of language → Use of a scribe to capture ideas → Peer support – classroom layout/groupings, talk partners → Use of technology including ipads (talk and type), laptop, reading pen → Focus on key learning objectives of each lesson including opportunities to revisit and recap learning 	<ul style="list-style-type: none"> CL1. Targeted, structured group phonics /reading / spelling/maths interventions CL2. Pre teaching of topic vocabulary and pre-reading of texts/books CL3. Opportunities to recap learning outside of the lesson CL4. Summarised versions of texts/books with pictures CL5. Precision teaching CL6. Strategies and resources to support short term working memory difficulties e.g. a mini whiteboard to bullet point instructions, a visual timetable, now and next board if needed CL7. Strategies and resources to support organisation for tasks such as a visual timer, writing frames, mind maps CL8. Variety of approaches to learning including: use of technology such as Clicker for writing, games to reinforce and practice sight vocabulary/time tables CL9. Access arrangements for national assessments and exams if pupil meets requirements

Assessment	Additional High Quality Teaching Strategies	Targeted Support and Interventions
Speech, Language and Communication		
<ul style="list-style-type: none"> → Routine summative assessments, standardised testing and / or diagnostic tests are used to establish a baseline assessment of language skills → Possible assessment by Speech and Language Therapist <p>Possible assessments:</p> <ul style="list-style-type: none"> → British Picture Vocabulary Scale (BPVS3) GL Education → The Speech, Language and Communication Progression Tools: Primary and Secondary (ICAN) → Renfrew Action Picture Test → Test of Abstract Language Comprehension (TALC - Elklan) Primary and Secondary → Black Sheep Pupil Language Profile 4-6 years 	<ul style="list-style-type: none"> → Reduced pace of teacher talk → Instructions given in clear and accessible way for example given in short chunks using simplified language and clear sentence structure, stressing key words → Additional time to process oral information and prepare answers → repetition of instructions, using the same or simplified language → Use of non-verbal cues such as visuals and gestures. → Clear transitions within and across lessons → a calm, ordered learning environment that supports listening, attention and communication → Vocabulary rich environment (e.g. repetition and use of vocabulary with peers) 	<p>SLC1. Visual supports e.g. visual timetables, task plans</p> <p>SLC2. Visual support for tasks if needed, including use of symbols as appropriate. e.g. Communicate in Print, Widgeit on line, tick list of activities to complete</p> <p>SLC3. Encourage and support pupils to indicate when they have not understood and to develop 'ask for clarification' skills</p> <p>SLC4. Strategies to support verbal communication such as staff modelling and extending expressive language</p> <p>SLC5. Providing opportunities that support communication throughout the day, such as talk partners/structured group discussions.</p> <p>SLC6. Group teaching of explicit attention and listening skills.</p> <p>SLC7. Support for learning new concepts and key vocabulary, including pre teaching, word maps (Word Aware) and making links with real experiences.</p> <p>SLC8. Targeted one to one or small group interventions such as WellComm Infants and Primary, Early TalkBoost, TalkBoost KS1 and TalkBoost KS2, Colourful Semantics, cued articulation, Language link, NELI (EYFS) delivered by appropriately qualified staff</p> <p>SLC9. Lesson planning reflects advice and recommendations from external professionals</p> <p>SLC10. Advice from external professionals embedded into the school day for example regular reinforcement of strategies, encouragement to seek clarification</p> <p>SLC11. Access arrangements for national assessments and exams if pupil meets requirements</p>

