

# Ordinarily available provision



Guidance to support state-funded schools to continually develop their whole school approach to supporting all pupils, including those with additional needs at SEN Support stage of the graduated approach

Information for professionals, parents and carers



**achieving  
for children**

This document complements the information contained within the [Inclusion Charter and Toolkit](#) and the [SEN Threshold Guidance](#).

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# Introduction

All state-funded mainstream education settings (nurseries, schools and post-16 education institutions) are legally required to meet the needs of all children and young people with special educational needs and disabilities (SEND), and to use their best endeavours in doing so.

This is done by using:

- the resources that are **ordinarily available** to them from the whole of the setting's budgets including the **notional SEN budget** in state-funded mainstream schools and post-16 education institutions
- other, in-kind service support from the range of statutory and non-statutory services provided or commissioned by Achieving for Children (AfC), in delivering the statutory children's services functions of the Royal Borough of Kingston upon Thames and the London Borough of Richmond upon Thames), and the Integrated Care Boards (ICB)
- services that settings have a service level agreement with, such as Achieving for Children's Educational Psychology Service

Achieving for Children is a social enterprise company that provides children's services for the Royal Borough of Kingston upon Thames and the London Borough of Richmond upon Thames. It is worth noting that, although schools are separately governed, AfC and the schools in Kingston and Richmond have a strong working relationship and are keen to work closely with parents to ensure that all children can fulfil their true potential.

Achieving for Children publishes a 'support map' which provides information on the services and support available to education providers working with children and young people with special educational needs and disabilities: [Support Map](#).

Provision and support should be provided in line with the presenting needs of the child or young person and is not dependent on any formal diagnosis.

For details of services and support made available to children and young people educated in, and families living within the Kingston and Richmond boroughs, please visit [AfC Info](#) for information on the Local Offer. There is real value in using the voluntary and community sector in providing a holistic approach to support a child's learning, their social communication, and their sense of achievement. So much of what takes place in school can be cemented and enhanced outside of the classroom. It embeds the family in the community, helps to make friends and through shared experiences can help a family to identify strategies and support for them. The Local Offer includes information on what support is available from the voluntary and community sector.

It might be unrealistic and unnecessary to expect any school to be able to concurrently deliver every suggested strategy and intervention in Section 2 of this guidance. This guidance should be used alongside schools' annual SEND Self Evaluation Framework, SEND provision mapping planning and in reviewing its SEND Information Report and SEND policies. This approach will help schools to identify any emerging themes, needs and areas for development prevalent in the school, and help in developing suitable offers to address those areas as a priority.

The key legislation, regulations and statutory guidance that this document relates to include:

- Education Act (1996) Education Act 1996 (c. 56)
- SEND Regulations (2014) The Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice (2015) SEND code of practice: 0 to 25 years
- Children & Families Act (part 3)(2014) Children and Families Act 2014
- Equalities Act (2010) Equality Act 2010: advice for schools
- Teachers' Standards (2011) Teachers' standards
- The Children Act (1989) allocates duties to local authorities, courts, parents, and other agencies in the United Kingdom, to ensure children are safeguarded and their welfare is promoted

This document is adapted from the version produced by Portsmouth City Council with their permission. It was co-produced with special educational needs co-ordinators (SENCOs) following consultation with headteachers and partners. It is cited by the Department for Education as an exemplar, and has been tailored to reflect the local context in Kingston and Richmond boroughs.

## **Access to short breaks and social care provision**

The Achieving for Children Local Offer provides all of the information to support families to find out what is available for them and their child.

Short breaks provide disabled children and young people with fun, enjoyment and a chance to be with friends while their parents and carers get a break from caring. They come in many different forms, ranging from an overnight stay in a residential centre or a carer's home to attending a youth club, leisure centre or getting involved in a sports activity.

All children and young people who meet the following eligibility criteria can apply for short breaks under the Aiming High scheme.

- Child or young person who has a diagnosed disability.
- The child or young person is aged between 0 to 18th birthday.
- The child or young person lives in the Kingston or Richmond borough.

Some children with more complex needs can access extra specialist sessions as well as all the other short breaks on offer. These are known as 'assessed need short breaks'.

Short Breaks are usually free to families. Families can also apply for money from the Activity Fund towards activities of their child's choice or to buy items such as toys, sensory equipment, exercise or electronic devices.

The Children Act 1989 places a duty on children's services to provide or co-ordinate the provision of services to all disabled children. The overall provision of these services is a responsibility across children's services, and associated health and voluntary sector services. The Children with Disabilities Team provides specialist services to a defined group and at times this may include support to access such as care or short breaks provisions if needed. There is an eligibility criteria for the social care Children with Disabilities Team.

Children up to 18 years of age who have a permanent and substantial, severe or profound disability who live in the Kingston or Richmond boroughs may meet the [eligibility criteria for the Children with Disabilities Teams](#). The criteria may be found on the Local Offer.

## **The importance of pupil voice**

All professionals working with young people understand the importance of co-producing activity with the young people themselves and involving everyone in reviewing this activity regularly.

## **Information for carers**

The Children and Families Act 2014 gives young carers, young adult carers (18+) and parent carers a right to a carers assessment and to have their needs met. A local authority has a duty to provide an assessment to a carer of a disabled child if it appears that the parent or carer may have need of support or the parent carer requests an assessment. Further information about [Parent Carer Needs Assessments \(PCNA\)](#) may be found on the Local Offer.

[Information for carers](#) for cross borough and wider support for carers.

## **Families who use English as an additional language (EAL)**

Families should be supported to understand their rights to work with the school in assessing and providing the appropriate support for their child. Interpreters could be employed for all statutory meetings and any reports from previous schooling in another country could be translated. Home language assessments could be conducted where appropriate using qualified professionals. Some families may benefit from an advocate as well as an interpreter in order to ensure they understand the UK system.

The SEND Local Offer website has an accessibility tool which enables the site to be translated into other languages and read aloud in some.

Staff should be aware of the language they use when explaining approaches to SEND where this concept could be stigmatised - phrases such as 'support' or 'help', what is 'best for their child' must be used, avoiding language that could be understood as related to motivation or ability. The social model of disability is a vital approach to convey and medicalised terms should be used carefully once the family is confident in the process.

Trauma may be a key aspect of a child's experience of migration, and sensitivities around how mental health is perceived in different communities must be taken into account. It is important that behaviour of EAL pupils is not seen as disruption due to their 'difference', but is carefully considered and appropriately supported.

The child or young person could be assessed for their developing proficiency in English code as part of a SEND assessment. This could be done through observations over time not as a formal assessment. A focus on their language skills must be a central aspect of quality first teaching approaches using the EAL assessment framework to inform planning and targets.

Families should be encouraged to focus on the home language and support for literacy in this language should be signposted where possible. EAL should be seen as a positive not as a deficit.

Details of a child's home language, their past learning and school experiences must be understood to ensure that misconceptions are not held about the nature of their learning needs, what is EAL and what is SEND.

## **About dual and multiple exceptionalities (DME)**

DME is a term used to describe children and young people who have one or more special educational need or disability, and also what is often termed 'high learning potential'. There is debate over how helpful it is to categorise children and young people in this way, as well as the usefulness of the term. For one, there are issues in the subjectivity of 'potential' (what does that really mean?), and that the use of the terminology encourages thoughts of a 'discrepancy' model, 'cognitive or IQ tests' and 'potential' as traditionally defined.

Most agree in the multi-faceted nature of 'achievement' and that it is influenced by factors such as environment and motivation. Most schools, teachers and parents nowadays think about 'potential' and 'achievement' as a multi-dimensional construct encompassing many abilities and talents, rather than traditionally defined 'intelligence'.

Regardless of whether AfC uses the terminology of DME, the following is important to note (it would be what you would do in any case).

