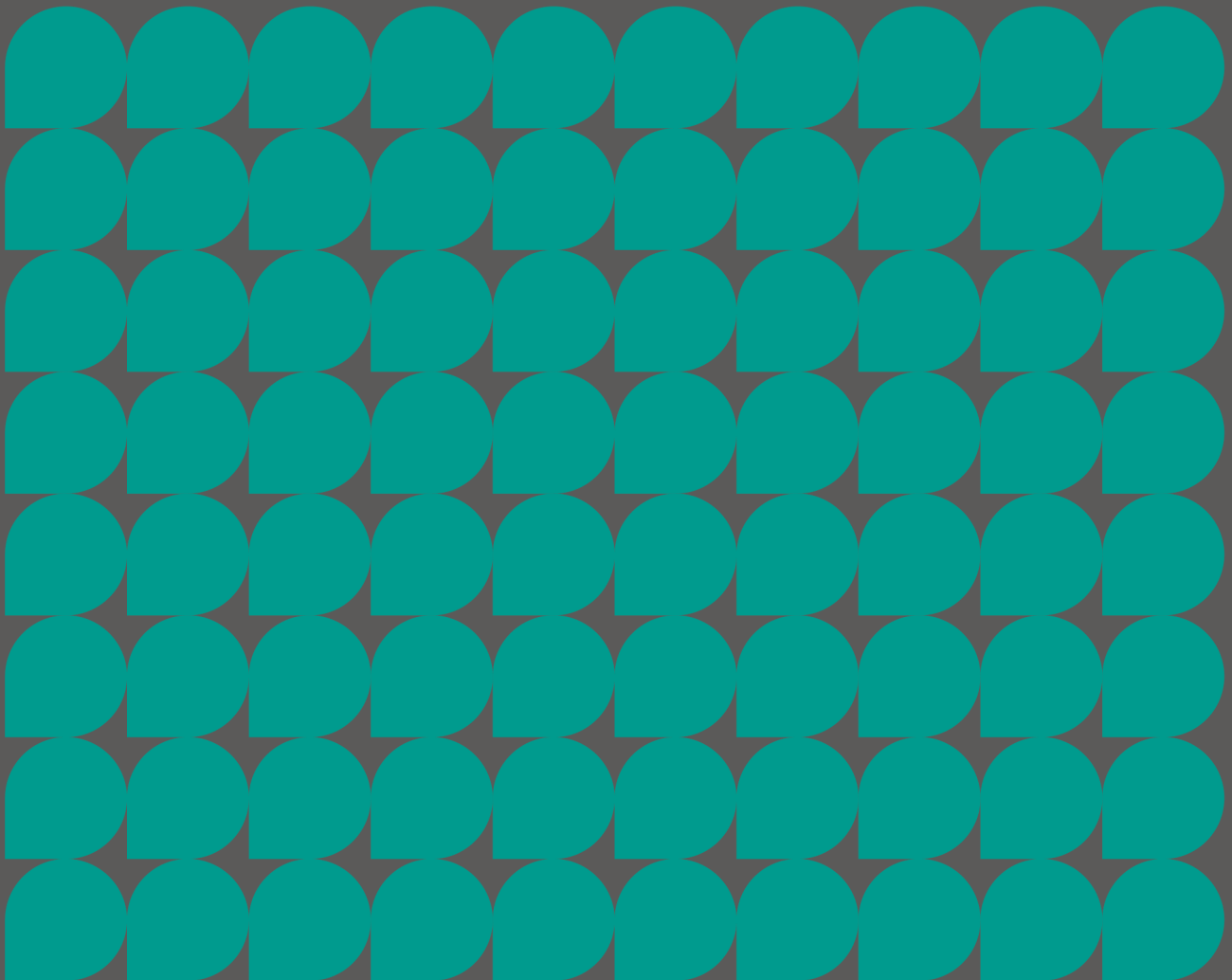GREATER
MANCHESTER
DOING THINGS DIFFERENTLY

Greater Manchester Ordinarily Available and Inclusive Provision

(GM OAIP)

September 2024

Contents

Introduction

The overarching approach of this document is based on the principles of inclusion and the belief that by setting out clear expectations, we can provide families and providers with clarity, consistency and confidence in the support that should be **ordinarily available** in mainstream settings (DfE, 2023).

By creating these expectations, we hope to detail the support that Local Authorities expect to be made available in all Greater Manchester (GM) mainstream schools (including primary, secondary and post 16) so that all learners consistently receive high quality, inclusive provision and support, based on need, not according to where they happen to live, or which school they attend.