Assessment	Additional High Quality Teaching Strategies	Targeted Support and Interventions
Autistic Spectrum Condition (ASC) / Social Communication and Interaction		
<p>→ Routine summative assessments, standardised testing and / or diagnostic tests are used to establish a baseline assessment of strengths and areas of need across all areas</p> <p>→ ABC charts, STAR charts, tick lists etc used to establish triggers and patterns in responses to situations</p> <p>→ Possible referral to speech and language therapy or occupational therapy, or social communication pathway.</p> <p>→ Possible educational psychology involvement</p> <p>NB: 'diagnosis' of autism is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important</p> <p>Possible assessments:</p> <p>→ AET Progression Framework – Autism Education Trust</p> <p>→ Sensory checklist - various</p>	<p>→ A calm, ordered learning environment that supports listening, attention and communication</p> <p>→ Visual supports e.g. visual timetables, now and next board, gestures</p> <p>→ tick lists for tasks and self-organisation if needed</p> <p>→ A reduction of sensory distractions</p> <p>→ Regular access to sensory resources and activities such as:</p> <ul style="list-style-type: none"> • ear defenders • wobble cushion • fiddle toy • Chewys • Movement breaks <p>→ Careful preparation and management for transitions and unexpected changes</p> <p>→ Use of technology laptop or a work screen if needed.</p> <p>→ extra processing time</p> <p>→ the use of talk partners to rehearse what to say.</p> <p>→ A buddy/befriender system or support for interactions at play and lunch times if needed.</p> <p>→ An emphasis on modelling tasks to provide clarity.</p> <p>→ Opportunities to work independently including support and encouragement to 'give it a go'.</p>	<p>ASC1. A communication friendly environment where language is positive and the use of signing/symbols and other visual support are in place if needed.</p> <p>ASC2. Simplified use of language with instructions given in short chunks supported by visual prompts such as gestures or timers</p> <p>ASC3. Access to sensory/movement/ brain breaks as and when needed</p> <p>ASC4. Pre-teaching and re-teaching of the curriculum where appropriate.</p> <p>ASC5. Opportunities for overlearning of key concepts.</p> <p>ASC6. Specific vocabulary teaching.</p> <p>ASC7. Strategies to support verbal communication such as staff modelling correct language use</p> <p>ASC8. Planned 'sabotage' to provide supported opportunities to problem solve</p> <p>ASC9. Social stories & comic strip conversations</p> <p>ASC10. Work station area (based on TEACCH principles)</p> <p>ASC11. Speech and language therapy programme implemented by school staff (if appropriate)</p> <p>ASC12. Targeted intervention groups to develop skills e.g. listening, attention, social interaction, emotional literacy. (Lego therapy, Attention Autism)</p> <p>ASC13. Access arrangements for national assessments and exams if pupil meets requirements</p> <p>ASC14. Recommendations from specialists included in lesson plans and pupil's support plan.</p>

Specific Learning Difficulty (Dyslexia, Dyscalculia, Dyspraxia [DCD])

NB specific learning difficulties occur across all ages and abilities

- Routine summative assessments, standardised testing and / or diagnostic tests that provide a standardised score used to establish a baseline assessment of literacy and numeracy skills which are unexpected in relation to age, level of education and experience
- Observations of fine and gross motor skills
- Speech and language therapy assessment may sometimes be needed to ascertain any underlying speech and language difficulties.
- Occupational therapy advice may be useful for pupils with more significant fine or gross motor difficulties.
- NB: 'diagnosis' of a specific learning difficulty is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important

Possible assessments:

- Neurodiversity checklist YARC – GL Education
- Comprehensive Test of Phonological Processing (CTOPP2) – Pearson
- Detailed Assessment of Speed of Handwriting (DASH) - Pearson

Dyslexia

- provision of written notes to reduce need to copy from white board
- using coloured pens on the white board
- using coloured text on work sheets
- bullet points to break up text
- Cover text to enable focus on each part
- Alternative methods of recording using for eg, mind maps, card sorts, scribe, recording devices or ICT.
- Additional time to complete tasks
- resources to support independent learning such as:
 - spelling dictionaries
 - spell checkers
 - alphabet strips
 - phonics mats
 - High Frequency Word mats
 - working walls
 - word processing
 - highlighters
 - post-its

Dyscalculia

- resources to support independent learning such as:
 - Squared paper to help line up numbers
 - Number line
 - 100 square
 - Calculator
 - Times table chart
 - Concrete apparatus

Dyslexia

SpLD1. structured small group or one to one phonics/reading/spelling/programmes

SpLD2. pre teaching vocabulary

SpLD3. Additional differentiated phonics and irregular word teaching with modified pace and additional reinforcement.