- AfC is committed to early identification and intervention and very much understands that some children and young people can mask their difficulties and needs (often at a cost), as well as their strengths and abilities. As such, we recognise the importance of clearly identifying children's and young people's special educational needs and disabilities as well as their strengths.
- From the early years onwards across all areas of the curriculum, school staff use ongoing assessment to identify those showing a particular strength or need. This is combined with all assessment data for the young person and reviewed by a designated member of staff, who is able to consider the holistic learning profile of the 'whole child'. All staff take responsibility for monitoring emotional wellbeing according to school policy, and clear reporting lines ensure that this information is combined with wider assessment data. Where additional strength or need is identified, this is centrally documented such that all teaching staff are aware and plan for this in every lesson.
- AfC advocates a strengths-based approach to provision, ensuring high expectations for all children. SEND does not mean 'low ability'.
  - Aspirationally linked outcomes are set and reviewed at least termly, and progress towards targets is continuously monitored. All staff working with the young person know what they are working towards, and can describe how their work contributes to achieving this. Where areas of strength are identified, these are shared with all teaching staff, and plans to build on these are evident in lessons.
- AfC works to champion personalised learning, co-production and child-centred practices that involve parents and carers.
  - Where outcomes are set, these are co-produced with the young person, their family, school staff and where relevant, other supporting professionals.



The aspirations of the young person are the central driving force behind these. Ongoing dialogue between school and home ensures that strategies for support and/or extension are shared.

- AfC's focus is on SMART outcomes that relate to young people developing intrinsic skills that prepare and enable them to move towards independent adulthood, employability, community participation and good health. All professionals will closely monitor and support the achievement of SMART outcomes, including through close monitoring and review.
- AfC's belief that children and young people should receive timely help, support and opportunities to mitigate difficulties and fulfil potential.
  - All those working with young people understand their responsibility to name areas of strength and need when identified, and to share this information in line with school processes. For example, subject specific staff have a clear, established mechanism for sharing information with the head of year, SENCo or other designated person within the school who has holistic oversight of the young person.

Applying [Quality First Teaching strategies](#) in the classroom will ensure DME is actively supported in lessons.

## **What to do if what should be ordinarily available isn't**

If it is felt that what should be ordinarily available is not currently being provided we would encourage following the school process, informal and formal, the [health process](#) or contacting [SENDIASS](#). This is a statutory service that AfC commissions for Kingston and Richmond to provide advice and support on all aspects of SEND education including the SEND graduated approach.



# 1. Expectations of all settings

This section outlines the expectations of all settings, according to the needs of the learner.

Broadly speaking, much of this section will be an integral part of settings' provision for all children and young people. It outlines some of the practices and adaptations that are part of Quality First Teaching. This includes the requirement that teachers plan their teaching and resources to effectively include and support children and young people with special educational needs and/or disabilities (SEND) in the course of their everyday practice. While the provision and strategies in this section may be required for children and young people with SEND, they will undoubtedly be of benefit to many children and young people in the setting.

Settings might find it helpful to frame their considerations about ordinarily available provisions in the following ways.

## Whole setting

Leaders set and model standards and expectations about the inclusive culture and ethos in education settings. But it is everyone's business - teachers, assistants, support staff and visitors - to spread that culture throughout the setting in all their work, behaviour and language directly with or associated with children and young people, and through their interactions with parents and carers. All settings have a statutory duty to make their 'best endeavours' in regard to learners with SEND. Best endeavours means taking any and all reasonable courses of actions, not just one course of action.

## Whole class

Every teacher is a teacher of children and young people with SEND (Teachers' Standards, 2011). Teachers are responsible for setting the behavioural and language expectations in the classroom. Children and young people with SEND are an integral part of their learning community within the classroom. Teachers must differentiate the curriculum, teaching and learning materials and make 'reasonable adjustments' in anticipation of children's and young people's SEND so that they can participate fully, are not treated 'less favourably' (referencing the Equalities Act 2010) and make progress.

## Whole child

Children and young people are not defined by their SEND. They are unique and whole individuals, with equal rights to opportunities. Outdated 'within child' or 'deficit' models are inherently limiting to understanding the context of the child's or young person's lived experience and therefore the challenges they may be experiencing or outcomes they have the potential to achieve. An holistic inquiry about a child or young person's lived experience combined with academic and other assessment helps understanding about their learning, behaviour and communication.

This underpins and enables a **strengths-based, person-centred and outcomes-focused approach**, which invites practitioners and families to co-produce responses through understanding:

- children's and young people's hopes, dreams and aspirations
- what is important *to* them (determined by the child or young person)
- what is important *for* them (to make progress)
- what's working well now and can be built upon
- what's not working well and needs to change
- what strengths (knowledge, skills, interests and abilities) they have now, and can be drawn-on as a 'resource' and built upon
- what provision (in the form of strategies, interventions and resources or equipment) will support them to develop the intrinsic skills that will enable them to become independent learners
- what outcomes might they strive for on their journey towards their hopes, dreams and aspirations (outcomes are the benefits or differences *to* and *for* them)

## Assessment

Expectations of all settings	Example strategies
<p>A regular cycle of 'assess, plan, do, review' is used to ensure that children and young people with SEND are making progress</p>	<p>Children's and young people's strengths and difficulties in learning, behaviour and communication are observed and monitored in different settings and contexts for short periods of time to inform planning</p> <p>Staff are aware of children's and young people's starting points so that expected progress can be measured across each key stage</p> <p>Assessment is used to inform planning and interventions</p> <p>Case studies are used to measure holistic progress</p>
<p>Practitioners ensure that formative assessment (monitor pupil learning to provide ongoing feedback) and feedback are a feature of lessons and evident in marking and assessment policy</p>	<p>A wide range of assessment strategies and tools are used to ensure a thorough understanding of children and young people</p> <p>Children and young people have regular opportunities to evaluate their own performance</p> <p>Self-assessment is routinely used to set individual targets</p> <p>The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the children and young people</p>
<p>Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations</p>	<p>Settings make adaptations to assessment arrangements as part of their everyday practice. This is used to establish children and young people's usual or optimum ways of working</p> <p>Please refer to the relevant exam board guidelines</p> <p>Arrangements could include:</p> <ul style="list-style-type: none"> <li>• rest breaks</li> <li>• use of a reader, Scribe or ICT</li> <li>• extra time</li> </ul> <p>These arrangements should be available for all assessments and children given coaching in how to use them well</p> <p>Adapted resources and approaches are routinely used in class and in assessments</p>

## Partnership with children and young people and parents and carers

Expectations of all settings	Example strategies
<p>The setting works in partnership with parents, carers and children and young people in decision making</p>	<p>The SEN information report is co-produced and regularly reviewed with parents and carers</p> <p>Parents and carers are signposted to AfC's <a href="#">SEND Local Offer</a>. This should be linked from settings' websites</p> <p>Parents and carers know about communication channels available for sharing information about their child or young person</p> <p>Parents and carers are offered at least three review meetings each academic year to discuss their child's progress as required by the code of practice</p> <p>Parents and carers are aware of the SEN status of their child or young person and that they are on the school SEN support register. They are encouraged to register their child on the local authority <a href="#">Special Educational Needs and Disability Register</a>. Parents and carers know what support and individually tailored interventions are in place. They are involved in setting and reviewing targets for their child or young person</p> <p>Formal and informal events take place to seek views in relation to SEN provision in the setting for example learner and parent surveys, coffee mornings. Children are routinely supported to make choices in their school day and learning activities</p> <p>Use of 'to and from' home diary, book bag, text, email to support communication directly with parents or carers in addition to communication given via children and young people</p>
<p>An effective partnership with children and young people and parents is evident through their participation in assessment and review processes</p>	<p>Children and young people are involved in the graduated approach: the 'assess, plan, do, review' process, setting and reviewing targets, and identifying their own learning strategies</p> <p>Children and young people are enabled to express their hopes, dreams and aspirations, and contribute towards agreeing their outcomes along the journey towards their aspirations. They understand their own barriers to learning, and their achievements are valued and celebrated</p>