This Ordinarily Available Inclusive Provision document summarises a range of activities, opportunities and strategies considered as basic good practice to meet a range of additional needs without the need for a formal diagnosis, specialist support or SEN Support, with the belief that the vast majority of children will have their needs met by universal and mainstream services through an ethos of best practice and reasonable adjustments (Equality Act, 2010) <u>(Teacher Standards, 2012 Section 5 and Early Careers Framework, 2019 Section 5).</u>

This document has been produced by local authorities in Greater Manchester and sits alongside Greater Manchester's Ordinarily Available Provision for the Early Years document. It has been written in collaboration with schools/settings, parents/carers, children and young people (CYP), Neurodiversity in Education (formerly Autism in Schools), Local Authority professionals, GMCA, health professionals and other specialists. This document should be read in the context of the SEND Code of Practice (2015), The Equality Act (2010) and guidance from each Local Authority's Local Offer detailing their Graduated Approach to need.
The document does not provide an exhaustive list, but is a sample of best practice, whilst signposting to sources of further information and support.

WARMTH Principals

Across Greater Manchester we are adopting the Warmth Principals and so this work endeavours to align with the **WARMTH** principals of;

Wellbeing:

Affirming Practice:

Relational Approach:

Mutual Support and Partnership:

Timely Response:

Holistic Support.

LA Specific Resources or information – LAs to add relevant additional resources/contact/links that are area specific.

For more information about support in your local authority, refer to the local offer – add link, if suitable.

Section 1

Expectations of all settings

The information below is set out into sections that outline the expectations on all educational settings to meet the needs of children and young people. It outlines some of the practices and adaptations that are part and parcel of quality first teaching. Some of the provision and strategies outlined may be especially supportive for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in a setting.

Partnerships

Expectations of all settings	Strategies
The setting works in partnership with parents, carers and learners in decision making.	• There is a focus on building and maintaining relationships between school, families and the wider community which are respectful, understanding, non-judgmental and supportive. Co-production is central to practice. • Families know who to talk to in settings about their child and are aware of the range of communication channels available for sharing information about their child. • Families are signposted to the local offer and local SEND parent support agencies, where required. This is referenced on the school's website. • Families are aware of the progress of their child as well as the support and any individually tailored interventions in place. • The family voice is considered through formal and informal events to seek views in relation to provision in the school e.g. learner and parent surveys or coffee mornings. • Policies ensure consideration of family context and the range of children that may have attachment difficulties e.g. adopted, previously CIN, cared for children.
An effective partnership with learners, parents and carers is evident through their participation in assessment and review processes.	• Learners are constructively helped to understand their own strengths and areas for development within their learning and to value their achievements, whatever their starting points. • All progress and successes are valued and celebrated. • Feedback is used to collaborate and plan with families, to ensure consistency between the home and setting.
Effective partnerships with professionals.	• Settings work with relevant professionals for information, advice, guidance and implementation, where appropriate.

Ethos and Culture

Expectations of all settings	Strategies
The setting has a clear system for effective pastoral support, and an inclusive ethos and culture that is embedded and shared with stakeholders.	• Awareness and sensitivity of peers and staff towards difference is raised at a whole setting level. • Focussed work is planned for classes and groups regarding specific needs or conditions where necessary. • All staff need to know about and implement trauma (LA adjust to correct terminology) informed practices and relationship-based approaches to behaviour. • Systems are in place which ensure pastoral/safeguarding/SEND/disadvantage leads work collaboratively. • Mechanisms or policies to support learners with attendance barriers are in place. (LA to refer to their EBSA guidance) • Policies ensure reasonable adjustment duties have been considered before implementing disciplinary action. Behaviour policies consider reasonable adjustments, in compliance with Equalities Act. • An ethos to ensure staff maintain unconditional positive regard towards all learners, including those who may be under attaining in comparison with their peers. • Awareness of Individual Health Care Plan (IHCP), including medical needs, physical access plan, intimate care plan, Personal Emergency Evacuation Plan and consider when event planning e.g. for trips, if appropriate.
The setting recognises, and responds to, the need for pastoral support for learners, bearing in mind a learner's social and emotional needs and other relevant contextual circumstances.	• There is a calm and purposeful climate for learning where learners feel they belong, and their contributions are valued. Learners can identify an agreed safe space. • Language used in the classroom and all areas of school demonstrates unconditional positive regard for learners (e.g. restorative approaches). • Settings are emotionally friendly with the use of strategies to consistently promote good self-esteem and boost confidence in supporting behaviour and well-being. • Personal, social, health and economic (PSHE) is used to develop wellbeing and resilience. Peer awareness and sensitivity towards difference (including additional needs) are raised at a whole school level to develop an inclusive and accessible culture. Work is done with classes and groups regarding specific needs or conditions as appropriate. • There should be an awareness that some learners may be

