

# Northumberland's Ordinarily Available Provision Guidance:

Expectations of all schools and settings



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# Foreword by the Director of Education

Welcome to our Ordinarily Available Provision approach for Northumberland.

We are committed to building a safe, happy, healthy and successful future for all our children, none more so than those with a disability or learning need. Our Education and Skills Priorities identify the commitment and approach that we have set out to ensure that all of our children are able to access education that is timely specifically caters to their need and is, ideally, much closer to home than ever before.

Timely identification and well planned support is essential if we are to work together to secure the best outcomes for Northumberland's children and young people with SEND.

Every school and college is required to identify and address the additional needs of all learners. This guidance explains to schools, parents, carers and other practitioners, what should be in place in mainstream schools and settings for children and young people with special educational needs and /or disabilities.

We look forward to working together to ensure that our children and young people benefit most from our collaborative, values based approach, leading to successful outcomes and bright futures for all.

**Audrey Kingham**  
*Director of Education and Skills*



# Foreword by the Head of Inclusive Education

As all children and young people are unique, it is not intended that every part of this guidance will be required for every learner, but rather it gives a range of strategies that can be used in schools flexibly. Of great importance is that schools and settings work with individual learners and their families to identify which approaches and strategies will work best for them.

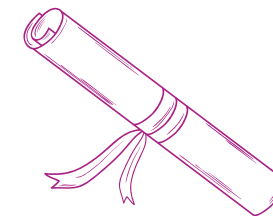
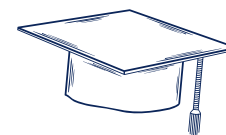
The SEND Code of Practice (2015) states that the Local Authority (LA) must set an authority wide description of the special educational provision it expects to be available in its area. We hope that using this guidance in conjunction with the other resources cited at the end, along with the Northumberland Graduated Approach Guidance and the SENCo Handbook, will enable leaders of educational settings at all levels to have a clear understanding of what is expected. The Local Authority is in a strong position to support schools with setting based provision through the work of the Northumberland Inclusive Education Service (NIES) which is organised and staffed to provide high quality support to children and families across the County, largely through advice and guidance provided to schools and settings. With a key priority of Education and Skills in Northumberland being to enable children and young people to thrive in inclusive settings as close to home as possible, working together and ensuring clarity of expectation is at the heart of all that we do.

**Nicola Taylor**

*Head of Inclusive Education Service  
and SEN Transformation*



# Introduction



Northumberland's vision is that learners with SEND have the best start in life and are supported, through highly effective and inclusive educational provision, to:

- Achieve their best and realise their full potential
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood (whether into employment, further or higher education or training).

Northumberland's 'Ordinarily Available Provision: Expectations of all schools and settings' sets out clear expectations that will ensure inclusive provision which is of a consistently high standard across all educational settings. The document also sets out, in section two, a range of reasonable adjustments which may effectively support inclusion of all learners. Strategies are non-exhaustive and it is for leaders, SENCos and setting staff to work together with learners and their families to identify what adjustments are required.

## Our Key Principles

### 1. Collaboration, Communication and Co-production

Parents, carers and their children and young people are included and involved in decisions, planning and reviewing provision that is made to overcome any barriers to their learning.

### 2. High quality, appropriate, purposeful provision

Schools put in place provision that is evidence based and based on individual needs.

### 3. Strong focus on inclusive practice

Schools endeavour to remove barriers to learning, progress and social inclusion. They create environments that ensure that all learners feel a strong sense of belonging. Reasonable adjustments are made so that they can be fully included in all aspects of school life.

## Context

Schools, settings and the Local Authority have clear duties around the support of learners with special educational needs and/or disabilities ("SEND") under the Children and Families Act 2014 and Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015 (the "Code"). See [further guidance](#) section to access links to both.

Schools must "have regard" to the Code. This means that they should do what it says or be able to explain why they have not done so. In this case, they should be able to explain what they have done instead.

The law says that where a parent of a learner with SEND, or a learner with SEND themselves, wants a place in a mainstream setting, this must be made possible. Stating that mainstream education is unsuitable or a child/young person's needs are too great is not acceptable.

Mainstream schools must make sure that learners with SEND can take part not only in lessons, but in all the activities within in a school alongside everyone else (section 35 of the Children and Families Act 2014).



## Overview of guidance

Every school and college is required to identify and address the differing needs of all learners. This guidance provides both explicit expectations of and supportive strategies for setting leaders, SENCos and staff in mainstream settings to meet such needs.

Schools and settings can use the guidance to help them to make sure that they have in place all that is expected of them in law and within national guidance.

This guidance is divided into two sections:

- [Section One](#): Inclusive practice - expectations of all schools, for all learners
- [Section Two](#): Putting in support for learners within the 4 broad areas of need

Settings must use their 'best endeavours' to put in place all reasonable adjustments relevant for each learner with SEND. If a parent/carer and/or SENCo determines that SEN are long term, they will work together to request an Education, Health and Care needs assessment from the Local Authority. This is determined in law, and may result in the issuing of an Education, Health and Care Plan, or EHCP.

## The 'Best Endeavours' Duty

One of the key duties is for schools to use their 'best endeavours' to support learners with SEND (this applies to mainstream and alternative provision settings).

The law says:

*"If a registered learner or a student at a school or other institution has special educational needs, the appropriate authority must, in exercising its functions in relation to the school or other institution, use its best endeavours to secure that the special educational provision called for by the learner's or student's special educational needs is made."* (Section 66 of the Children and Families Act 2014 – see ['further guidance'](#)).

Here, the 'appropriate authority' means the governing board of the school. The legal duty belongs to them and not the Head Teacher of the school.

These duties apply to all learners with SEND whether they have an Education Health and Care Plan (EHCP) or not.

What this means is that schools have to do everything possible to meet a learner's needs. Governing Bodies have to enquire about, and make sure that their schools are making, all reasonable adjustments so that learners with SEND are genuinely included.

Also, the best endeavours duty means that schools have to consider finding specialist support from outside agencies where it would be useful:

*"Where a learner continues to make less than expected progress, despite evidence-based support and interventions that are matched to the learner's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies."* (SEND Code of Practice paragraph 6.58 for schools – see ['further guidance'](#)).

## The Equality Act 2010

Schools also have a range of duties under the Equality Act 2010. A link to the Equality Act 2010 can be found in the [guidance section](#).

Key points:

- The Equality Act 2010 provides a single source of discrimination law.
- The Act requires that schools must not unlawfully discriminate against learners because of their sex, race, disability, religion or belief or sexual orientation.
- The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled learners or those with additional educational needs.

## Ordinarily Available Provision

### High Quality Teaching

Without exception, this must be available to all learners and provided within a positive and enabling environment.