## Pastoral

Expectations of all settings	Example strategies
<p>The setting recognises, and responds to, the need for pastoral support for children and young people with SEND, with regard to individuals' social and emotional needs and their relevant contextual circumstances</p>	<p>That they are on the school SEN Support Register. The setting's behaviour policy explains how reasonable adjustments are made for children and young people with SEND</p> <p>Named adults or key workers as stable points of reference when required</p> <p>Parents and carers are told about communication channels available for sharing information about their child</p> <p>Parents are aware of the SEN status of their child or young person and the support and individually tailored interventions in place. They are involved in setting and reviewing targets for their child or young person</p> <p>Formal and informal events take place to seek views in relation to SEN provision in the school for example child and young person and parent surveys, coffee mornings</p> <p>Use of a 'to and from' home diary, book bag, text, email to support communication directly with parents and carers in addition to communication given via children and young people</p>
<p>Children and young people feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued</p>	<p>Named adults or key workers as stable points of reference when required</p> <p>Negative attitudes, beliefs and perceptions towards individuals and groups are challenged, in the classroom, the wider school and community. All children and young people with SEND are welcomed and feel valued. SEND related bullying is monitored and responded to robustly and promptly</p> <p>Children's and young people's voices are encouraged, enabled and acted on appropriately</p>

## The physical and sensory environment

Expectations of all settings	Example strategies
<p>The physical environment is adapted to meet the needs of children and young people</p>	<p>The physical accessibility of the building and individual learning spaces are assessed at least annually, and as required. The accessibility plan is on the school's website and reasonable adjustments are made according to individual needs (in line with the Equalities Act 2010). The accessibility plan includes reference to improvements in environment, information sharing and curriculum</p> <p>Furniture is the appropriate size and height for the children and young people</p> <p>Extra-curricular activities and educational visits are planned to fully include children and young people with SEND (in line with the Equalities Act 2010), including those with social, emotional and mental health (SEMH) difficulties, challenges and physical disabilities. 'Reasonable adjustments' are made in collaboration with children and young people and parents or carers</p> <p>Children's and young people's views are routinely sought and are used to inform in planning for physical or sensory adaptations that they may require</p> <p>Displays are meaningful and visually accessible</p> <p>Staff are aware of lighting in the room for example use of natural light, glare from the board, who is facing the light, where to stand in relation to the light</p> <p>Use of pale background and accessible uncluttered font styles on the whiteboard</p> <p>Staff are aware of and make reasonable adjustments regarding smells and noise in the room and any particular individuals who may be impacted by these for example, where classrooms are next to the canteen or music room</p>

<p>Practitioners are aware of sensory needs and issues that may affect children and young people</p>	<p>Children and young people's sensory needs are known and considered in seating arrangements</p> <p>Movement breaks are offered at regular intervals throughout the day</p> <p>Classrooms include low stimulation areas where possible</p> <p>Children and young people who find break times overstimulating are able to access alternative quiet spaces and activities</p> <p>Left and right-handed children and young people are able to use equipment comfortably</p> <p>Children and young people will be provided with the opportunity to take part in a range of sensory based activities such as exploring different textures as well as take part in rough and tumble play</p> <p>Children or young people who wear glasses and/or hearing aids wear them and are seated in the optimum position</p> <p>The classroom is free of unnecessary obstructions</p>
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## Teaching and learning strategies

Expectations of all settings	Example strategies
<p>Practitioners are aware of the additional needs of their children and young people, understand the nature and impact of these, and know how to respond to them</p> <p>Planning incorporates more detailed specialist advice</p>	<p>Quality First Teaching (QFT) underpins all teaching practice. See QFT Inclusion Charter and Toolkit (from September 2022)</p> <p>Aspects of structured teaching are used according to children and young people's needs for example visual timetables, clear concise instructions with written or visual prompts, particularly during transitions</p> <p>Children and young people are given time to process information before being asked to respond and revisit and review is built into curriculum design</p> <p>Tasks are broken down into small manageable steps. These steps are shown explicitly to children and young people</p> <p>The pace, order and type of activity is varied to maintain interest and attention of all children and young people</p>
<p>Practitioners differentiate to provide suitable learning challenges and cater for different learning needs and styles</p> <p>Individualised and small group planning and programmes in more than one curriculum area</p> <p>Use of steps-to-success or similar to promote independence, scaffold and support children and young people</p>	<p>Modelling and other scaffolded approaches are used to aid understanding</p> <p>Visual or auditory demonstrations and visual cues or audio commentary are used</p> <p>Key vocabulary is displayed with visuals</p> <p>Practitioners are aware of the language demands of their lessons and differentiate accordingly</p> <p>Practitioners are aware of the cognitive load of their lessons and chunk learning as required</p> <p>Alternatives to written recording are routinely used, such as ICT</p> <p>Study skills are explicitly taught. Children and young people have access to homework clubs, or additional support with homework</p> <p>Homework is differentiated appropriately for individuals</p> <p>Practitioners handwriting on the board and in children's and young people's books is clear and legible</p> <p>The interactive whiteboard is used to effectively promote engagement and scaffold the lesson</p>

<p>Practitioners ensure that children and young people have opportunities to work in different ways such as, independently, in a variety of small groups, or in pairs</p> <p>Individualised or small group sessions</p>	<p>Strategies are used to actively promote independent learning for example, through pre-teaching, overlearning, metacognitive approaches and appropriately differentiated resources</p> <p>Seating plans and groupings are flexible and take account of individual needs. Opportunities for access to role-models, mixed-ability groups, structured opportunities for conversation, and sharing of ideas and access to additional adults are routinely provided where they are available</p> <p>Support staff deployment is planned to maximise children and young people's learning. Support staff are not merely 'attached' to individual children and young people, but rather add value to the teacher's practice in a variety of ways. For example after the setting of a task, offering floating support to the whole class while the teacher focuses attention on those with most need</p>
<p>Practitioners ensure that collaborative learning and peer support is a feature of all lessons</p>	<p>Strategies are used to build and maintain positive relationships across the whole setting community such as restorative approaches</p> <p>Opportunities are actively created to develop peer awareness, sensitivity and support for different needs and disabilities both in and out of the classroom</p> <p>Pupil to pupil talk is scaffolded and enabled</p>

## Resources

Expectations of all settings	Example strategies
<p>Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support is scrutinised</p>	<p>Resources are easily available to children and young people to promote independence and reduce stigma</p> <p>Children and young people have easy access to equipment that they require such as, writing slopes, pencil grips, wobble cushions, fidget tools, ear defenders, weighted blankets, etc</p> <p>Classrooms are tidy and well organised: resources are labelled using text and images. Print size and font are differentiated as needed. Coloured backgrounds and paper are used to reduce visual stress</p> <p>Adapted physical resources such as physical education (PE) and maths equipment are routinely made available to promote independence eg differently sized, weighted balls for PE or counting blocks, Rekenrek for maths</p>
<p>Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of ICT resources</p>	<p>Concrete apparatus and adapted resources are available for those children and young people who require it</p> <p>ICT is used as alternatives to written recording and to promote independent learning</p>