		potentially more vulnerable to bullying and an appropriate level of support and monitoring is in place. Awareness that those who bully may also be vulnerable and require additional support.
		• Ensure a range of adapted opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time.
		• Monitor learners at breaks and introduce strategies to support peer interactions and consideration of adapted break activities e.g. access to the library.
		• Awareness that all behaviour is a form of communication which may have triggers that can be identified and that this may have been triggered prior to school to a lesson earlier e.g. something at home.
		• Avoidance of interrogation, lecturing or promoting shame as these are likely to reinforce the behaviour rather than reduce its likelihood. This may cause camouflaging/masking or learners internalising their needs and if done publicly may invite scapegoating by peers.
		• Ensure a focus on what the learner should be doing not what they should not; helping the learner to substitute more acceptable, behaviours.
		• Model alternative strategies for expressing feelings and having needs met e.g. emotion coaching or zones of regulation, social interaction support and self-belief.
		• Consider the right intervention at the right time such as, the use of therapeutic stories, puppets and role play, relaxation techniques, growth mindset approaches, focusing on learning rather than outcomes, journalling, worry box, physical activity, team games and green/outdoor spaces to support.
		• Follow up any absence immediately, before it becomes entrenched, to communicate that the young person is held-in-mind and will be welcomed back.
		• Regular home school contact when/if learner is not in school to maintain 'sense of belonging' with peers and school community, e.g. hospital stays.
		• Awareness of physical symptoms that are medically unexplained e.g. soiling, stomach pains. Keep a log and analyse patterns or trends to identify triggers. Liaison with school nurse, if appropriate. Some symptoms may be a sign of anxiety or distress.
		• Ensure opportunities for cooling off (if the learner is dysregulated) before any requests/commands are communicated. e.g. the use of a script, such as - You're obviously upset/angry. Do you need time to sit quietly?
		• Focus on reducing anxiety/stress and thereby behaviours.
		• Giving the learner positive attention proactively and regularly before dysregulation begins with distractions rather than consequences.

	- <u>EEF Improving behaviour in schools Report</u> - <u>Improving social and emotional learning in primary schools EEF</u> - Expectations for the whole school community, prompts for pupils, staff and parents being clearly visible throughout school e.g. with visual prompts. - Forward planning for off-site visits, which may include risk assessments, preliminary visits, transportation, key staff identification in line with the Equality Act.
Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.	- Trusted adults are used as a point of contact to maintain emotional stability for some students when appropriate. - Positive and inclusive attitudes, beliefs, practices and culture is encouraged and developed, with staff modelling positive attitudes in the classroom, the wider school and society. - Family voice is regularly encouraged using different support systems and is considered and reflected in planning and adaptations, with the voice of the learner. - Opportunities are provided for learners to learn how to use specific tools, such as time-out cards. - A safe space is available for needs that may temporarily support learners e.g. upset due to bereavement. - Consider positive use of the learner's name e.g. "As X said …". - Consider choice and time options to support learner – including change-of-face, would you like this to be now or later? - Support or check-ins to support motivation and momentum.

Physical and Sensory Environment

Expectations of all settings	Strategies
The physical environment is adapted to meet the needs of learners.	- The physical aspects of the building and individual learning spaces are accessible. The accessibility plan is on the school's website and outlines proactive planning to further improve accessibility and "reasonable adjustments" are made according to individual needs. - Classrooms are well-organised and equipped with supportive resources. - Environments are communication-friendly to include opportunities for everyone to talk, listen, understand and take part, to support learning and social and emotional development. - Consider curriculum specific adaptations e.g. poor acoustics in a hall. - The furniture is the appropriate size/height/type for all learners. - Personal care facilities/resources ensure dignity, privacy, and safety for all learners. - Extra-curricular activities and educational visits are planned to fully include all learners in line with the Equality Act (2010). - Learners' views are routinely sought and are used to inform any planning for physical or sensory adaptations that they may require. - Signage around the setting is clear and communicated with an accessible approach e.g. symbols, pictures, tactile/braille labels as advised; or bilingual if appropriate. - Consider noise and busy social areas e.g. staggered lunches to reduce noise in canteens or staggered class departures to reduce congestion in corridors. - Risk assessments and risk-management plan are in place when required.
Practitioners are aware of sensory needs and issues that may impact on learners.	- Consideration to the environment to create a calm learning environment e.g. noise levels, room temperature, proximity to other areas, smells, reduced visual clutter/glare, clear labels and contrast between furnishings or signage. - Any necessary hearing technology, or adjustments to the acoustic environment and classroom are in place. - Classroom seating for learners with visual/hearing impairments is considered: horse-shoe shaped seating arrangement is ideal for focus, visibility of each other, facial expressions and lip patterns to support with listening and attention.

	- Efforts are made to reduce noise; carpeting, soft furnishing, rubber feet on the bottom of table legs and chair legs, closed doors to the corridor, line toy boxes with soft wipeable fabric, turn off extraneous noise, including fans/ projectors not being used, and background music that is not being actively listened to for a purpose. - Staff are aware of lighting in the room e.g. use of natural light, glare from the board, where staff stand in relation to the light e.g. shadow on mouth for lip-reading. They consider reduction of glare and ensure areas are appropriately illuminated. - Staff ensure good quality print and photocopying is used to ensure clear visual information. They avoid use of glossy paper. - Displays are meaningful and visually accessible to reduce sensory overload. - Learners' sensory needs are known, and they are consulted about their seating arrangements and/or movement breaks. - Left and right-handed learners can use equipment comfortably. - Learners who are prescribed glasses and/or hearing aids are encouraged to use aids that are likely to support access to school life. - Consider access to subtitles or audio-visual material. - Consider the use of pale backgrounds and accessible font styles on the whiteboard, avoiding italics or ornate scripts and capitals for whole text. - Consideration of flexibility within the uniform policy linked to need.