Schools are required to use their best endeavours to make all reasonable adjustments to meet learners' needs within the classroom

### Identification of need / barriers to learning

Some learners will require targeted interventions which compliment high quality teaching and are usually available within the classroom

### Additional Support Needs

Fewer learners (approx. 12-13%) will require a more detailed support plan, incorporating input from external agencies, in order to meet need(s) and/or overcome barriers to learning

### EHCP Support

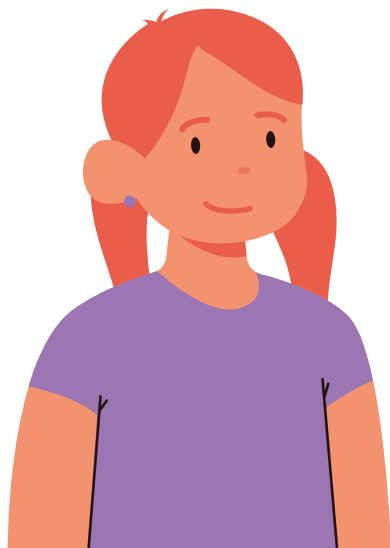
Approximately 3-4% of learners will require an Education Health and Care Plan (EHCP).

An EHCP will, for most learners, provide the support required to continue to attend a mainstream setting.

Pupil Passport / Pupil Profile

SEND Support Plan

EHCP



# Section One: Inclusive Practice

## - Expectations of all schools



This section is intended to support all schools and settings to plan, put in place and reflect on their effective and inclusive provision for all learners. This is important if learners are going to be able to attend a school as close to home as possible and make good progress with all aspects of their learning.

Northumberland Local Authority and educational settings will:





## What does being inclusive mean?

### 1. Recognising strengths

**All schools and settings recognise and celebrate the strengths, abilities and interests of all learners by:**

- Ensuring that everyone shares high expectations, and is ambitious for all learners
- Making sure that all school policies reflect an inclusive ethos
- Accepting and celebrating difference, promoting inclusion within both schools and the local community
- Getting to know and valuing all learners as individuals, planning what they need to support their learning
- Using effective and personalised reasonable adjustments
- Sharing information with parents and carers about progress and well-being

### 2. The voice of the learner and partnership with parents and carers

**All Schools and settings put the voice of the learner and their family at the centre of planning by:**

- Encouraging all learners, along with parents/carers, are involved in making decisions about what is helpful and needed to support learning
- Encouraging learners and their parent(s)/carer(s) to share their aspirations
- Agreeing targets and outcomes with parent(s) / carer(s) and learners which are designed to help the learner achieve their aspirations
- Supporting learners to understand their targets and how they can achieve them
- Ensuring learners are on the school's SEN register and their parent(s) / carer(s) are invited to review progress, support and intervention at least three times each year
- Supporting learners to understand how they learn best and how they can develop independence, encouraging them to celebrate their achievements
- Involving learners and their parent(s)/carer(s) in planning and preparing for adulthood from the earliest age
- Ensuring the SEND Information report is on the school's website, and that is easy to read, co-produced with parents and carers
- Ensuring that parents and carers are aware of the Northumberland Local Offer (see 'further guidance' for a link) and know where to find information about it on the school's website
- Ensuring all parents/carers feel confident to approach school and know who to talk to about their child

### 3. Aspirational goals

**Schools work together with learners and their families to agree and achieve aspirational goals which are important to them by:**

- Working with individuals to understand what they want for the future, then planning how this can be supported
- Seeking the support of others if needed to help reach those goals
- Identifying and understanding any possible barriers to reaching goals, working together to remove them
- Knowing learners' starting points and assessing progress accurately, using this information to plan future support as needed
- Making sure that all aspects of the learner's development are thought about (ie. health and wellbeing as well as academic progress)
- Providing opportunities and support to learners for to help them measure their own progress
- Monitoring all interventions and assessing them for impact, making changes if something isn't working
- Providing regular, accessible and specific feedback
- Finding out from learners how they learn and achieve best, ensuring that this is their normal way of working wherever possible.





## 4. The physical and sensory environment

All schools and settings are flexible to develop and deliver a physical and sensory environment that effectively meets the needs of all learners by:

### Physical environment

- Assessing the accessibility of the school environment and making reasonable adjustments to meet the needs of individual learners
- Ensuring there is a regularly reviewed accessibility plan and that this is shared on school's website
- Adjusting existing provision and seeking external advice if required in advance of new learners starting
- Ensuring all resources are easily accessible and well signposted to learners, promoting inclusion and independence
- Seeking information from learners and their families as to what adaptations and adjustments may need to be made
- Providing additional support and equipment as required
- Using assistive and augmentative communication (AAC) strategies to support alternatives to written recording when needed and to promote independence
- Considering texture, colour and font-type of texts presented to learners

### Sensory environment

- Being aware and accepting of the sensory needs of individual learners, including, e.g. hyper- and hypo- sensitivities to external stimuli and the potential negative impact of clothing type or texture
- Accepting and supporting self-regulatory behaviour such as fidgeting or 'stimming'
- Creating learning environments which are structured, understandable, and predictable
- Fostering a calm, low arousal learning environment and wherever possible have a withdrawal space(s) for use when needed
- Removing or reducing sensory stimuli, including maintaining tidy, orderly classrooms, removing or reducing wall mounted reflective surfaces (e.g. laminated posters) and reducing the visual 'noise' of all displays
- Assessing when learners may benefit from the use of supportive sensory equipment as required
- Considering all sensory needs when creating seating plans and arranging movement breaks
- Considering the impact of any lighting in the room and adjusting this when it causes issue for learners
- Providing optimum listening conditions which absorb or minimise certain sounds

For further information on bullet points, above, see ['further guidance'](#)

## 5. Personal development

All schools ensure that there is a strong focus on effective provision which supports learners' personal development and promotes wellbeing by:

- Having an ethos of acceptance, including a behaviour / relationships policy which is grounded in positive language and is sensitive to different and additional needs
- Taking a coordinated and evidence informed approach to mental health and wellbeing
- Recognising the prevalence of poor mental health in learners with SEND and the impact of unmet need on a learner's mental health
- Through a good whole school approach, providing strong preventative and reactive measures which promote good mental health, also ensuring that Mental Health First Aiders understand SEND and are available to support in crisis situations
- Ensuring all learners know who they can talk to in school if they are worried or have a concern
- Educating all learners to be aware of, sensitive towards and accepting of difference
- Promoting a zero-tolerance approach to bullying
- Delivering a PSHE programme which supports the development of well-being and resilience
- Seeking the opinions of learners and using their voice to inform effective individualised support for wellbeing
- Creating an environment where all learners feel they belong, are safe and are valued
- Supporting all learners to develop an understanding of their own emotions and of supportive strategies they can use when dysregulated or upset
- Accepting and actively supporting needs-based and regulatory behaviours
- Ensuring all staff are clear on processes for referring to external mental health support, across all parts of the 'need' scale and from services and teams across Education, Health and Social Care (e.g. Early Help Hubs, School Health, Primary Mental Health and CYPS)