## Staff skills and training

Expectations of all settings	Example strategies
All practitioners, including teaching assistants, make a positive contribution to children's and young peoples' progress	<p>Additional adults are deployed effectively in the classroom and their impact with children and young people is monitored carefully to ensure progress is made. Additional adults can be directed to monitor and support more able children and young people on set tasks, enabling the teacher more capacity to work directly with those who need more direct teaching for periods of time</p> <p>Groupings, seating arrangements and additional support are used to promote independent learning as far as possible</p> <p>Strategies, interventions and resources delivered to children and young people outside of the classroom are integrated into class teaching, so that they can generalise the skills learned and sustain progress</p>
There is a plan for on-going continuing professional development (CPD) in relation to the needs of the children and young people	<p>There is a planned programme of ongoing CPD in relation to SEND for the whole setting, departments, teams and individual staff. CPD is differentiated and relevant to the needs of children and young people with SEND within the setting.</p> <p>Best practice is shared with all staff within the setting and with other settings via the forums and opportunities hosted by Achieving for Children and through other networks</p>
Staff collaborate and have effective links with other relevant outside agencies and specialists	<p>The SENCo is available to all teachers, and can be consulted for advice, guidance and support in particular to help teachers build their knowledge, skills and understanding. Quality First Teaching principles, techniques and tools should be readily understood and practised by all teachers</p> <p>Practitioners will know when to request support, and where to refer to for extra advice. Advice received from other professionals is used to inform teaching and learning</p> <p>Setting staff are aware of and regularly communicate with any other professionals who are involved with each child or young person</p>

## Transition and transfer

Expectations of all settings	Example strategies
<p>Support is in place for routine and life transitions</p>	<p>Transitions are inevitable, and all staff should understand that transitions of one type or another can raise anxieties and challenges for some children and young people. Individual children and young people's difficulties with transitions should be anticipated, planned for and enabled to be successful wherever possible. Transitions include:</p> <ul style="list-style-type: none"> <li>• moving around the setting</li> <li>• preparing for weekends and the start of holidays and beginning of term</li> <li>• moving from lesson to lesson</li> <li>• changing from structured to unstructured times</li> <li>• moving from break to lesson times</li> <li>• moving from one activity to the next within a lesson</li> <li>• changes of staff - permanent and temporary</li> <li>• special events: visitors, visits, celebrations</li> <li>• life events: birth of a sibling, change in parenting arrangements, such as change in parents relationship status, loss and bereavement, contact visits, etc</li> <li>• moving between phases of education or approaching leaving education</li> <li>• Puberty</li> <li>• Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. This includes children and young people who:             <ul style="list-style-type: none"> <li>• have insecure attachment, including but not limited to</li> <li>• looked after children (LAC), those subject to a child in need (CIN) plan, those subject to a child protection (CP) plan, and children and young people in forces' families</li> <li>• have social communication difficulty including autistic spectrum conditions</li> <li>• have suffered trauma, loss or bereavement</li> <li>• are anxious</li> </ul> </li> </ul> <p>Create safe spaces within the classroom or in an identified area of the setting for negotiated or agreed time out</p> <p>Create and display visual timetables where achieved or past events are removed or ticked off when finished</p>

	<p>Timers are used to show children and young people how long they have to work for and how long they have until they finish</p> <p>Allow opportunities for periods of respite using withdrawal to smaller groups. This might include self-directed or individual time-out</p> <p>Plans are made in advance for unstructured times: safe spaces are available, there are structured alternatives such as games clubs, vulnerable children and young people can access the library at agreed times</p>
Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit	<p>Information is actively sought and shared about children and young people to support successful transitions and manage change, both within the setting and beyond</p> <p>This information is available for children's and young people's parents and carers, other colleagues within the setting and the receiving or previous setting(s) as required.</p> <p>Practitioners are aware of children and young people who need additional support with transitions and support and adjustments are made for example additional visits to a new setting or classroom with a familiar or trusted adult, creating and rehearsing social stories in anticipation of changes</p>

## 2. Support for broad areas of need

We have separated this section by the four areas of need set out in the Code of Practice.

Children and young people may have needs across more than one category and certain conditions may not fall neatly into one area of need. When reviewing and managing special educational provision, the four broad areas of need may be helpful as a guide to ensure support can be provided across these areas.

The suggested approaches, strategies and interventions are not exhaustive. They are indicative of the type and sophistication that could be ordinarily available and routinely possible to make in every state-funded education setting from existing available resources. They also take into account statutory duties, and the resources and support available including from the setting budgets, Achieving for Children and the Integrated Care Boards (ICB).

### Communication and interaction

This provision could be in addition to the expectations in Section 1.

Example approaches and strategies	Example resources, advice and consultation available
<ul style="list-style-type: none"> <li>• Whole setting awareness and understanding of communication and interaction needs</li> <li>• Children and young people will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities</li> <li>• Tasks may need to be differentiated by level, outcome, pitch, pace, quality, quantity and grouping. Aspects of structured teaching might be helpful</li> <li>• Staff are skilled in adjusting the pace and order of activities to maintain interest and attention</li> </ul>	<ul style="list-style-type: none"> <li>• Education Psychology Service</li> <li>• Speech and Language Therapy Service</li> <li>• Links to services: <ul style="list-style-type: none"> <li>• <a href="https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/education/education-services/educational-service-for-sensory-impairment-essi">https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/education/education-services/educational-service-for-sensory-impairment-essi</a> for Kingston</li> <li>• <a href="https://www.hrch.nhs.uk/services/search-services/richmond-childrens-therapies-services">https://www.hrch.nhs.uk/services/search-services/richmond-childrens-therapies-services</a> for Richmond</li> <li>• <a href="https://www.hrch.nhs.uk/services/search-services/occupational-therapy-children-richmond">https://www.hrch.nhs.uk/services/search-services/occupational-therapy-children-richmond</a></li> <li>• <a href="https://www.hrch.nhs.uk/services/search-services/speech-and-language-therapy-children-richmond">https://www.hrch.nhs.uk/services/search-services/speech-and-language-therapy-children-richmond</a></li> <li>• <a href="https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/health-services/health-services-kingston/community-paediatric-occupational-therapy/occupational-therapy-video-library">https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/health-services/health-services-kingston/community-paediatric-occupational-therapy/occupational-therapy-video-library</a></li> <li>• <a href="https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/health-services/health-services-kingston/community-paediatric-physiotherapy-kingston">https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/health-services/health-services-kingston/community-paediatric-physiotherapy-kingston</a></li> </ul> </li> <li>• Advisory Teacher Autism (<a href="mailto:hannah.webber@achievingforchildren.org.uk">hannah.webber@achievingforchildren.org.uk</a>)</li> <li>• CAMHS – Single Point of Access</li> <li>• Lead School Improvement Adviser (SEND)</li> <li>• Early Advice Intervention Panel</li> </ul>



Example identified barrier and need	Example provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the children and young people
Difficulties saying what they want to and being understood	<ul style="list-style-type: none"> <li>• Help the child or young person to create longer sentences by repeating what they have said and then adding a few more words to extend</li> <li>• When the child or young person communicates, decide what you think they are telling you and then put it into words for them (model the word and sentence correctly). This shows them that you have understood and gives them examples of what to say when they are ready</li> <li>• Talk about and comment on what the child and young person is doing during activities, whilst trying not to ask too many questions. Try and keep your language simple. Repetition helps language develop</li> <li>• When talking with the child or young person, use short simple sentences that they will understand. Use gesture and exaggerate important words to help keep their interest and to provide them with models of words and sentence structures that they may need to use themselves</li> <li>• Use small group or individual language sessions to re-inforce topic vocabulary and concept words and to support development of sequencing spoken ideas and developing oral narrative skills</li> <li>• Language programme devised by a speech and language therapy (SALT) service</li> <li>• Allow time for children and young people to process and respond</li> <li>• Introduce a variety of vocabulary through rhymes, songs and a varied range of literature and through different mediums. Teach vocabulary directly in every subject</li> <li>• When talking to the child or young person, use choices of words and phrases for them to use in the responses and to help develop their language rather than asking questions</li> <li>• Acknowledge and support all attempts to speak</li> <li>• Provide additional methods for communicating such as using ICT</li> </ul>