Assessment

Expectations of all settings	Strategies
Regular monitoring of learner progress.	• Learners' strengths and difficulties are observed, monitored and shared to inform planning and interventions. • Formative assessment helps to identify the areas of need in consultation with the learner. • Staff are aware of learners' starting points so that progress can be measured. • Staff are supported to implement strategies, such as evidence-based interventions, following information gained from assessments.
Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.	• A wide range of assessment strategies and tools are used to ensure a thorough understanding of learners' holistic needs. • Staff all know to routinely check with parents/carers about hearing and vision assessments at the start of any exploration of need. • Learners have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets. • The impact of interventions is routinely evaluated. Alternative approaches are explored to establish whether they result in better outcomes for the learners. • Observations and language assessments (for leaners with English as an additional language - EAL) are actioned to inform next steps. • Feedback encourages the development of metacognitive approaches to teaching and learning so learners can reflect on which strategies have worked for them.
Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.	• Settings make adaptions to assessment arrangements as part of their everyday practice. This is used to establish a learner's normal way of working. Please refer to the relevant exam board guidelines. Arrangements could include: • supervised rest breaks, use of a reader / scribe / laptop, extra time, prompts, smaller examination rooms. • Adapted resources are used in assessments. • The learner and their parents are involved in planning for exam preparation.

Curriculum, Teaching and Learning

Expectations of all settings	Strategies
Settings should have a broad and balanced curriculum which promotes belonging, identity, confidence, and inclusion for learners, including school trips. The curriculum has successfully adapted to meet the needs of all learners. It is ambitious and supports the development of skills and knowledge to ensure children and young people are ready for the next phase of their education.	• The curriculum builds from previous years and prepares for the next phase of learning. • Assessment data is used to inform next steps. • Planning includes adaptions and reasonable adjustments to support the needs of learners. • Adjustment, modifications, and adaptions of the curriculum, to enable all learners to fully access the curriculum and make progress. • Whole school policies around curriculum areas e.g. Reading/Literacy Strategy considers how the curriculum delivery will be adapted to meet the needs of all learners.
Practitioners are aware of the additional needs of their learners, understand the nature and impact of these and how to respond to them. The delivery of curriculum is adapted and ensures access for all learners.	• Aspects of adaptive teaching are used according to learner needs e.g. visual timetables, clear concise instructions with written or visual prompts (e.g. now and next cards, photos and symbols), particularly during transitions. • Staff ensure a clear structure to the day and plan for times of the day that may be more difficult. • Tasks are broken down into small manageable steps. These steps are modelled explicitly. • Backward chaining – chain parts of the task together (e.g. build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task). • The pace, order and variety of activities are planned to maintain interest and attention of all learners. • Staff put in systems to support organisational difficulties e.g. with colour coded books or graphic organisers. • Provide additional time to complete tasks, assignments, and communications, if required. • Use of manipulatives e.g. CPA (Concrete, Pictorial, Abstract) models and images. • Feedback is clearly identified as being key to learning.

	• Consult with learners so they share their perspective. • Appropriate support to fully access learning given to learners with English as an additional language. • Awareness non-verbal communication (body language). • Awareness of an appropriate tone of voice (calm, not too loud). • Strategies to support memory and reduce cognitive load are deployed e.g. task planners; success criteria with visuals; repetition and learner repeating instructions back; practise of recall opportunities; practising retrieval/overlearning; stop and share progress at intervals; mind-mapping; repeated learning to promote fluency and other adaptive teaching methods which consider cognitive load. • Consider the use of adaptive teaching techniques – scaffolding, oral and hands-on activities and limiting copying from the board. • Identify and celebrate strengths, small steps of success, effort, and participation, including celebrating success in other areas of their life. • Emphasis on self-actualisation – activities designed to develop skills which will support independent learner behaviours. • Establish learners' interests. • Monitor and track to build understanding of any gaps or misconceptions. • Have clear expectations regarding behaviours and a clear and consistent response to behaviours.
Practitioners use adaptive teaching strategies and cater for different learning needs. Individualised and/or small group planning and programmes where required. Use of steps-to success/goals or similar, to promote independence, scaffold and support learners	• Modelling is used to support understanding - gradual release of responsibility allows for guided practice before independent working. • Visual/audio demonstrations and visual cues/audio commentary are used. • Alternatives to written recordings are used routinely e.g. graphics, charts or tables. • Tailor delivery styles according to the learner's needs. • Teachers' handwriting on the board and in learners' books is clear and legible. • Interactive whiteboard is used to effectively promote engagement and scaffold the lesson. • IT is used to support learning where appropriate, e.g. the use of visualisers. • Study skills are explicitly taught. • Homework is adapted appropriately for learners. Learners have access to homework clubs, or additional support with homework. • Use of timers so learners know the comfortable amount of time to focus.