Supporting  
learners'  
personal  
development

## 6. Curriculum

Schools are flexible in developing and delivering a curriculum that effectively meets the needs of and responds to all learners by:

**Developing a broad and balanced curriculum which recognises and promotes the need for a range of pathways and is aspirational for all learners by:**

- Ensuring genuine access to all available curriculum subjects at all stages and for all learners
- Including all learners in all learning opportunities including extra-curricular activities and educational visits
- Successfully developing an ambitious curriculum which is designed to meet the needs of all learners and develops their knowledge and skills and ability to apply them
- Ensuring all learners are provided with opportunities to develop acceptance of different needs and disabilities
- Providing opportunities for learners with SEND to plan and co-produce resources to help raise awareness of difference
- Establishing high quality teaching across the school which is differentiated and personalised to meet individual needs

**Inclusive lesson planning, using knowledge of each learner to inform practice, for example by:**

- Encouraging independent learning (e.g. via pre-teaching, overlearning, scaffolding and appropriate differentiation)
- Modelling tasks to help learners understand what is expected
- Using a range of visual and auditory methods to show and explain planned outcomes and learning activities
- Planning the work of all adults in the classroom so that they are effectively supporting the learning of all learners
- Breaking down tasks into small, manageable steps which are clearly explained and repeated as require
- Ensuring adaptations and additional support with homework are available when needed

**Promoting reflection on curriculum planning and delivery with regards to positive impact on the progress of all learners by:**

- Analysing and reporting assessment data with particular attention to the outcomes for learners with SEND, and using this to inform curriculum development
- Quality assuring strategies to ensure that they are supporting learning and are therefore good value for money
- Ensuring that teachers fully understand the progress of CYP through the assessments they use, meaning that they can forward plan what is needed to move to the next steps

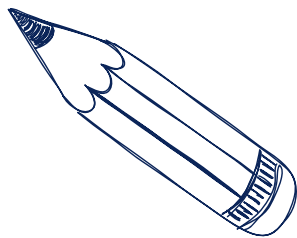
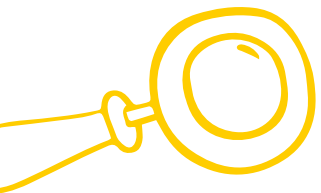




## 7. Staff skills and training

**All schools and settings ensure that staff are well trained in and supported to reflect on the effective teaching of learners with SEND by:**

- Ensuring that there is a culture of inclusion and a focus on best practice for learners with SEND
- Prioritising the effective leadership of SEND provision
- Promoting the understanding that every teacher is a teacher of SEND with responsibility for the learners in their classes
- Embedding understanding and use of the graduated approach by all staff, having a whole school approach to Continued Professional Development around SEND
- Ensuring that school priorities clearly identify areas for development around inclusion
- Ensuring that all staff understand the importance of the voice of the learner and their parent(s) / carer(s)
- Providing an induction programme which includes information and training on how to fully include learners with SEND
- Supporting staff to understand that behaviour can be the result of an unmet need
- Ensuring all adults within classrooms are supported to develop learner skills, encourage progress towards achieving targets and promote independence
- Making sure that all staff understand any 'out of lesson' interventions and how those interventions support classroom learning and progress
- Encouraging all staff to regularly reflect and review their current teaching and learning strategies
- Regularly sharing effective supportive strategies across staff teams
- Encouraging peer support within a culture of coaching and reflections to inform and develop practice





## 8. Professional advice

**All schools and settings seek, record, share and implement advice from professionals by:**

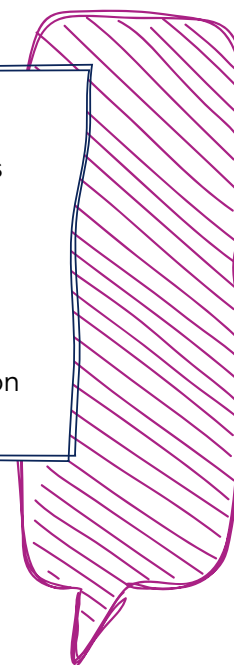
- Ensuring all staff know how to access extra support and advice from colleagues
- Making timely and appropriate referrals to external agencies for further advice and support, and making sure the learner and their parent(s)/carer(s) know why the support and advice is being sought
- Keeping clear records of all agencies and/or services involved in supporting a learner
- Sharing information with relevant staff teams
- Applying advice and recommendations from colleagues and external practitioners to inform and support what is in place for a learner in school



## 9. Transition

**Schools work together to ensure effective transition between stages of learning and into adulthood by:**

- Making sure that everyone works together to support transition; learner, school staff, parents/carers, outside agencies
- Planning support before, during and after a move between schools, or between years in school
- Sharing all information on necessary support for individual learners with a next setting
- Sharing detailed information about a learner with all relevant staff at transition points
- Planning learning and transition activities to support the learners understanding of transition (e.g. social stories)
- Supporting development of resilience, coping skills, social communication skills and preparation for common transition difficulties that can be associated with greater risks of school refusal



# Section Two: Providing support for learners within the broad areas of need

The four broad areas of need are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Physical and/or Sensory**

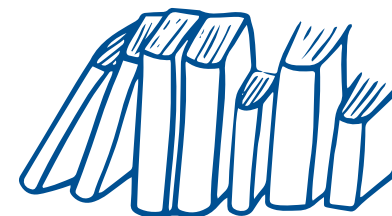
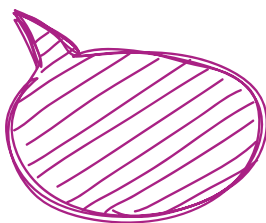


## The Assess, Plan, Do, Review Cycle and the Graduated Approach

**Co-production with learners and their families is the starting point when planning, implementing and reviewing SEND provision.**

Each learner's provision will be made up of a range of support, strategies and interventions that will be regularly monitored, reviewed and evaluated to inform next steps (the Assess, Plan, Do, Review Cycle). Provision and support put in place often does not remain the same over time. During this process, understanding of what is needed and what works best is developed by a SENCo, in collaboration with learners, parent(s)/carer(s), school-based staff and other practitioners. For some learners, more support is put in place to make sure that they are included and make progress across the curriculum. This is called The Graduated Approach. Further information on the Assess, Plan, Do, Review Cycle and the Graduated Approach can be found on the Northumberland Local Offer (see '[further guidance](#)' for a link to the local offer).

Provision is put in place as soon as a need appears. It does not rely on receiving a formal diagnosis of a specific condition or disability.







Not all the provision set out here will be required for all learners with a particular need, condition or disability. This will depend on their age, stage of development, stage of education and previous educational experience.

This guidance sets out examples of the provision that the Local Area expects schools to be able to provide. Schools may not have knowledge or experience of all the strategies, interventions and resources set out in this document; in addition, space available within schools can vary and this can have an impact on how provision is delivered and also on the sensory environment. It is important for schools to seek training, advice or guidance about individual needs where necessary and specialist teams within the Local Authority can support with this. Working with families and young people themselves is the best way to understand the possible impact of the environment on them, and to find solutions.