SpLD4. Additional opportunities to read and be read to, rehearsing decoding skills and developing vocabulary and comprehension.

SpLD5. Audio versions of texts

Dyscalculia

SpLD6. Structured small group or one to one maths interventions

SpLD7. Pre-teach mathematical vocabulary and formulae

SpLD9. Additional differentiated teaching of mathematical concepts with modified pace and additional reinforcement.

Dyspraxia (DCD)

SpLD10. Occupational therapy programme

SpLD11. Additional opportunities to practice fine and gross motor skills

SpLD12. Access arrangements for national assessments and exams if pupil meets requirements

Assessment	Additional High Quality Teaching Strategies	Targeted Support and Interventions
	<ul style="list-style-type: none"> → Use of concrete examples that connect to real life → Talk through or write down a problem in a sentence → Draw the problem or allow the pupil to draw the problem → Cover text to enable focus on each question → Break down mathematics problems into smaller steps → Provided separate worksheets for number problems and word problems → Highlight or circle key words or numbers → Additional time to complete tasks <p>Dyspraxia (DCD)</p> <ul style="list-style-type: none"> → Seat near to the board and away from distractions → Present instructions clearly, one thing at a time → Resources such as pencil grips, writing slopes, aids to support spacing between words, adapted books as needed → Opportunities to recap learning → Timetables, planners and lists to help self-organise → Additional time to change for PE 	

Assessment	Additional High Quality Teaching Strategies	Targeted Support and Interventions
Social, Emotional and Mental Health		
<ul style="list-style-type: none"> → Clear partnership and liaison between school and home to ensure that assessment takes account of presentation at home and at school. → Use of ABC charts, star charts, tally charts to identify frequency and patterns of behaviour → Evidence-based assessment tools used to develop a full analysis of pupil's strengths and difficulties in emotional and social development. → Assessment considers any underlying difficulties in language acquisition, sensory sensitivities or learning difficulty. → All incidents of behaviour recorded and analysed to identify frequency, intensity and any patterns in behaviour → Careful records kept of times when pupil may have had to be restrained to prevent danger to self or others. → External professionals and agencies, including CAMHS, may have been consulted and advice is consistently followed at school and home. → Progress against SMART targets and outcomes are written into SEN support plans, are carefully tracked and evaluated → Risk assessment to identify dangers and additional strategies needed to ensure safety and wellbeing of all. <p>NB: a 'diagnosis' is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important</p> <p>Possible assessments:</p> <ul style="list-style-type: none"> → Boxall profile – The nurture group network → Measures of children's mental health and psychological wellbeing – GL Education → Emotional literacy: assessment and intervention – GL Education → Strengths and Difficulties Questionnaire (SDQ) – Youth in Mind 	<ul style="list-style-type: none"> → Rewards and praise used carefully to positively reinforce desired behaviours. → staff modelling and reinforcing specific social skills and emotional literacy skills → access to a quiet work area and resources to support focus and attention → Behaviour policy is modified or disapplied to meet pupil's needs. → Careful consideration to be given to group dynamics within class, for example seating plans. → Pre warning of changes to activities, routines and staffing. i.e. now next board/ visual timetable → Strategies to support understanding and expressing emotions appropriately such as: emotions barometer or incredible five point scale. → Movement breaks are planned and pupil can request rest or time out breaks to manage own emotions. → School trips planned and risk assessed well in advance taking into consideration the needs of the pupil. → Positive language/ celebrating individual achievements 	<p>SEMH1. Clear, structured and positive individualised behaviour management plan in place, which is led by class teacher or pastoral manager, shared with and followed consistently by all staff.</p> <p>SEMH2. Focused adult support for group work, managing challenge, reinforcement of positive learning behaviours.</p> <p>SEMH3. Support and recommendations from specialists are included in lesson plans and pupil's support plan. (HLP etc)</p> <p>SEMH4. Additional or alternative in class activities planned to encourage the pupil's engagement in the curriculum.</p> <p>SEMH5. Structured emotional literacy /interventions such as ELSA</p> <p>SEMH6. Structured social skills teaching/interventions</p> <p>SEMH7. focused teaching of self-regulation by using approaches such as 'Zones of Regulation'</p> <p>SEMH8. Staff team who are attachment disorder and trauma informed/ trained (anchor project/ emotional coaching)</p> <p>SEMH9. Safe space/ sensory space to use in times of crisis/overload</p> <p>SEMH10. Pastoral support</p> <p>SEMH11. Counselling (including bereavement counselling)</p> <p>SEMH12. Access arrangements for national assessments and exams if pupil meets requirements</p>