	- Ask learners to repeat back what they are going to do, when appropriate. - Effective use of, and a range of, open-ended questions. - Access to positive communication role models. - Good listening rules are displayed, modelled, and regularly referred to, rephrasing pertinent comments made by other learners. - Use of high-picture books, e-books and audio books and a range of texts. - Consider techniques - storytelling, choice boards, real-life experiences, sentence starters/graphic-organisers, where appropriate. - Teaching includes multisensory methods and practical activities. - Metacognitive approaches support self-reflective learner behaviours
Practitioners ensure that learners have opportunities to work in different ways e.g. independently, in a variety of small groups, flexible groups and/or in pairs. Individualised and/or small group sessions.	- Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately adapted resources. - Seating plans and flexible groupings take account of individual needs and routinely provide opportunities for access to positive role-models, peer support, mixed-ability groups, structured opportunities for conversation and sharing of ideas to promote independent learning. - Use of additional adults is planned to maximise learning and independence.
Practitioners ensure that collaborative learning and peer support is a feature of lessons and to implement best practice.	- Strategies are used to build and maintain positive relationships across the whole school community (e.g. restorative approaches). - There are opportunities to develop peer awareness/sensitivity and support for different needs and disabilities, both in, and out of the classroom. - Role play and drama, use of props and objects of reference. - Collaborative stories – each learner contributes. - Consider activities that provide a sense of belonging. - Encourage relevant and timely interactions and contributions.

Communication with all Learners

Expectations of all settings	Strategies
Teaching is delivered with the use of language in either a verbal or written form, so it is essential that teaching staff are aware of the speech and language skills of their pupils. It is estimated that in parts of Greater Manchester up to 34% have some degree of speech and language needs which will impact on their ability to learn but often these children remain unidentified and unsupported.	• Staff have an awareness of each learner's communication abilities to enable the effective delivery of support and/or scaffold where required. • Understand that the profile for every child or young person is different and their needs may change over time. • Create a communication friendly environment which might include clear spoken modelling of the type of language they would want to hear; supporting students to ask key questions to facilitate thinking and learning; extending and expanding on what students say and introducing and explaining new words for learning and specific subject areas.
Learners are supported to understand what is said (comprehension) within the school environment.	• Staff ensure the language used is at an appropriate developmental level. • All staff to be aware of the expected language milestones for learners and how to use this to inform practice. • Use a learner's name first to engage their attention before talking to and giving an instruction. Give eye contact to support (if appropriate). • Provide clear and simple instructions, repeated, simplified and accompanied with visual cues. • Instructions are broken down into manageable chunks and shared in linear order. • Allow time for the learner to process and respond and allow additional take-up time to process information, if required (10 second rule) • Emphasise key words. • Approaches and tools provide an additional method of communicating e.g. use of ICT, symbols, pictures, alternatives to written recording, e.g. verbal descriptions/drama. • Use photographs and/or symbols to promote and support routines, for example: washing hands, getting ready for PE. (stage appropriate).

	- Displays are used to support learning. Key messages and vocabulary are displayed with visuals - pre-taught and post-taught for new topics e.g. working walls, word walls or vocab mats and labels. - Promote a speak-out culture, where learners are encouraged to say when they don't understand or to indicate in some discrete way that they need help (cards on desk). - Provide clear strategies and expectations around listening/being prepared to learn; these are displayed, taught, modelled and regularly reinforced. - Adapt delivery to include all learners in the learning process. - Give detailed explanations and examples of jargon and technical language to aid learning. Using literal language (avoiding idioms, sarcasm, and figures of speech unless being taught within curriculum content). - Use a structured approach for tasks and activities with a clear beginning middle and end. - Use targeted questioning to confirm, consolidate, and deepen understanding - Pre-teach new vocabulary. - Use visuals and multisensory approaches to maximise learners' understanding of new ideas and concepts. - For older learners, teach and encourage self-support strategies to help them to remember and follow instructions (e.g. chunking, visualisation, silent repetition, use of a written checklist).
Learners are supported to express thoughts and ideas (expressive language).	- Respond and indicate that you value all attempts at communication. Learners who are reluctant to contribute to discussions are supported to do so. - When learners use single words, repeat and expand the sentence to model more sophisticated language. This point aims to the development of language (not cognitive) by increasing the range of language. - Provide opportunities for communication throughout the school day in a range of lessons, including opportunities for discussion around books and narratives. - Teach how to use formal and informal language in a variety of social situations and offer opportunities to practise their use. - Teach and model the use of standard English. - Model language positively through reflecting back correct speech rather than correcting it.