It is the expectation that all appropriate strategies to support the inclusion of learners with different or additional needs are implemented. It is the school's statutory duty to make reasonable adjustments and set up cycles of support which show an understanding of a learner's needs. By doing this can schools be certain that there is a long term and significant need which might require provision to be laid out in an EHCP.

## The role of the SENCo

The SENCO has a critical role to play in ensuring that children with special educational needs and disabilities within a school receive the support they need. In the most recent Code of Practice, the SENCO must be a qualified teacher and a newly appointed SENCO must achieve a national award required by the post. The SENCO has 'an important role to play with the headteacher and governing body in determining the strategic development of SEN policy and provision and will be most effective if they are part of the school leadership team'.

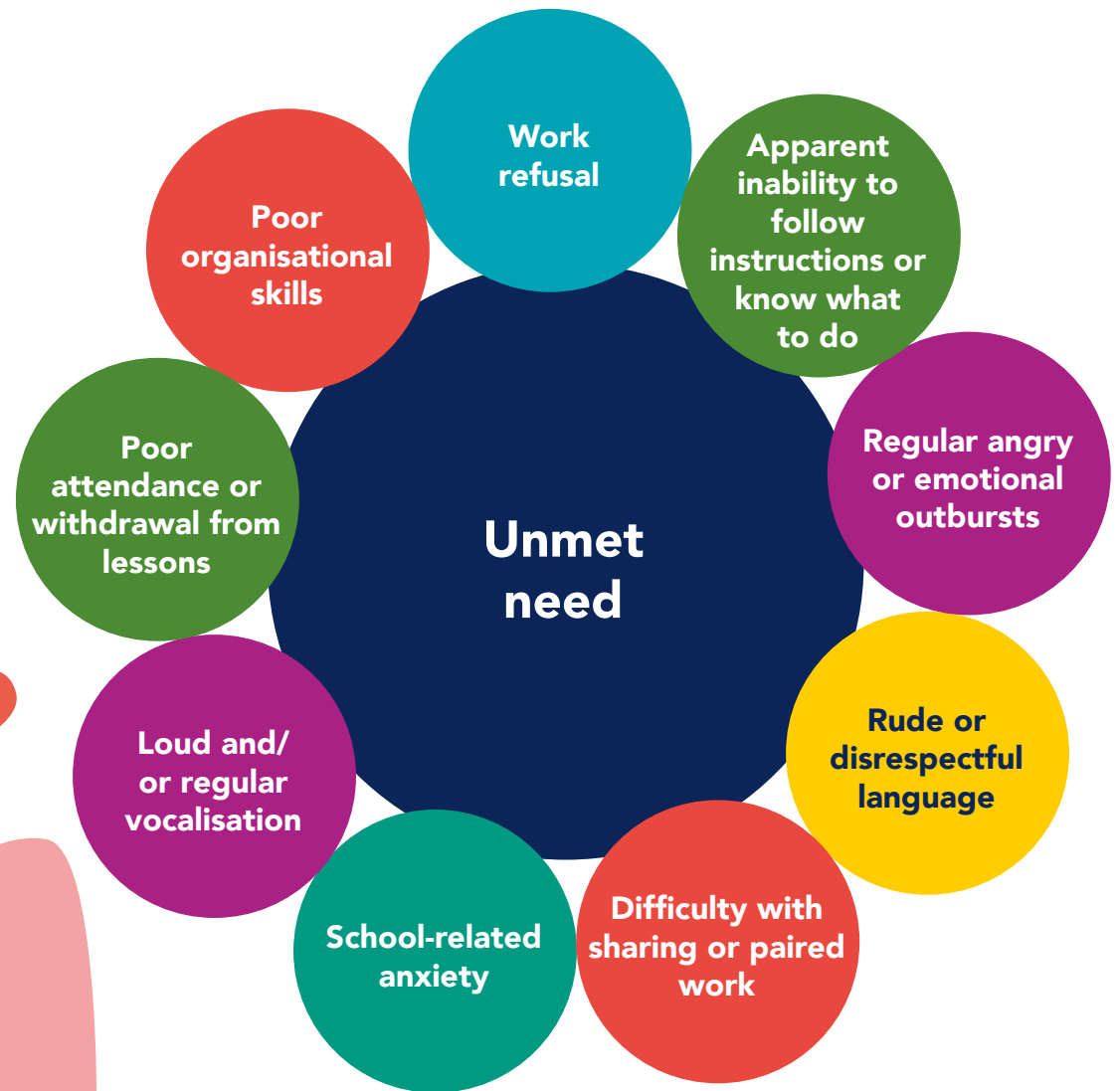
The type of responsibilities a SENCO has are:

- Overseeing the day-to-day operation of the school's SEN policy
- Supporting the identification of children with special educational needs
- Co-ordinating provision for children with SEN
- Liaising with parents of children with SEN
- Liaising with other providers, outside agencies, educational psychologists and external agencies
- Ensuring that the school keeps the records of all pupils with SEN up to date

## Behaviours resulting from unmet needs

Leaders and teaching staff must recognise that the way a learner behaves can be a direct result of them having an unmet need. All schools and supporting professionals must look to understand what lies behind the behaviour, and address that need.

Because unmet needs often lead to poor mental health in learners, it is the responsibility of adults to try and understand the need, put in place strategies to support it, and review the impact of these.



## Communication & Interaction

Learners may require additional support with (see ['further guidance'](#) for more information and support):

- Receptive Language
- Expressive Language
- Use of spoken language or nonverbal communication
- Social interaction, social cognition, social communication and pragmatics
- Speech sounds
- Phonological skills or articulation skills.

*NB. Difficulties may not be restricted to one area and may be demonstrated at different levels.*



### Receptive language difficulties

#### SUPPORTIVE STRATEGIES

- Ensure visual supports are used and are consistent between home and school as well as across classes
- Use matched visuals between timetable, instruction and location or resource (e.g. present a visual cue for movement to the dining hall and ensure the same visual is present on the dining hall door)
- Use visual, sequential steps of learning activity and demonstrate them to support clarity of expectation
- Provide thinking time to support processing of information and give learners time to formulate language and responses
- Simplify language and check understanding regularly, repeating instructions/explanations
- Pre-teach new vocabulary and provide opportunities to practice and reinforce in class
- Use clear language to express sequences of learning or events (e.g. 'Now', 'next')
- Use explicit, developmentally appropriate, instructional language. E.g. Rather than saying "Put it over there", say "Put the pencil on the table." If necessary, model the instruction
- Explicitly plan outcomes relating to receptive language
- Gain the learner's attention, using their name, before giving an instruction and/or make sure they are aware if a group instruction includes them.