Assessment	Additional High Quality Teaching Strategies	Targeted Support and Interventions
Physical/Medical		
<ul style="list-style-type: none"> → Routine summative assessments used to establish any impact on learning, progress in curriculum against national expectations: strengths and difficulties identified. → Possible consultation and advice from external agencies (eg, physiotherapist, occupational therapist, community paediatrician) → Multi-professional assessment is carried out and parents and pupil coproduce outcomes, reviews and planning with these professionals. → Risk assessments, Personal Emergency Evacuation Plans, Personal care plans, moving and handling plans, environmental audits. → Individual health care plans outlining how medical needs will be supported and what to do in an emergency, including advice from parents and medical advisors <p>NB: 'diagnosis' of a disability is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.</p>	<ul style="list-style-type: none"> → Recognition that reduced mobility or ability to speak may exist in pupils who are able to learn at age appropriate levels. → flexibility in school uniforms, with regard to pupils with physical or medical needs being allowed to wear easy to manipulate clothing such as tracksuit bottoms, trainers, elastic or clip tie, zip up fleece rather than jumper if necessary. → Consideration given as to how to help pupils keep up with any missed learning opportunities due to ill health, medical appointments etc → All staff aware of care plans and support needs. → Support to manage medical conditions such as monitoring blood sugar levels → Environment supports and adjustments for independence eg, resources are accessible, adequate space between tables to enable ease of movement. → pencil grips or writing slopes if required to support their writing → alternative methods of recording, including access to a laptop or tablet and easy-to-access software such as Clicker, if necessary → support to cut up food and to open packets and containers if required → access to training cutlery if required → access to disabled access toileting facilities if necessary 	<p>PM1. Recommendations from specialists are included in lesson plans and pupil's support plan.</p> <p>PM2. Generalised therapy programmes that can be incorporated into the school curriculum</p> <p>PM3. Specific therapy programmes/ exercises completed on a 1:1 basis</p> <p>PM4. Focused support to learn to self-manage own medical conditions such as responding to low blood sugar levels or to warning signs of a seizure</p> <p>PM5. Assistance for pupil in positioning or seating or using adapted equipment.</p> <p>PM6. Additional TA or specialist teacher time to deliver specific interventions.</p> <p>PM7. Medical care or therapies built into appropriate times of the school day</p> <p>PM8. Programmes as recommended by physiotherapist, occupational therapist.</p> <p>PM9. Intimate care / toileting policy and procedures</p> <p>PM10. Access arrangements for national assessments and exams if pupil meets requirements</p>

Assessment	Additional High Quality Teaching Strategies	Targeted Support and Interventions
	<ul style="list-style-type: none"> → support to develop toilet training skills and personal care independence skills if needed → one to one support for specific times e.g. for hand holding when walking longer distances or supervision for off-site visits → basic support to assist pupils with changing for PE lessons e.g. doing up shoelaces if needed → support to help pupils to put on or remove simple therapy equipment e.g. lycra gloves or ankle / foot orthotics → Additional time planned for movement around school. → Peer mentoring. → School trips planned well in advance taking into consideration the needs of the pupil 	