	- Language is scaffolded and modelled to help learners develop the skills needed to articulate their views. - Create lessons where learners do most of the talking to develop their ability to communicate. - Choose texts to support the development of language and vocabulary. - Non-verbal communication is taught and encouraged as a way for learners to express their thoughts, views, and feelings. - Teach how to structure and transfer imaginative and creative ideas onto the page or to articulate them verbally. - Use phonological awareness activities (letter and sounds phase 1) to secure understanding of listening skills, oral blending, rhyme and alliteration.
Learners are supported to build social communication skills.	- Teach how to interact and respond in a variety of social situations. - Use group work flexibly to encourage and promote social interaction and independence by providing opportunities to develop social skills (the ability to listen, speak, negotiate, take turns), for example: paired work, small groups, large groups. - Create a safe space where relationships can develop, and communication skills built.

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Resources

Expectations of all settings	Strategies
Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support, is reviewed.	• All learners have easy access to resources that they require to support their learning, promote independence and reduce stigma. • Adapted physical resources are available to promote independence e.g. different size balls in sport/physical education. • Resources are available to ensure dignity, privacy, and safety for all learners.
Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of ICT resources	• Concrete apparatus and adapted resources are available for those learners who require it. • Assisted technology (that is up to date) is used to support and to promote independent learning e.g. iPad, laptop, Chrome book, text to speech or speech to text technology and voice recorders. • Use of bilingual texts for learners, where suitable. • Colour coded maps to support navigation e.g. different subjects in different colours. • For curriculum access, e.g. work chairs, appropriate height or specialist seating, adjustable height tables, accessible kitchen, adapted cookery equipment, appropriate electronic technology for recording.
Resources and guidance that would universally support many learners. <mark>LA to add additional at locality level.</mark>	• Resources are clear and uncluttered, labelled using text and symbols/pictures. Print size and font is appropriate. • Solid-coloured backgrounds or matt paper rather than gloss are used to reduce visual glare. • Individual workstations are available for any learner when required to support learning. • Visual timetable • Visual resources and dual coding. • Access to a range of texts of different abilities. • Introduce new vocabulary language through a range of approaches, such as rhymes, songs. • Use of highlighters for identifying sounds, words, phrases or answers. • Access to resources such as, maths manipulatives, word banks, phonics mats, Mnemonics/visuals, success criteria with visuals, overlays, graphic organisers, storyboards, mind maps, sloped boards, magnification features e.g. low-vision aids, tablets, pencil grips, timetable squares, number lines, wobble cushions, fidget toys or sensory aids, ear defenders. • Accessible transport for trips.

Staff and Staff Training

Expectations of all settings	Strategies
There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the current learners and workforce development in anticipation of future cohorts.	• Senior leaders, including governors, demonstrate the highest aspirations for all learners. • There is a planned programme of ongoing CPD for the whole setting and individual teams and departments. This may be delivered by those with lived experience, if possible. • Effective planning informs training needs for future cohorts. • Whole school approaches are taken to support consistency.
All practitioners, including teaching assistants, make a positive contribution to learner progress.	• Additional adults are deployed proactively in the classroom and their impact on the learner is monitored carefully to ensure progress is supported. They are used to support independence rather than create dependence. • Planning between adults to ensures additional adults have a shared understanding of the objectives and desired outcomes of input and tasks they are supporting. • Strategies used in interventions are integrated into class teaching so that learners can sustain progress. • There is investment in staff training for all staff including induction programmes.
Staff collaborate and have effective links with other relevant outside agencies and specialists.	• Practitioners know when to refer for extra support or advice. The setting is aware of, and regularly communicates with, any other professionals who are involved with learners and develop a collaborative approach, e.g. education, health and social care. • Advice received from other professionals is communicated, implemented and used to inform teaching and learning. • Where specific decisions to involve outside agencies in casework are made; this will be in partnership with families.

Transitions and Transfer

Expectations of all settings	Strategies
Support is in place for routine and life transitions when required. Transitions include, but are not limited to- • moving around the setting; • preparing for weekends, the start of holidays and beginning of term; • moving from lesson to lesson; • changing from structured to unstructured times; • moving from break to lesson times; • moving from one activity to the next within a lesson; • changes of staff- permanent and temporary; • special events: visitors, visits, celebrations; • life events: birth of a sibling, change in parenting arrangements e.g. change in parents' relationship status, loss and bereavement or contact visits; • puberty.	• Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. • Visual timetables/schedules are used, events are removed or ticked off when finished. • Where appropriate, timers are used to show learners how long they must work for/ how long they have to finish. • Plans are made for untimetabled events, such as alarms. • Additional preparation and nurturing approaches are in place for tricky transition times for learners, if required, which could include unstructured times and strategies to support, e.g. early lunch pass. • Staff positioned in key points, to support, at transitional times. • Appropriate visuals/signage are visible around school to indicate staff in different departments or pastoral staff. • Use of first, then, next… or Now (you are doing this) and Next (you are going to be doing that) boards.
Procedures are in place for ensuring smooth progression within settings, particularly during all transition	• Information is actively sought and shared about learners to support successful transitions and manage change both within the school and beyond. • Information is shared with parents and carers, other colleagues within the setting and receiving or previous settings as required.

phases, including on entry and exit.	• Practitioners are aware of learners who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/ classroom with a familiar trusted adult, creating social stories.
Procedures are in place for ensuring smooth progression between settings, particularly during all transition phases, e.g. primary to secondary and secondary to post-16.	• The eight Gatsby benchmarks are used to provide learners with the best possible careers education, information, advice and guidance. Settings consider transitions within their careers plans in meeting the Gatsby benchmarks. Schools have a careers leader and careers governor to strategically plan for careers, including transitions to future destinations. • Consider transitional support such as taster days, additional visits or inductions, photos of new setting and key staff, travel training, buddy from new settings, additional visits in summer holidays/quieter times for vulnerable learners. • Allow time to become familiar with environments. • Opportunities for supporting transitional objects to bring to school. • Best practice is shared within the school and with other schools, where suitable e.g. Year 6 to year 7 transitions.