## Expressive language difficulties

### SUPPORTIVE STRATEGIES

- Talk alongside adult and learner activities to model language processes
- Provide support strategies to organise ideas and information e.g. mind maps, colour coding
- Consider an evidence-based intervention programme which focuses on listening and attention e.g. Talkboost (Early Years/KS1/KS2)
- Provide scaffolding and models of language structures
- Use visual cues to help a learner to formulate their responses
- Provide vocabulary lists with visuals to help with word finding/recall difficulties
- Teach the use of a structured framework to spoken language and support with visuals, including word maps (who, what, where, when)
- Allow learners to rehearse/practise a response so they can join in class/group activities
- Use role-play to encourage expressive language
- Offer alternative and augmentative communication methods (AAC) e.g. Makaton, PECs
- Implement an individualised language programme as directed by a specialist teacher/speech and language therapist (SaLT) following detailed assessment



## Social communication difficulties (see also 'Autism')

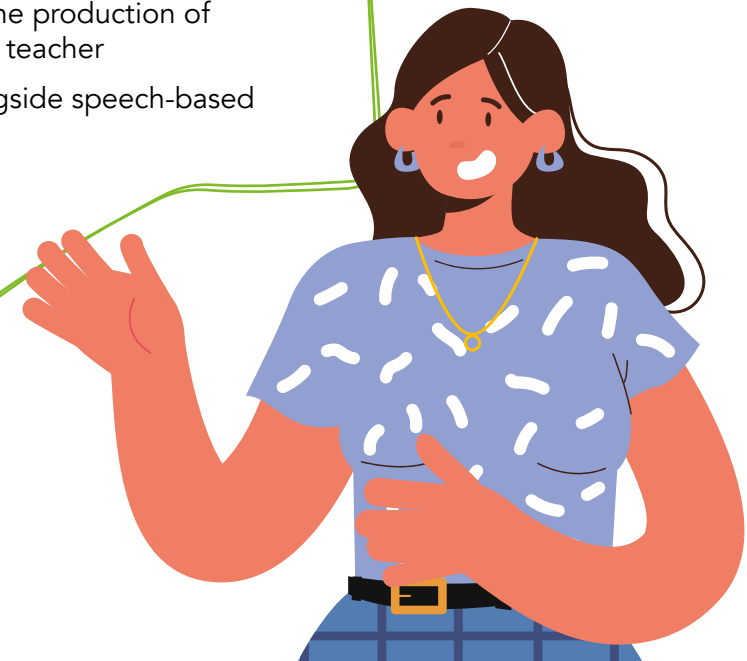
See ['communication and interaction'](#) and ['social understanding and relationships'](#) under ['Autism'](#) section.



## Speech sound difficulties

### SUPPORTIVE STRATEGIES

- Be aware of, sensitive to and accepting of learners' specific difficulties with speech
- Give learners time to process and recall speech sounds correctly
- Use activities to develop phoneme awareness, e.g. use CVC (Consonant, vowel, consonant) words to help distinguish sounds
- Seek advice/assessment from a specialist teacher/speech and language therapist if the usual strategies are not working
- Implement an individualised language programme as directed by a specialist teacher/speech and language therapist following detailed assessment
- Provide access to a quiet room to focus on speech and language work
- Provide specific teaching of sounds, using visuals to support, the production of multi-syllabic words, under the guidance of a SaLT or specialist teacher
- Explore and provide alternative means of communication alongside speech-based support strategies, as directed by a (SaLT) or specialist teacher



## Cognition & Learning

This section provides supportive strategies within the overarching area of Cognition and Learning, broken down into individual focus on specific areas.

An illustration of a woman with dark skin and hair in a bun, wearing a teal shirt and a dark skirt. She is holding two red cards with white text: 'Bb' in her left hand and 'Aa' in her right hand. Above her is a red thought bubble containing the text 'Literacy based needs'. A green line connects the thought bubble to a large green rounded rectangle that frames the 'SUPPORTIVE STRATEGIES' list.

### Literacy based needs

#### SUPPORTIVE STRATEGIES

- Provide high quality training to all staff which details strategies for teaching literacy to a range of learners, including effective use of intervention strategies where difficulties are highlighted
- Provide a consistent and graduated approach to literacy based difficulties that is grounded in up to date best practice
- Incorporate short daily practice sessions to support retention of learning
- Teach one skill at a time and identify effective methods which are suited to the individual
- Ensure differentiated learning tasks that are based on evidenced effective practice
- Ensure that planned learning and support provided by teaching assistants is evaluated for impact, with work and progress monitored and reviewed by the class teacher
- Effectively use SEN support plans to overcome barriers to progress, recording, for example, the use of precision teaching approaches
- Deliver evidence-based Interventions regularly and consistently in the manner in which they were intended. Monitor and adapt intervention based on assessment where necessary
- Consider and offer technology-based literacy support where appropriate
- Seek support from specialist agencies and teachers where relevant
- Model and promote 'talk to write' approaches, whereby learners talk through planned responses before writing



## Numeracy based needs

### SUPPORTIVE STRATEGIES

- Carefully select and use concrete resources to develop understanding of number (e.g. number lines, 100 squares, calculators)
- Recognise the need to provide and / or accept different strategies to solve numerical problems
- Focus on basic number skills which are regularly re-visited in an age-appropriate format appropriate to the learner
- Make learning relevant to the learner, grounding concepts in everyday experiences
- Ensure targeted use of online games/ activities where evidence and observation demonstrate positive impact
- Be aware of the language demands of tasks/ working memory demands and adapt as appropriate
- Pre-teach specific maths vocabulary and concepts



## Attention, concentration and processing difficulties

### SUPPORTIVE STRATEGIES

- Seek to fully understand the cause of attention, concentration and processing difficulties as they may present for a number of reasons, including ADHD, ACEs and early trauma, anxiety disorder, autism etc.
- Make reasonable adjustments to activities, lessons and timetables so that they are delivered flexibly
- Support and accept a learner's movement needs (such as the need for some learners to 'fidget', move and stand throughout a lesson).
- Ensure the following examples are explored and in place as appropriate:
  - Use of timers
  - Use of visual timetables
  - Now and next boards
  - Access to quiet space / movement breaks, active learning, taking into account the sensory needs of the learner
  - Seating in the least distracting place in the classroom for the individual and reduce/limit the other environmental distractions
  - Write a plan with simple stages before any work is started
  - Focus the learner's attention on relevant aspects of the task e.g. highlighting key words, colour coding
  - Remove any unnecessary copying
  - Uncluttered environment including worksheets
  - Short/ chunked tasks and instructions
  - Clear expectations
  - Encouraging learners to be self-aware of what helps and hinders their attention and focus on teaching self-regulation
- Allow a learner time to process information and respond
- Use partner talk time to help learners process and gather their thoughts before sharing with the group
- Some learners may need reduced access to resources to avoid overload
- Have clear classroom routines, including visual timetables, visual cues or task reward cards
- Allow and/or plan rest and movement breaks