Assessment	Additional High Quality Teaching Strategies	Targeted Support and Interventions
Deafness/Hearing Loss		
<ul style="list-style-type: none"> → Routine summative assessments used to establish any impact on learning, progress in curriculum against national expectations: strengths and difficulties identified. → Audiology assessment and hearing aid services. → Functional hearing assessment by a qualified teacher of the deaf. → Routine summative assessments used to establish any impact on learning, progress in curriculum against national expectations: strengths and difficulties identified. → Possible consultation and advice from external agencies (eg, physiotherapist, occupational therapist, community paediatrician, SALT) → Multi-professional assessment is carried out and parents and pupil coproduce outcomes, reviews and planning with these professionals. 	<p>Audiology Equipment</p> <ul style="list-style-type: none"> → Where hearing aids are issued encourage pupils to wear them consistently → Hearing profiles and audiological information shared with relevant staff including supply teachers and lunch time supervisors → Effective use of additional listening devices such as radio aids → Access to spare batteries in school when needed → Keeping equipment safe and secure when not being used <p>Environment</p> <ul style="list-style-type: none"> → Support good listening by encouraging a calm learning environment where background noise is reduced and maintained at a conversational level → Pupil's seating is away from sources of background noise e.g. heaters, computers, busy sinks etc → A seating plan that will offer deaf pupils good listening and clear visual access to the class teacher, support staff and their peers (to enable lip reading where appropriate) → Pupil's seated near the front of the class with clear view of teachers face and any visual information. → Oral text supported with visual material → Ensure adequate and appropriate lighting → Measures to achieve optimum acoustic environments such as wall displays, curtains, carpeting, soundfield, hush-ups → Classroom noise is minimised e.g. by adding felt pads inside pencil pots. Ensure table and chair legs have rubber feet and echoes are dampened e.g. by using fabric and displays to cover bare walls 	<p>HL1. Recommendations from specialists are included in lesson plans and pupil's support plans.</p> <p>HL2. Adult who understands and can support with managing and troubleshooting hearing aids</p> <p>HL3. Focused support to enable pupil to become independent in maintaining their hearing technology</p> <p>HL4. Opportunities for working in a quiet area, if necessary, to minimise listening fatigue</p> <p>HL5. Use of specialist equipment such as sound field or radio aids systems.</p> <p>HL6. Help with acquiring and comprehending new vocabulary and concepts.</p> <p>HL 7. Information and key vocabulary are pre- taught or shared in advance of the lesson and revisited for consolidation</p> <p>HL8. Pastoral support or mentoring including social and emotional support</p> <p>HL9. Specific teaching of social and interaction skills with their peers may be needed.</p> <p>HL10. Promote deaf role models to support development of self-esteem and deaf identity</p> <p>HL11. Key staff are trained in BSL, Makaton, PECs or other appropriate communication systems where necessary.</p> <p>HL12. Access arrangements for national assessments and exams if pupil meets requirements e.g., scribe, live speaker, small venue.</p>

Assessment	Additional High Quality Teaching Strategies	Targeted Support and Interventions
	<p>Curriculum, teaching and learning</p> <ul style="list-style-type: none"> → Instructions are delivered clearly and at an appropriate volume. Adults use normal rhythm and intonation. Lip movements are not exaggerated → The teacher avoids positioning him/herself with back to a window/light source or with back to pupil → Visual supports for teaching for instance using gestures, pictures and props to aid listening and understanding → Careful consideration when choosing media resources to enable the use of subtitles. → Differentiated learning materials - personal dictionaries, writing templates, subject-specific work mats with reference information. → Key information and vocabulary written down → Instructions given in clear and accessible way for example given in short chunks using simplified language and clear sentence structure, stressing key words → Repeat, rephrase and check understanding of language → Repetition of instructions, using the same or simplified language → Vocabulary rich environment (e.g. repetition and use of vocabulary with peers) → A variety of methods for presenting and recording information e.g. computer, diagram, mind map... are employed → Ensure good listening access by facing the class when teaching, avoid teaching "to the whiteboard". → Be mindful that moving around affects the quality of the deaf pupil's listening experience → Be aware of the challenges with dictation or similar tasks requiring simultaneous writing and lip reading → Time for listening, thinking and responding are provided. 	