Example identified barrier and need	Example provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the children and young people
Difficulties understanding what is being said to them	<ul style="list-style-type: none"> <li>• Consider and differentiate the number of information-carrying words a child or young person can manage when giving instructions</li> <li>• Break up complex instructions into smaller, more manageable parts to enable the child or young person to follow them as independently as possible</li> <li>• Sequence information given into a logical order to enable the child or young person to follow them easily</li> <li>• Tailor delivery style according to the child's or young person's needs such as 'bossy talk' (give name and clear short instruction) and other appropriate language modification techniques</li> <li>• Provide visual prompts if necessary including key vocabulary and visual timetables</li> <li>• Allow extra time to process what has been said</li> <li>• Consider the environmental effects on how communication is received; limit any distractions</li> <li>• Check you have engaged the child's or young person's attention before talking to them, cue their attention by first using their name</li> <li>• Encourage children and young people to ask questions to confirm, develop and secure their understanding</li> <li>• Check that hearing has been tested</li> <li>• Pre-teach topic vocabulary</li> <li>• Use visual strategies to support communication, for example oral communication supported in print, text, visual models, pictures, symbols, mind-mapping</li> <li>• Use speaking frames such as 'first..., then..., next...'</li> <li>• Access an oral language modifier for assessments</li> <li>• Use the learner's name first to draw their attention, followed by key word instructions such as 'Jamie, stop...'</li> <li>• Be aware of and use language appropriately. Where appropriate: <ul style="list-style-type: none"> <li>• use simple, practical, one step instructions and build to more steps as appropriate</li> <li>• use literal language and avoid using sarcasm. Teach directly the meaning of any necessary idioms, or figures of speech</li> <li>• enrich the language appropriately for other children and young people</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Be aware of and adapt body language to maximise effective communication. 70% of communication is non-verbal</li> <li>• Be aware of and employ an appropriate tone of voice: calm, not too loud or firmer, slightly louder, as required. Pause frequently to allow processing</li> <li>• Reinforce verbal instructions with visual support and physical demonstration</li> <li>• Be aware of and enable an environment conducive to good communication: reduce noise, for example add felt to bottom of chair legs, place felt at bottom of trays, sound absorbing mats, etc. Maintain an appropriate room temperature, ensure appropriate lighting, alter the classroom layout to the communication requirements at particular times</li> </ul>
Difficulties understanding or using social rules of communication	<ul style="list-style-type: none"> <li>• Model or role play pro-social behaviours, language and communication such as turn taking, listening and then responding</li> <li>• Create small group sessions such as circle of friends, social use of language programme (SULP)</li> <li>• Create and rehearse social stories, encourage and enable children and young people to practise the 'scripts' and encourage them in using them. When observing, highlight the positive differences that following the script enabled for them</li> <li>• Make use of visual prompts such as symbols, signing systems to reinforce understanding</li> <li>• Create and use prompt boards: 'Now' (you are doing this) and 'Next' (you are going to be doing that)</li> </ul>
Difficulties with imagination	<ul style="list-style-type: none"> <li>• Use role play and drama; use props eg, puppets or inanimate objects to demonstrate pretend play and imaginative thinking</li> <li>• Model and narrate your actions and thinking. Use 'I wonder (if, what, who, when, etc)...' statements</li> <li>• Use story-telling as a vehicle to spark imagination</li> <li>• Encourage visualisation, prompting children and young people to think about the task in pictures or photos to imagine themselves doing it</li> </ul>
Difficulty with social communication and developing relationships	<ul style="list-style-type: none"> <li>• Allocate roles or tasks within groups in group work, giving the child or young person a role or task in which they are competent. This will increase their own and peers experience of them being a valuable group member</li> <li>• Increase participation in whole class discussion by repeating the child's or young person's contribution and asking if peers agree</li> <li>• Create break and lunchtime arrangements where social relationships can be encouraged with adults available to model and moderate</li> <li>• Create a calm learning environment</li> <li>• Communicate clear expectations</li> </ul>

Example identified barrier and need	Example provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the children and young people
Anxiety in busy unpredictable environments	<ul style="list-style-type: none"> <li>• Prepare children and young people for change of activities and routines (anticipatory transition planning), letting them know what will happen next and by when such as by counting down for example, 'we have five minutes left until we finish this lesson'</li> <li>• Create small group or paired tasks and activities</li> <li>• Create a calm learning environment, regularly state and reinforce the whole-setting, whole class behaviour expectations for example, indoor voices while moving around the setting, classroom or in the canteen, walking and not running in the corridors</li> <li>• Clearly communicate expectations</li> <li>• Pair anxious learners with adult or peer mentors, and agree and enable time for them together. Build trusting relationships, repair relationships when necessary</li> <li>• Display a visual timetable</li> </ul>
Difficulties with processing sensory information	<ul style="list-style-type: none"> <li>• Build in sensory movement breaks eg, marching on the spot, giving yourself a hug, hand massage, arm squeezes. Build in regular breaks and offer opportunities for soft play or rough and tumble for those who need it</li> <li>• Consider completing 'hand gym' activities (stretching fingers) before and after a period of writing</li> <li>• allow snack breaks where appropriate or necessary</li> <li>• Use sensory materials to reinforce learning ideas whilst giving young people the opportunity to touch, hear and explore different senses</li> <li>• Have flexibility with uniform policy for those sensitive to particular materials or fittings (a 'reasonable adjustment' per the Equality Act, 2010)</li> <li>• Adjust the environment so that sensory stimuli are reduced for example reduce noise, manage the room temperature, reduce visual stimuli, account for and reduce olfactory stimuli such as smells, manage proximity by appropriately staging the classroom</li> <li>• Provide low stimulation spaces in the classroom that young people can access at all times</li> <li>• Anticipate any difficulties with and prepare children and young people for transitions such as between lessons, between tasks, between structured and unstructured time, between home and the setting. Allow children to leave lessons early or arrive late in order to avoid busy corridors</li> </ul>

	<ul style="list-style-type: none"> <li>• Enable access to an identified safe space in an pre-agreed way, perhaps notified by the child or young person by way of an agreed, discreet code</li> <li>• Have a 'sensory friendly' resource bag to use during fire drills. Include ear defenders, a weighted lap pad, fidget tool and social story</li> </ul>
Physical outbursts causing harm to others or to self and/or damage to property	<ul style="list-style-type: none"> <li>• Take a consistent approach to managing individuals' needs, particularly those whose behaviour is as a result of a protected characteristic or disability (Quality First Teaching) and reasonable adjustments (per the Equality Act, 2010)</li> <li>• Seek to understand triggers by monitoring frequency, time of the day, transition point, location, circumstances such as the lesson subject matter, others involved, etc</li> <li>• Communicate with families to understand issues that might be happening at home such as, divorce, bereavement, illness. Ask what strategies work or don't work at home and replicate in the setting, if appropriate. Relay relevant information to all staff</li> <li>• Anticipate and put preventative strategies in place eg, seat children and young people strategically; prepare children and young people for challenging tasks</li> <li>• Enable access to an identified 'safe space' in a controlled and agreed way</li> <li>• Use appropriate de-escalation strategies eg, a time out card</li> <li>• Undertake risk assessments, write and share a risk management plan with all appropriate staff, inform parents particularly in regard to physical interventions</li> <li>• Undertake restorative and relationship based approaches. Agree and implement reintegration plans and repair relationships as part of those approaches</li> </ul>
Limited attention span compared to developmentally appropriate milestones	<ul style="list-style-type: none"> <li>• Build in short breaks to the lesson or session at an effective frequency relative to the child's or young person's development or specific needs</li> <li>• Differentiate expectations appropriately for example, by time on task, by quality rather than quantity of work produced, by attempts and effort rather than by completion</li> <li>• Differentiate work by 'chunking' - breaking large pieces of work multi-step tasks down into smaller parts</li> <li>• Display and use visual timetables and task lists</li> <li>• Use backward chaining – chain parts of the task together for example, build the sequence at the last part of the task and work back so the child or young person experiences success and then gradually work back to increase more elements until they can do the entire task</li> <li>• Give instructions clearly, name instructions</li> </ul>

- Ask the child or young person to repeat back what they are going to do
- Use timers, so the child or young person knows they only have to focus for a comfortable amount of time
- Individualise timetables

## Cognition and learning

This provision could be in addition to the expectations in section one. Whilst making optimal progress in their own right, children and young people with cognitive and learning difficulties may make progress at a slower pace than the majority of their age group. This will not necessarily mean that the varying levels of provision in settings are not meeting their needs appropriately but may reflect best possible progress as children and young people learn at different rates.