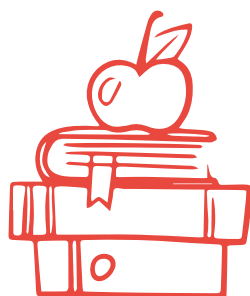


## Working memory and retention difficulties



### SUPPORTIVE STRATEGIES

- Ask learners to repeat back what has been said or is expected
- Provide opportunities for retrieval practice
- In collaboration with a learner and their parents/carers, develop strategies to manage anxieties which might be having an impact on memory and retention
- Support learners to be aware of their own memory strengths and needs, and teach strategies to support memory
- Implement a structured approach to the teaching of fluent handwriting, finding the right age and stage to introduce ICT as a method of recording
- Consider a wider range of methods for recording responses or sharing understanding, such as drawing, mind-mapping, use of apps, voice and video recordings as appropriate
- Present information tasks in a variety of formats e.g. verbal, written, visual
- Observe and respond to how a learner gathers visual, auditory, kinaesthetic and spatial information
- Carefully plan visual modelling and verbal explanation of the task
- Communicate with all key adults a learner's needs and preference to maintain consistency and therefore avoid cognitive overload
- Promote recognition and acceptance of any 'spiky profiles' and variations between expressive and receptive language and build on strengths
- Break tasks or instructions into chunks as appropriate



## Social, Emotional and Mental Health (SEMH)

Social, emotional and mental health (SEMH) needs are a form of special educational needs in which learners have severe difficulties in managing their own emotions and behaviours. This may be present as showing inappropriate responses and feelings to situations.

This means that a learner may have trouble in building and maintaining relationships with peers and adults; they can also struggle to engage with learning and to cope in the school environment without additional supportive strategies. A learner with SEMH needs will often feel anxious, scared and misunderstood.

It is important to recognise the voice of the learner and understand their wider background and home environment in order to determine possible trauma responses as *well* as considering presentation as a symptom of underlying unmet need (such as autism or ADHD).

Some learners may experience short term emotional, social and/or mental health difficulties as a direct result of circumstance or a life event. Again, understanding the wider picture as well as using the voice of the learner and their guardians is vital in informing effective support. Unlike some other special educational needs, effective supportive strategies means that SEMH does not have to be a lifelong condition.



### Need / barrier to learning

#### Some learners may:

- Encounter difficulties with communication or relationships with adults and peers
- Struggle to form effective or appropriate attachment to peers and adults
- Find it difficult to challenge peers or adults appropriately. They may find it hard to stop non-harmful or unhelpful behaviours
- Find it difficult to understand, express and manage their own emotions
- Demonstrate signs of distress in everyday social situations or activities, e.g. withdrawing, refusing, avoiding interactive situations
- Present with undesired and/or harmful behaviours, including verbal and physical aggression towards others or harm to self (including self-harm, sexualised behaviours and substance misuse)
- Appear to challenge authority, where underlying need or antecedent isn't yet understood
- Feel withdrawn and isolated, generally seeking too little or too much adult attention with limited communication
- Have a negative view of themselves
- Have poor school attendance
- The learner may demonstrate difficulty in keeping their attention on one thing
- Cause damage to property and/or take items that don't belong to them
- Avoid new experiences or those which they find difficult



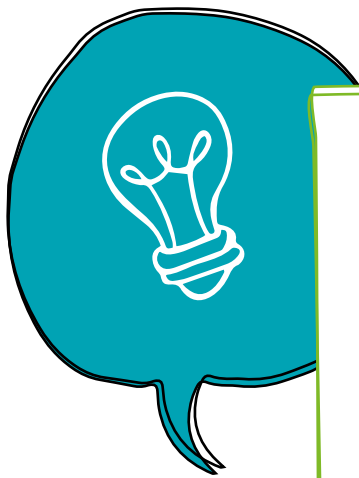
## Mental Health

Consider carefully that a learner may present in a way that is symptomatic of SEMH but is, in fact, neurological difference or underlying undiagnosed condition. It is vital that learners, families, schools and health practitioners work together to ensure that such cases are identified in order to best tailor support.

Where learners present in one or more of the ways highlighted above, there is increased risk of mental health conditions. This risk is particularly great where underlying need is not identified or fully met.

Such mental health conditions include:

- Depression
- Anxiety and anxiety disorder
- Eating disorders
- Obsessive Compulsive Disorder
- Withdrawal from environment (including agoraphobia)
- Physical symptoms that cannot be explained
- Attachment disorder
- Problems of conduct (oppositional problems or significant aggression)

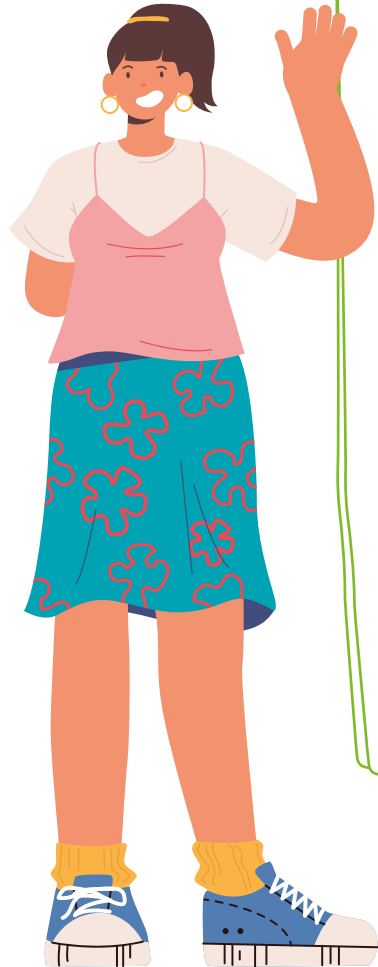
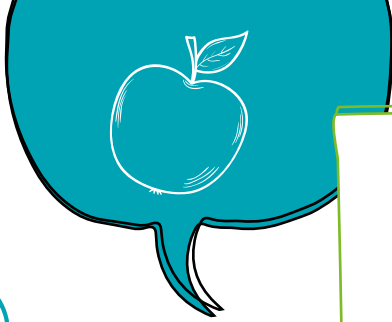