Locality Resources and Support (Including health)
LAs add relevant resources and links in this section if applicable.

Section Two

Support beyond Ordinarily Available Inclusive Provision

According to Section 20 of the Children and Families Act (CAFA) 2014, a child or young person has special educational needs if they have a learning difficulty or disability which calls for **special educational provision** to be made for them.

Special educational provision is defined as "educational provision that is additional to or different from that which is normally on offer to their peers of the same age" CAFA (Section 20:2014).

As such, if the expected level of ordinarily, inclusive provision is effectively in place within your setting and learners continue to have unmet needs and/or are making inadequate progress, despite high quality teaching targeted at their areas of need, the SENCO (or other professionals supporting them) will be able to work alongside teaching staff to provide information, advice and guidance on further additional support beyond what is ordinarily available for all learners. This may include a discussion about whether SEN support is required, as outlined in the Code of Practice (DfE/Department of Health - DoH, 2015).

A learner's difficulties or disabilities may be related to a wide range of needs but will sit within the following four broad areas of need, as set out in the SEND Code of Practice (2015):

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and/or Physical needs.

If it is agreed that Special Educational Provision is required, this will be designed through the process of assessing the needs of a learner and then providing

appropriate support to meet these needs. This system should follow four stages, often referred to as Assess, Plan, Do and Review (APDR) - **the graduated approach** – which covers all ages and stages of education from early years to post-16.

Communication with your setting's SENCO (and/or other professionals who support them), will be able to guide you how to support children and young people's needs beyond ordinarily available inclusive provision.

Role of the SENCO (special educational needs coordinator)

All mainstream schools (including Academies and Free Schools) must have a qualified teacher designated as the SENCO. The SENCO will work closely with staff, parents and other appropriate professionals, to lead SEN provision across the school, including ensuring teachers deliver high quality provision to improve outcomes for learners with special educational needs (SEN). Key responsibilities of the SENCO are outlined in Section 6.90 of the Code of Practice (2015).

On 22 April 2024, the Department for Education amended the Special Educational Needs and Disability (SEND) regulations, and a new National Professional Qualification (NPQ) was introduced as the new mandatory qualification for SENCOs. A three-year window to complete the mandatory qualification upon taking up a SENCO post remains in place.

The following information is to support in understanding the four broad areas of need, as set out in the SEND Code of Practice (2015).

Communication and Interaction

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

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.

Approaches and Strategies	Resources, Advice and Consultation Available
Whole school awareness and understanding of communication and interaction needs. Learners will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities. Delivery of task may need to be adapted. Aspects of structured pre or post teaching might be helpful. Staff are skilled in adjusting the pace and order of activities to maintain interest and attention	**Each LA adapts the example list below by deleting or with additions to show support and resources within locality areas (with explanations of acronyms).** Education Psychology Team Speech and Language Therapy Service Solent Therapies Pack (link) Autism Liaison and Support Officer (contact details) CAMHS – SPA MABS (via PSENSP)

Cognition and Learning

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

Cognition refers to the thinking skills and thought processes that a child and young person has acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations. CYP with learning needs may learn at a slower pace than their peers despite appropriate adaptions. Learning difficulties can be general or specific and related to one or more areas of the curriculum. Difficulties may be short-term in one or more areas or severe and long term.

Approaches and Strategies	Resources, Advice and Consultation Available
Appropriate adaptations to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other students. Arrangements to support the use and delivery of approaches/materials for students with Specific Learning Difficulties (SpLD) which may include multi- sensory teaching strategies, a focus on phonological awareness, motor skills programme Effective use of IT equipment to support learning TAs are trained and skilled in supporting students with general and specific learning difficulties	**Each LA adapts the example list below by deleting or with additions to show support and resources within locality areas (with explanations of acronyms).** Group consultation, with parents, professionals and school. Advice or support via PSENSP Education Psychology Team Evidenced based literacy and numeracy interventions (embed) Speech and Language Therapy Service Guidance on Supporting Children and Young People with reading difficulties. CAMHS Follow an assess, plan, do review cycle. Ensure hearing and sight tests are up to date

Social Emotional and Mental Health

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

All behaviours should be considered as a child or young person communicating some unmet need. The 2015 Code of Practice of Special Educational Needs (SEN) helps to promote a shift towards viewing behaviour as a communication of an unmet emotional need (whether conscious or unconscious) and responding accordingly. Many learners who struggle to learn or who experience stress and anxiety are likely to be having some difficulty managing the demands of school.