Example approaches and strategies	Example resources, advice and consultation available
<ul style="list-style-type: none"> <li>• Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimising behavioural and emotional difficulties, and promotion of appropriate interpersonal skills with other children and young people</li> <li>• Arrangements to support the use and delivery of approaches and materials for children and young people with specific learning difficulties (SpLD) which may include multi-sensory teaching strategies, a focus on phonological awareness, or motor skills programmes</li> <li>• Allow use of ICT equipment to support learning</li> <li>• Teaching assistants and teachers are trained and skilled in supporting children and young peoples with general and specific learning difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver group consultation with parents, professionals and setting staff - team around the child type approaches</li> <li>• Request advice or support at appropriate stages via AfC's specialist teacher advisors, education psychology, speech and language therapy services; occupational therapy services</li> <li>• Use evidenced-based literacy and numeracy interventions that begin with assessment to inform teaching (see <a href="#">Education Endowment Foundation</a> for guidance)</li> </ul>

Example identified barrier and need	Example provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the children and young people
<p><b>Generalised learning difficulties</b></p> <p>Difficulties with learning eg, making inadequate progress over time across the curriculum and working below age related expectations despite appropriate differentiation</p>	<ul style="list-style-type: none"> <li>• Use assessment for learning to identify the areas of need in consultation with the child or young person and their parents or carers</li> <li>• Use clear and simple instructions, breaking down longer instructions and giving one instruction at a time</li> <li>• Create and display visual timetables</li> <li>• Use visual cues and prompts to maintain engagement</li> <li>• Create and rehearse social stories</li> <li>• Use paired reading, give other opportunities for collaborative learning</li> <li>• Scaffold understanding and recording through use of writing frames, prompt and cloze activities, sequencing, cue cards, annotation, highlighting</li> <li>• Use real life examples, concrete materials and visuals to support understanding of abstract concepts</li> <li>• Allow time for processing before a response is needed</li> <li>• Deploy support staff to deliver focused pre-teaching and re-teaching such as key vocabulary for a new topic</li> <li>• Communicate the next steps of a process or task, so the child or young person knows what to expect. Jot down key points and instructions</li> <li>• Teach study skills explicitly alongside content</li> <li>• Use cumulative and interleaved learning to improve retention. Small amounts of material lead to fluency, then new material can be added and practised alongside. New learning is always linked with old</li> <li>• Plan for repetition and reinforcement of skills</li> <li>• Teach and practise a range of working memory strategies</li> <li>• Differentiate - teach the curriculum appropriate to the learner, not their chronological age for example, Year 5 children may be accessing Year 2 objectives in the same context</li> <li>• Use aids to support literacy eg, writing frames with visual support, ACE dictionaries, high frequency word lists, coloured overlays</li> <li>• Use diaries, planners, post its and checklists to promote organisation</li> <li>• Use aids to support numeracy eg, Numicon, number cubes and rods, number squares</li> <li>• Use supportive software such as Clicker, write on line, read, write, Dragon Dictate</li> </ul>



**Generalised learning difficulties**

Generalised learning difficulties for example, difficulties across the curriculum but with some areas of strength

Children and young people with an uneven profile of skills and attainment

- Ensure consistent, underpinning Quality First Teaching with modification and differentiation of the curriculum, right across the board, to enable all children and young people to fully access the curriculum and make progress appropriate to their starting points
- Employ active learning: use concrete, pictorial and pragmatic approaches to learning
- Emphasise self-actualisation for example, through activities designed to develop skills which will support children and young people to become independent learners
- Provide props to support children and young people to manage and increase their self-esteem for example, celebration of strengths, reinforcement of success

Example identified barrier and need	Example provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the children and young people
<p><b>Specific learning difficulties</b></p> <p>Specific learning difficulties affecting one or more specific aspects of learning such as literacy difficulties, numeracy difficulties, or specific language impairment</p> <p>(Note: a small number of children may have a formal diagnosis of such as, dyslexia, dyscalculia or dyspraxia)</p> <p>For all areas of need any provision or support should be provided in line with the needs of the child or young person and is NOT dependant on any formal diagnosis</p>	<ul style="list-style-type: none"> <li>• Routinely use assessment through teaching to identify the areas of need, in consultation with the child or young person or through observation</li> <li>• Use metacognitive approaches of ‘learning to learn’ and by seeking to understand the learner’s difficulty and asking them what helps</li> <li>• Take a neuro-diverse approach to recognise children and young people’s unique perspectives; recognise strengths where they are</li> <li>• Recognise and celebrate success in other areas of children and people’s lives</li> <li>• Make simple changes for example, differentiate font and size, use coloured paper, line spacing, overlays, lighting adaptations, ICT</li> <li>• All staff will be informed about and where appropriate trained in strategies or approaches to use in line with advice from assessments or consultation</li> <li>• Use evidence-informed approaches to address needs and support children and young people to develop skills such as spelling, handwriting, literacy, numeracy</li> <li>• Appropriately draw on the support and advice of specialists and specialist guidance commissioned by the local NHS Clinical Commissioning Groups and Achieving for Children: <ul style="list-style-type: none"> <li>• HRCH OT <a href="#">Occupational therapy - Children (Richmond): Hounslow &amp; Richmond Community Healthcare</a></li> <li>• HRCH SALT <a href="#">Speech and language therapy - Children (Richmond): Hounslow &amp; Richmond Community Healthcare</a></li> <li>• HRCH Physio <a href="#">Physiotherapy - Children (Richmond)</a></li> <li>• AfC OT <a href="#">Local Offer / Information And Advice / Health Services / Health Services Kingston / Community Paediatric Occupational Therapy / Occupational Therapy Strategies and Advice</a></li> <li>• Your Healthcare: <a href="http://www.yourhealthcare.org/services/childrens-speech-and-language-therapy/">www.yourhealthcare.org/services/childrens-speech-and-language-therapy/</a></li> </ul> </li> </ul>

## Social, emotional and mental health difficulties (SEMH)

This provision could be in addition to the expectations in Section 1

Example approaches and Strategies	Example resources, advice and consultation available
<p>Settings could assess SEMH needs using tools such as the Boxall Profile (<a href="#">Boxall Profile Online</a>), take-up the Education and Inclusion Support Service's remote consultation offer and engage with the lead SEND School Improvement Partner to help staff understand the barriers to learning that children and young people may be facing</p> <p>Learning needs could also be reviewed using the setting's own screening or assessment tools or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by unmet learning needs or communication difficulties</p> <ul style="list-style-type: none"> <li>• Use whole setting approaches to promote wellbeing and resilience in all children and young people</li> <li>• Create a behaviour policy underpinned by a clear ethos and values</li> <li>• Use restorative approaches to build, maintain and repair relationships</li> <li>• Deliver anti-bullying work across the whole setting</li> <li>• Identify and match key adults to build a positive and trusting relationships with selected children and young people</li> <li>• Create and rehearse social stories</li> <li>• Set up small group or one-to-one work with the emotional literacy support assistant (ELSA), learning mentor or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Use of early help assessment</li> <li>• Consult with the Single Point of Access (SPA)</li> <li>• Access the range of services and support in Achieving for Children's guide: <a href="#">Support Map</a></li> <li>• Educational Psychology Service</li> <li>• Take up professional advice offered through the Education, Inclusion Support Service remote consultations</li> <li>• Take up professionals consultation with CAMHS Single Point of Access (SPA)</li> <li>• Consult the School Nursing Service</li> <li>• Seek guidance from Achieving for Children's range of relevant services when considering the use of part-time timetables: Education Welfare Service, Virtual School, SEND Service</li> </ul>