## Supportive strategies

### Whole School approaches:

- Ensure a culture and climate which is accepting and supportive for learners and their parents / carers
- Senior leaders prioritise, support and monitor the emotional wellbeing and mental health of all learners
- Insist that adults recognise behaviour as a means of communication, unmet need or regulatory action. Commit to working with the learner to understand the behaviour and develop non-harmful alternatives through meeting need
- Promote staff wellbeing, specifically in identifying supervision or counselling support if required where closely supporting a learner's emotional and/or mental health needs
- Ensure staff feel supported in maintaining positive engagement with learners. This may include implementing methods by which staff can provide a 'change of face' where deemed necessary
- Gather and act on learner, parent and staff voice in order to develop effective support
- Ensure that school is secure, safe and provides predictability
- Develop a clear whole school behaviour / relationships policy, which is differentiated according to need and context and is Attachment Aware and Trauma Informed
- Embed whole school practice which supports social, emotional and mental health (e.g. *Thrive, Mindfulness, Emotion Coaching, Growth Mindset, Resilience programmes*)
- Embed an effective PSHE and emotional literacy curriculum, using assessment to plan intervention where required
- Ensure that staff record and communicate relevant information about learners' backgrounds and circumstance, with clearly planned, individualised and supportive strategies for learners who are identified as having SEMH needs
- Establish strong and effective home-school communication through which positive feedback is provided regularly and negative feedback is presented through a solution-focused format
- Provide staff with the necessary skills to manage risky behaviour when it does occur. Proactively plan for behaviours that challenge, including physical intervention training through an accredited training provider where necessary





## Supportive strategies (continued)

### High Quality Teaching:

- Provide a limited choice of learning and reward options to promote flexibility and reduce perceived demand
- Encourage helpful peer support where deemed effective
- Plan for, in collaboration with the learner and their parents/carers where appropriate, transition and changes to routine
- Communicate and follow clear, consistent expectations, routines, rules and boundaries
- Build 'check ins' into the school day with a learner's preferred adult
- Explicitly teach the language of emotion and to develop effective, non-harmful strategies where negative emotion is experienced
- Provide restorative conversations and corrective actions following instances of undesired or harmful behaviours. Ensure that an incident is 'finished' once corrective actions are completed
- Celebrate small step of success in a format which is accepted by the learner
- Carefully consider seating arrangements
- Risk assess and proactively plan strategies to support success during less structured times and clearly identified trigger points (eg. assembly, breaktimes, PE)
- Provide whole class movement breaks which are planned and taught
- Accept the need for regulatory strategies (eg. theraputty, stress ball) identified by the learner as being effective
- Clearly signpost safe spaces for learner withdrawal and/or discussion with a trusted adult where required
- Work towards developing learner independence in meeting their own needs over time



## Supportive strategies (continued)

### Additional support:

- Develop targeted support groups / 1:1 interventions which develop social and emotional skills, such as:
  - Circle of Friends (peer support, social skills)
  - SEAL (Social and emotional aspects of learning)
  - Circle Time (emotional literacy)
  - ELSA (emotional literacy)
  - Nurture Groups
  - Zones of Regulation (emotional awareness & self regulation)
  - Anti-bullying interventions
  - Art Therapy
  - Play Therapy
  - Lego Therapy
  - Theraplay
  - Social stories
  - Friends Resilience Programme
  - Thrive
  - Growth Mindset
- Seek advice and guidance from outside agencies are sought and implemented (e.g. NIES Teams, Inclusion Support, School Health, Primary Mental Health, CYPS, Early Help Hub referral)



## Sensory and/or physical needs

This section is divided into four parts which highlight needs that come under the overarching heading Physical and Sensory.

- Physical Needs
- Hearing Impairment
- Vision Impairment
- Multi-sensory Impairment (an impairment of both hearing and vision)

For sensory based needs, see [‘Autism’](#) section.

### Physical Needs

#### SUPPORTIVE STRATEGIES:

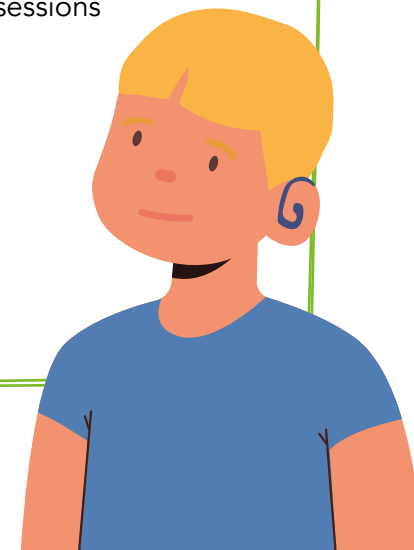
- School leaders are skilled in identifying and overcoming challenges in relation to physical access to the school
- An accessibility plan is produced in collaboration with governors, parents and learners
- Complete, share and audit all relevant risk assessments in collaboration with learners, their families, school staff and health practitioners on a regular basis, using external support to ensure the accessibility arrangements are robust
- Risk assessment is used to ensure full participation in all aspects of school, including extra-curricular activity, visits and residential
- Adjustments are made to the school building, classrooms, seating, layout of classrooms where needed to ensure full access
- Adjustments are made to promote full inclusion in all school activities
- Learners, their families and relevant staff implement effective therapy programmes through engagement in joint planning and information sharing with health practitioners, including Occupational Therapists and (OT) or Physiotherapists
- Additional time is allowed for movement between lessons/classes with access to a lift where necessary
- Relevant staff are familiar with any specialist equipment required by the learner
- A nominated key worker supports a learner to ensure all equipment and organisation is in order, where required
- Additional time, and support if required, is provided to allow for participation in practical lessons e.g. changing for PE



## Hearing impairment (HI)

### SUPPORTIVE STRATEGIES:

- Staff understand the nature of the hearing impairment and its impact on the individual (as advised by Sensory Support)
- Staff face a learner with HI when giving instructions; not moving around the room, covering the mouth, or standing in front of a window as these can all impede understanding
- Instructions are delivered clearly at an appropriate volume (natural speech is much easier to follow)
- Staff have the attention of a learner with HI before giving instructions
- Minimise background noise made by projectors, heaters, music etc. as far as possible, along with scraping sounds - using felt pads on appropriate equipment can be helpful
- Reduce the echo in teaching spaces by putting blinds/curtains at windows, adding fabric to wall displays etc.
- Close doors and windows (where practicable) to classrooms or learning spaces to reduce undesired noise
- Consider using a 'noise level monitor' app to support groups of learners to regulate the noise they generate when working
- Create a quiet area if possible
- Use any equipment provided efficiently and consistently, and is in good working order. Assign a member of staff to be trained to carry out daily checks of all equipment, encouraging learner independence over time
- Where needed, provide alternatives or support for the spoken word on audio/visual recording, either by a person or via written copy or subtitles.
- Consider Seating plans so that the learner can be near the focus of any discussion about tasks, or during whole class teaching sessions
- Staff should remain aware of the importance of social interactions and how a hearing impairment may affect such interactions
- Support verbal interactions with the use of visual aids and repetition
- Seek advice on developing literacy and language skills from specialist teaching services (HINT, Sensory Support)
- Build 'listening breaks' into the day to avoid listening fatigue – listening with a hearing impairment is always harder work
- Avoid tasks where learners are required to listen and write at the same time as this can lead to cognitive overload
- Be aware that a learner with HI may require extra processing time
- Be aware that additional issues may arise from being taught in large/open spaces e.g. for PE where it is more difficult to hear spoken instructions, and adapt teaching delivery accordingly