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 behaviour perceived to be challenging, disruptive, or distressing. These behaviours may reflect underlying neurodevelopment difficulties, such as ADHA or experiences of frustration or trauma. They can come across through anxiety or depression, self-harming, substance misuse, eating disorders, lying and stealing or physical symptoms. They may both contribute to and arise from difficulties in other areas of the Code of Practice.

Approaches and Strategies	Resources, Advice and Consultation Available
Settings should assess SEMH to help staff understand barriers to learning. Learning needs should also be reviewed using a school's own screening or assessment tools or external advice to ensure that any SEMH needs, or behavioural difficulties are not caused by an unmet learning need or communication difficulty. Use of whole school approaches to promote wellbeing and resilience with an emphasis on attuned relationships, growth mindset and a solution focus where possible. A behaviour policy underpinned by a clear ethos	Each LA adapts the example list below by deleting or with additions to show support and resources within locality areas (with explanations of acronyms). Use of Early Help Assessment Consultation with the MASH (Multi Agency Safeguarding Hub) Services guide (embed) Education Psychology Team Behaviour Guide for parents (embed)

and values. Use of Restorative Approaches to build, maintain and repair relationships. Anti-bullying work. Identification of key adult to build positive and trusting relationship. Use of social stories. Small group or 1 to 1 work with ELSA / Learning Mentor or equivalent. Support available for staff working with learners with SEMH via group or individual supervision or debrief sessions. Emphasis on choice rather than control and "take up time" to respond to choose whenever possible. Use of distraction techniques and giving responsibility. Explicitly teaching de-escalation and self-management strategies. Use of PSHE, Circle time and curriculum approaches to explicitly teach rules and routines, build self-esteem, and develop social and emotional skills to all learners. Use of Nurture Groups. Developing attachment aware strategies. Emotionally Based School Avoidance strategies considered and used as appropriate to support consistent full-time attendance.	Advice from MABS via schools' contract or PSENSP Professional consultation with CAMHS Single Point of Access (SPA) Schools Nursing Service

Sensory and/or Physical Needs

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

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Approaches and Strategies	Resources, Advice and Consultation Available
All staff are aware of individual learners' sensory/ physical disability and implications in all teaching and learning environments. Favourable seating arrangements are identified. Staff are aware that for some learners, a sensory or physical disability could impact on their language and social interaction. Staff should encourage students to wear appropriate sensory equipment and use physical aids. Staff should ensure that all students have understood all instructions.	Each LA adapts the example list below by deleting or with additions to show support and resources within locality areas (with explanations of acronyms). Education Psychology Team Sensory Impairment service Portage Occupational Therapy Service Children with Disabilities Team Physiotherapy Service Solent NHS Therapy Pack School Nursing Service PSENSP Rainbow Trust Simon Says

Resources

Name	Information	Link
EEF: The Five-a-day approach	Set of five core practices that can support all pupils, including those with SEND.	educationendowmentfoundation-the-five-a-day-approach
Metacognition	Explaining metacognition	What is metacognition and how can it help you? - BBC Bitesize
Speech and Language UK	Information about creating a supportive communication-friendly environment	Creating a communication supportive environment
EFF – Education Endowment Foundation	This guidance is applicable to primary and secondary school settings. It is hoped that most of the guidance will be useful for class teachers, while all should be relevant to senior leaders who are considering school behaviour policies and approaches	- EEF Improving behaviour in schools Report - Improving social and emotional learning in primary schools EEF

Glossary

Word or Acronym	Definition
Adaptive teaching	Adapting the delivery of the curriculum – both in the moment and through lesson design planning, prior to the lesson. (Teacher Standards, 2012 Section 5 and Early Career Framework, 2019 Section 5)
CIN	Children in Need
CPD	Continued professional development
CYP	Children and young people
EP	Educational Psychologist
Families	Reference to parents, carers and children and young people
Graduated approach	Increasing level of support given to learners if they are struggling with aspects of school and/or learning.
ICT	Information and communications technology
LA	Local authority
Learners	Children and young people learning within a setting.
Local offer	Each LA has their own local offer which aims to bring together useful information across education, health and social care within one website. You can find information, advice and guidance and a range of local service providers who support children and young people with **Special Educational Needs and Disabilities (SEND)**.
OT	Occupational therapist
Provision	What is provided for a learner in the educational setting in terms of learning, environment and pastoral support.
PSHE	Personal, social, health and economic education
Reasonable adjustments	The legal obligation that schools must make to ensure that learners with additional needs are not at a disadvantage. (Equality Act 2010)
Scaffolding	Sometimes described as – I do. We do. You do. A way of modelling and learning a new concept or skills by teacher

	demonstration and gradual withdrawal of support as the learner gains confidence and skills.
Setting	School, college or educational provider
Quality First Teaching	A focus on high quality and inclusive teaching for every learner in a classroom.