- Provide support for staff working with children and young people with SEMH via group or individual reflective supervision or debrief sessions, particularly after incidents
- Emphasise choice rather than control and allow children and young people 'take-up time' to respond to choice whenever possible
- Use distraction techniques
- Give responsibility to individual children and young people as a demonstration of trust
- Explicitly teach de-escalation and self- management strategies
- Use PSHE, circle time and curriculum approaches to explicitly teach rules and routines, build self-esteem, and develop prosocial behaviours and emotional skills to all children and young people
- Establish nurture groups with dedicated space and time, and invite appropriate children and young people
- Developing attachment aware strategies (training is available from the Virtual School)

Developing trauma-informed policies, practices and strategies and train staff

Example identified barrier and need	Example provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the children and young people
Difficulties participating and presenting as withdrawn or isolated	<ul style="list-style-type: none"> <li>• Conduct assessment through teaching, for example are there parts of the curriculum that the learner finds easier to manage than others? Use these to develop confidence</li> <li>• Establish small group work, for example focused on friendship or social skills, nurture groups</li> <li>• Backward chaining, for example bringing the learner in at the end of assembly or setting day</li> <li>• Deliver play-based learning activities</li> <li>• Seek to understand children's and young people's particular interests, and use these as vehicles to engage them and others, where possible</li> <li>• Establish buddying or peer mentoring</li> <li>• Give responsibility such as for looking after someone else or a task of benefit to self and others, as a means of engendering trust</li> </ul>
Displaying challenging behaviour, for example refusal to follow instructions, aggression, damage to property	<ul style="list-style-type: none"> <li>• Give consistent messages, but be flexible in approach, for example 'I want you to be in class learning' is the consistent message, the approach to support this happening may vary or be flexible depending on individual needs</li> <li>• Make reasonable adjustments and differentiate the means of engagement or output expectations for children and young people with SEMH, with the same consideration to those made for other types of need</li> <li>• Work jointly with parents and carers and adults who know the child well, to understand their history and context, to understand the antecedents for the behaviour.</li> <li>• Understand that behaviour is a method of communication, for example what is the child or young person trying to communicate, what are they trying to achieve, what might they be avoiding, and establish what strengths and abilities they have that might be built on in learning how to communicate those needs differently</li> <li>• Support children and young people to build intrinsic skills: to recognise antecedents of harmful or hurtful language or behaviour, and to embed substitute and pro-social language and behaviours, modelled by others</li> <li>• Offer choices to allow children and young people some element of control with the same end result, for example 'Would you like to talk to me now or in a minute?'</li> <li>• Develop children and young people's readiness to learn</li> </ul>

	<ul style="list-style-type: none"> <li>• Give consideration of the timetable and transitions, anticipate, plan for and support the child or young person to rehearse transitions</li> <li>• Convene 'Team around the child' style meetings, involving the family, seeking to understand the behaviours</li> <li>• Carry-out risk assessments, involving other staff and parents as necessary</li> <li>• Communicate with parents to understand what might be triggering behaviour; liaise with and involve other agencies as appropriate</li> <li>• Agree and co-produce a behaviour plan or contract with the child or young person, review that regularly, celebrate compliance and success</li> <li>• Undertake and communicate a consistent, whole setting approach towards behaviour expectations, management and restorative approaches. Train all staff in the approach and expectations</li> <li>• Clearly and explicitly communicate behaviour expectations to all children and young people in whole setting assemblies, tutor groups and PSHE</li> </ul>
<p>Behaviours may reflect:</p> <ul style="list-style-type: none"> <li>• anxiety or depression</li> <li>• self-harming</li> <li>• substance misuse</li> <li>• eating disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Inquire into and unpick behaviours – negative and positive – to understand what lies behind them</li> <li>• Take a multi-professional approach - involve both within-setting and outside professionals</li> <li>• Identify what is not right from the child's or young person's perspective, through engagement with them</li> <li>• Review the child's or young person's history and context, seek to understand when behaviour started to change</li> <li>• Liaise and collaborate with parents and carers to understand the child's or young person's context and lived reality</li> <li>• Make resources available as substitutes for self-harming behaviours such as elastic bands, marbles, putty</li> </ul>

Example identified barrier and need	Example provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the children and young people
Physical symptoms that are medically unexplained such as soiling, stomach pains	<ul style="list-style-type: none"> <li>• Provide stress relieving activities eg, games, dance, colouring, gardening, animal care, forest school activities</li> <li>• Keep a log and analyse patterns or trends to identify triggers</li> <li>• Liaise with a school nurse</li> </ul>
Attention difficulties	<ul style="list-style-type: none"> <li>• Seek to understand the reasons. Is there a pattern?</li> <li>• Allow and enable movement breaks, concentration breaks, snack breaks</li> <li>• Have and communicate a clear structure to the day through a range of means</li> <li>• Have clear expectations regarding behaviours and a clear and consistent response to behaviours</li> <li>• Being aware of times of the day that may be more difficult for children and young people such as transitions</li> <li>• Give consideration to discipline procedures or behaviour policies and any reasonable adjustments that need to be made (Equalities Act, 2010)</li> </ul>
<p>Attachment difficulties (including attachment disorder)</p> <p>Note: any provision or support should be provided in line with the needs of the child or young person and is NOT dependent on any formal diagnosis</p>	<ul style="list-style-type: none"> <li>• Provide nurture groups and invite the child or young person to them, or ensure the provision of a nurturing ethos in all staff through training</li> <li>• Liaise with parents and carers to gain a shared understanding of children and young people's history and context</li> <li>• Ensure that transition planning starts well in advance of a child or young person joining the setting including pre-visits; meeting with or photos of key staff, explaining the support that is available at the setting</li> <li>• Develop a supportive, structured curriculum</li> <li>• Make aware and train all staff about any child or young person with attachment difficulties, how their needs manifest, and how to respond to those needs</li> <li>• Consider differentiation to discipline procedures or behaviour policies, in line with Reasonable Adjustments requirements (Equalities Act, 2010)</li> <li>• Consider the range of children and young people that may have attachment difficulties because of their family contexts eg, adopted, forces' families, those previously subject to child in need or child protection plans, looked after children</li> <li>• Liaise with other services including Educational Psychology, Virtual School, Early Help, Education Inclusion Support Service, SEND Lead School Improvement Partner and others for training and advice including gaining attachment aware or trauma informed status for the setting</li> </ul>



<p>Low level disruption or attention seeking behaviours, eg, talking out of turn, frequent interruptions to learning, fiddling with objects</p>	<ul style="list-style-type: none"> <li>• Differentiate the use of voice, gesture and body language</li> <li>• Focus on reducing children and young people's anxiety and thereby behaviours</li> <li>• Be flexible and creative in the use of rewards and consequences eg, 'catch them being good'</li> <li>• Give positive reinforcement of expectations through verbal scripts and visual prompts</li> <li>• Create a time out or quiet area in the setting</li> </ul>
<p>Difficulty in making and maintaining healthy relationships</p>	<ul style="list-style-type: none"> <li>• Set up small group or nurture group activities to support personal social and emotional development</li> <li>• Offer a range of differentiated opportunities for social and emotional development, for example buddy systems, friendship strategies, guided discussions in circle time</li> <li>• Use restorative approaches as a means to building understanding and trust between children and young people</li> </ul>