Assessment	Additional High Quality Teaching Strategies	Targeted Support and Interventions
	<p>Social and Emotional Well being</p> <ul style="list-style-type: none"> → Awareness that pupils with a hearing loss may have gaps in their understanding of social norms due to immature language or delayed language → A Buddy/befriender system or similar at play and lunch times to support social inclusion → Encourage whole class discussion with consent from the deaf pupil, about hearing loss and use of listening devices to support their self-esteem. → School trips planned and risk assessed well in advance taking into consideration the needs of the pupil → The health and safety needs of a child with partial in high risk areas such as PE, technology and science, have been considered. → Peer awareness of pupil's disability and associated needs (as appropriate and in agreement with the pupil and parent) is promoted. 	

Assessment	Additional High Quality Teaching Strategies	Targeted Support and Interventions
Visual Impairment		
<ul style="list-style-type: none"> → Routine summative assessments used to establish any impact on learning, progress in curriculum against national expectations: strengths and difficulties identified. → Ophthalmology assessment. → Functional visual assessment by a qualified teacher of visually impaired pupils. → Environmental assessment. → Mobility assessment → Possible consultation and advice from external agencies (eg. speech and language therapist) → Multi-professional assessment is carried out and parents and pupil coproduce outcomes, reviews and planning with these professionals. 	<p>Environment</p> <ul style="list-style-type: none"> → a well organised, clearly labelled and consistent learning environment with minimal clutter and high contrast furniture and fittings → Contrasting colours are used to demarcate spaces and their functions → any changes to classroom/school layout should be explained and described in detail → a calm, quiet learning environment that supports listening, attention and communication → a learning environment with comfortable, consistent lighting and minimal glare on teaching boards → Consistent lighting in the wider school setting → a quiet work area if needed → Pupils' coat pegs, class trays, lockers easily located (end of coat line, top of tray holding drawers etc) <p>Curriculum, teaching and learning</p> <ul style="list-style-type: none"> → pupil given the option to sit where best suits their vision → use of magnifying technology → use of screen sharing technologies to enable access to content on separate devices → extra time to complete tasks and 'down time' to reduce the effects of visual fatigue → short bursts of focused adult support to check understanding of instructions and teaching → Alternative methods for recording information in the classroom and for homework are considered e.g., audio. → Expectations of the volume of work to be produced may need adjusting whilst still fulfilling the objective of the lesson. → classroom displays are in an accessible format 	<p>VI1. Some specific reinforcement or skill-development activities may be required using, for example: verbal reinforcement, tactile and kinaesthetic materials, real objects.</p> <p>VI2. Orientation and mobility training around the classroom and the wider setting , including sighted guide training for relevant staff</p> <p>VI3. Access to low vision aids, specialist equipment, ICT or adaptations to enable access to the curriculum.</p> <p>VI4. Training of relevant staff to create/modify learning resources</p> <p>VI5. Access arrangements for national assessments and exams if pupil meets requirements e.g., extra time, modified/enlarged print papers, reader etc</p>

Assessment	Additional High Quality Teaching Strategies	Targeted Support and Interventions
	<ul style="list-style-type: none"> → Verbal reinforcement strategies to support active and independent learning in a nurturing environment → TAs, LSAs and support staff appropriately trained and deployed. They will be used to support pupil access to learning rather than replace the class teacher. → Pupils should be close to any practical demonstrations → Verbalise what is being done using rich descriptive language → Pupil provided with own copy of any texts that are shared on the teaching board <p>Resources</p> <ul style="list-style-type: none"> → lesson resources should be enlarged to an appropriate size, and modified before the start of the lesson if required → Larger print books, kindle, ibooks, RNIB Bookshare → use of adapted equipment, such as talking calculators, scales, high contrast PE equipment → large print resources with good quality print using high contrast, with minimal visual clutter → Use a sans serif font, such as Arial, for lesson resources and teaching slides → good quality stationery → Use of modified exercise books with bolder lines for writing and bolder boxes for maths → Use of darker pencils for written work 	

Assessment	Additional High Quality Teaching Strategies	Targeted Support and Interventions
	<p>Social and emotional wellbeing</p> <ul style="list-style-type: none"> → Clinical information provided by appropriate specialists should be shared with relevant staff → Vision Profile outlining implications for learning shared with relevant staff → a Buddy/befriender system or similar at play and lunch times → School trips planned and risk assessed well in advance taking into consideration the needs of the pupil 	