Example identified barrier and need	Example provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the children and young people
Difficulties following and accepting adult direction	<ul style="list-style-type: none"> <li>• Look for patterns and triggers to identify what may be causing behaviours</li> <li>• Use positive scripts - positive language to re-direct, reinforce expectations eg, use of others as role models</li> <li>• Use calming scripts to de-escalate, for example invite the child or young person to pause for 10 seconds for 'thinking time'</li> <li>• Offer a limited range of choices to help engage and motivate</li> <li>• Be flexible and creative use of rewards and consequences, for example 'catch them being good', sticker charts or other more age-appropriate reward or recognition systems</li> <li>• Create and display visual timetables and use visual cues, for example sand timers to support sharing</li> </ul>
Presenting as significantly unhappy or stressed	<ul style="list-style-type: none"> <li>• Identify and build on children's and young people's preferred learning styles</li> <li>• Create a safe place or quiet area in the setting for negotiated or pre-agreed self-directed access</li> <li>• Collaborate and plan support with parents or carers, to ensure consistency between the home and setting, schedule regular liaisons to give and receive feedback</li> <li>• Create and rehearse social stories as a means to identifying triggers and scripts for overcoming them</li> </ul>
Patterns of non-attendance	<ul style="list-style-type: none"> <li>• Liaise closely with the family, collaborate and plan shared messages about expectations and shared approaches to ensure consistency between the home and setting</li> </ul>

## Sensory and/or physical needs

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

Example approaches and strategies	Example resources, advice and consultation available
<ul style="list-style-type: none"> <li>• All staff are aware of individual children and young people's sensory or physical disability and implications in all teaching and learning environments</li> <li>• Favourable seating arrangements are made</li> <li>• Staff are aware that for some children and young people, a sensory or physical disability could impact on their language and social interaction</li> <li>• Staff could encourage children and young people to wear and use appropriate sensory equipment and physical aids</li> <li>• Staff should ensure and clarify that all children and young people have understood all instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Make reasonable adjustments in line with the Equality Act 2010</li> <li>• <a href="#">Educational Psychology Service</a></li> <li>• <a href="#">Sensory Impairment Service</a></li> <li>• <a href="#">Portage</a></li> <li>• <a href="#">Occupational Therapy Service</a></li> <li>• <a href="#">Children with Disabilities Team</a></li> <li>• Physiotherapy Service</li> <li>• Solent NHS Therapy Pack</li> <li>• School Nursing Service: Your Healthcare (mainstream School Nursing Service), AfC (Specialist school nursing service for children and young people with complex health needs)</li> <li>• Local bereavement service (linked to young people with life limiting/ degenerative conditions)</li> <li>• <a href="#">Saying Goodbye Project</a> - part of Kingston Bereavement Service</li> <li>• <a href="#">Cruse Bereavement Care</a> - Richmond</li> <li>• The <a href="#">Kingston and Richmond Safeguarding Children Partnership (KRSCP)</a> lists more</li> </ul>

Example identified barrier and need	Example provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the children and young people
Hearing impairment (HI)	<ul style="list-style-type: none"> <li>• good listening behaviour: sitting still, looking and listening</li> <li>• Encourage children and young people to know that it's okay to ask when they are not sure what to do and praise them when they do</li> <li>• Create an expectation of and ensure a quiet and calm working environment, particularly for specific listening work</li> <li>• Ensure that all staff who work with a child or young person with hearing impairment are made aware of that individual's needs, and how best to support them in the setting</li> <li>• Have quiet areas available in playgrounds as respite from noise</li> <li>• Use pointing, natural gestures and signs (Makaton, Signalong or BSL) if known to support communication</li> <li>• Create and display visual timetables and use visual cues such as sand timers to support. Make reasonable adjustments in line with the Equality Act 2010</li> <li>• Seat children and young people near the front of class with a clear view of the teacher's face and any visual materials used</li> <li>• Deliver instructions clearly and at an appropriate volume and pace, write down key words, key information and new vocabulary</li> <li>• In plenary sessions repeat other students' comments so nothing is missed. Repeat or rephrasing pertinent comments made by others, ensuring the child or young person can access those comments</li> <li>• Check the lesson content has been heard and understood, particularly when delivering new information, instructions or homework and/or using unfamiliar vocabulary</li> <li>• Be aware of children and young people who may use lip-reading and visual clues to support their hearing. Make sure that they are face-on when talking and listening to the instructor who should avoid moving around the room whilst talking</li> <li>• Use visual reinforcement, for example pictures and handouts to support learning</li> <li>• Be aware that during PE lessons and activities outside a classroom it may be more difficult to hear and follow instructions</li> <li>• Words spoken on an audio or visual recording may need a person to repeat what is being said, provide written copy or use subtitles</li> <li>• Undertake basic adaptations to the environment such as carpeting, soft furnishing, rubber feet on the table and chair legs, etc that will reduce noise</li> </ul>

	<ul style="list-style-type: none"> <li>• Seat the child or young person away from sources of noise, for example windows, corridors, fan heaters, projectors, the centre of the classroom, etc</li> <li>• Encourage haring</li> <li>• Ensure that staff work together with other professionals to share strategies and advice to support the child or young person</li> </ul>
Visual impairment	<ul style="list-style-type: none"> <li>• Make reasonable adjustments in line with the Equality Act 2010</li> <li>• Make sure that materials are presented in the correct font size to reduce visual fatigue</li> <li>• Make sure that photocopies and enlargements are of good quality</li> <li>• Embolden lines on diagrams and graphs to make them easier to see</li> <li>• Avoid presenting support materials or resources which are too 'busy' or have too much on the page</li> <li>• Use ICT such as tablets connected to whiteboard via Join Me or reading apps</li> <li>• Provide talking books, literature, books in Braille</li> <li>• Ensure that mobility or cane training is accessed where necessary and able to be practised in the setting</li> <li>• Use talking equipment for life skills or curriculum activities</li> <li>• Ensure that staff work together with other professionals to share strategies and advice to support the child or young person</li> <li>• Ensure that lighting is sufficient and consider task lighting if necessary</li> <li>• Allow time for student transitions where light levels may vary, for example from inside to outside</li> <li>• Keep classrooms tidy and declutter the floor, if the room layout changes give the visually impaired student opportunities to move around and get used to changes before others use the room</li> <li>• Give the visually impaired student a peg or locker at the end of the row so it is easy to find.</li> <li>• Give the visually impaired student a set place in the dining hall at the end of a row or table so it is easy to find</li> <li>• Make posts and steps visible by marking them out, create quiet areas in the playground and 'buddy stops' so visually impaired students can find their friends</li> </ul>

Example identified barrier and need	Example provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the children and young people
Physical disability	<ul style="list-style-type: none"> <li>• Make reasonable adjustments in line with the Equality Act 2010</li> <li>• Enable staff to work together with the family and other professionals to share strategies and advice that support the child or young person consistently in the setting</li> <li>• Undertake moving and manual handling training</li> <li>• Ensure that relevant support equipment is available and that staff know how to use it or to coach the child or young person in how to such as: work chairs, standing frames, walkers, ICT tablet grips, switch operated life skills and curriculum equipment</li> <li>• Undertake accessibility planning</li> <li>• Train staff in hoisting</li> <li>• Ensure relevant staff have training in care and appropriate hygiene facilities</li> <li>• Provide adapted equipment for specific aspects, for example cutlery, crockery, scissors</li> </ul>
Severe and complex medical needs including a life threatening diagnosis or condition	<ul style="list-style-type: none"> <li>• Make reasonable adjustments in line with the Equality Act 2010</li> <li>• Support equipment such as lockable medicine cabinets, first aid bags, fridges</li> <li>• Rotated medication or care training for identified staff</li> <li>• Liaising with specialist colleagues for up to date training</li> <li>• Bereavement training and policies</li> <li>• Regular home contact when or if the child or young person is not attending the setting to maintain connection with the setting and learning community</li> </ul>
Difficulties with processing sensory information	<p>In addition to the sensory provision outlined in Section 1:</p> <ul style="list-style-type: none"> <li>• staff to work together with other professionals to share strategies and advice to support the child's needs</li> <li>• seek occupational therapy support to contribute to training on how to implement sensory strategies throughout the child's day</li> <li>• staff training through CPD</li> <li>• individual work stations</li> <li>• build resilience using timers</li> </ul>