## Hearing impairment (HI) (continued)

- Encourage good listening behaviours: sitting still, speaking one at a time, good looking and listening for ALL learners
- All staff who work with a learner with HI are made aware how best to support them in school
- Staff understand that there is a potential impact of deafness on emotional wellbeing and advice should be sought from Sensory Support around ways to develop deaf identity and self-advocacy
- Where needed, 1:1 sessions (peer or adult) in quiet situations are useful to develop turn taking, listening and language use, under the direction of a specialist teacher
- Where needed, provide access to planned pre-teaching and interleaving of curriculum content to support understanding of core concepts and vocabulary
- Provide language support activities that are based on things that are relevant and of interest to the learner
- Examination access arrangements may be required
- Adults working directly with learner with HI have appropriate training (provided by Sensory Support)



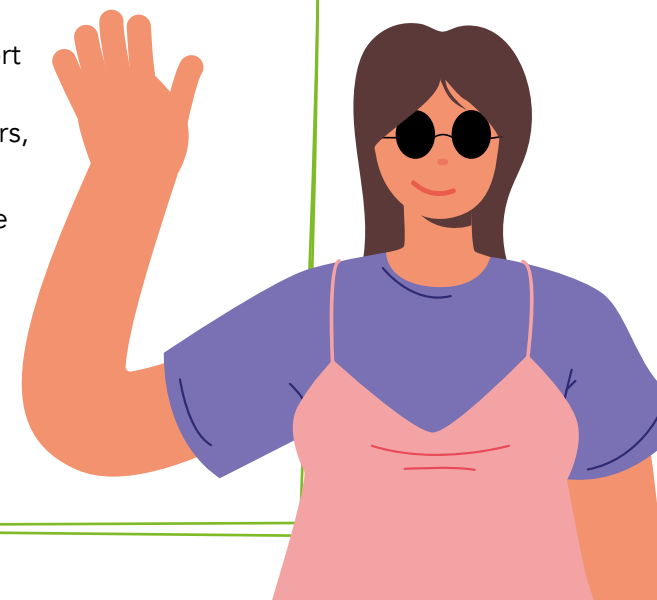
## Vision Impairment (VI)

### SUPPORTIVE STRATEGIES:

- Staff understand the nature and impact of a specific vision impairment on the individual (as advised by Sensory Support)
- There is consideration given to lighting, potential glare from windows etc. Blinds should be used to control light
- Where Low Vision Aids are required to access information at both near and distance, as provided by health practitioners, they are used, with training sought as needed Training is sought and used where required
- Where necessary, large print texts are sourced and materials are specifically produced in school. PowerPoints and presentations should be clear, uncluttered, high contrast and use simple fonts (e.g. Comic Sans or Century Gothic)
- Where necessary, provide emboldened and/or wide-lined paper and large, dark nibbed pens or soft, dark pencils as recommended to allow learners to independently record their work. A sloping board may also be needed to bring work closer to the learner
- Provide specialist equipment for practical subjects when needed e.g. bright balls and larger bats for P.E., large print, high contrast rulers etc.

## Vision Impairment (VI) (continued)

- Provide a Typoscope when needed to support reading
- Give learners the opportunity to handle artefacts and get close to displays in use
- Where required, make sure that desktop computers and laptops have accessibility options adjusted to have the optimum size and type of font, cursor and icon
- Be understanding of the need for CYP with VI to develop self-advocacy skills and an understanding of their vision impairment (advised by Sensory Support)
- For learners with difficulty fixating, tracking or scanning, consider providing short, regular visual skills sessions are useful
- Provide additional verbal descriptions and explanations There may be benefit from providing access to equipment etc. prior to a lesson e.g. gym equipment
- Consider planning visual-heavy content towards the beginning of the school day
- Consider support needs when in an unfamiliar environment (e.g. on a school visit)
- Where necessary and as advised by Sensory Support, provide appropriate resources for Giant Print, Braille or Moon users. They may require other tactile and audio methods of accessing the curriculum and of recording their work
- Learners with greater needs resulting from VI may require access to allocated staff to support in lessons, particularly practical lessons, and also to modified and adapted resources. Such learners may also need support with mobility around school
- Provide Specialist equipment for practical subjects when needed when e.g. talking scales, liquid level indicators,
- Provide pre-teaching for specific lessons or required skills as recommended by a specialist teacher
- Support learners during unstructured times, or when activities are specifically dependent on vision, to promote inclusion and engagement
- Promote emotional wellbeing to support development of social and emotional skills and maintenance of good mental health
- Support peers' awareness of the 'difference' they may observe in CYP with VI e.g. 'blindisms' (characteristic movements that some blind people make e.g. eye-pressing, rocking, hand shaking). These as they are a natural way for people with severe vision impairments to regulate
- Examination access arrangements may be required





## Multi-Sensory Impairment (MSI)

### Barrier/need

Multi-sensory impairment (MSI) is a condition which causes difficulties with both sight and hearing. Many learners also face other challenges, such as medical conditions or physical disabilities.

A very small proportion of learners with MSI are blind and deaf, but the majority have some functioning vision and/or hearing.

In our experience, learners with MSI will require significant medical, educational and therapeutic input and intervention and will have special educational needs (SEN).

Communication may be oral, or may require the introduction and ongoing support of sign language.

### Supportive strategies

- Employ strategies to ensure the listening environment is optimal. ([See HI](#))
- Equipment to support access to sound will have been provided and equipment to support visual information will have been recommended, according to the severity of the impairments. Staff ensure it is used effectively. ([See HI/VI](#))
- All HI/VI strategies described in the universal offer sections above will help
- Attention, listening and visual fatigue will be an issue for an MSI learner as considerable extra effort is required to filter out what is useful information from what is not (i.e. background noise and visual distractions). Building short breaks into learning blocks will improve concentration. Quiet times in quiet spaces will have a favourable impact on learning
- 1:1 support will be required within the school environment to help with access to the curriculum, mobility, promote self-esteem and confidence, and support communication and interaction with others (advice and training from Sensory Support)
- All HI/VI strategies described in the sections above will help
- Special arrangements/adaptations for examinations may be required to accommodate the needs of an MSI learner



## Autism

This section describes how a school can meet the needs of Autistic learners via high quality teaching and universal provision. The section also provides more specific supportive strategies and targeted responses. These approaches may also be effective in meeting the needs of learners with ADHD. Our aims in relation to Autistic learners include:

- improving understanding and acceptance of autism within schools
- improving Autistic learners' access to high quality education
- supporting Autistic people into adulthood, including into education, training and employment post-16 and post-18
- tackling health and care inequalities for Autistic people
- ensuring that Autistic learners and their families receive the right support at the right time

It is important that schools use a person-centred approach to developing effective support for Autistic learners, engaging in conversation with the learner and key support networks surrounding them. Often, such discussion increases the effectiveness of provision and reduces the need for reactive support or intervention.

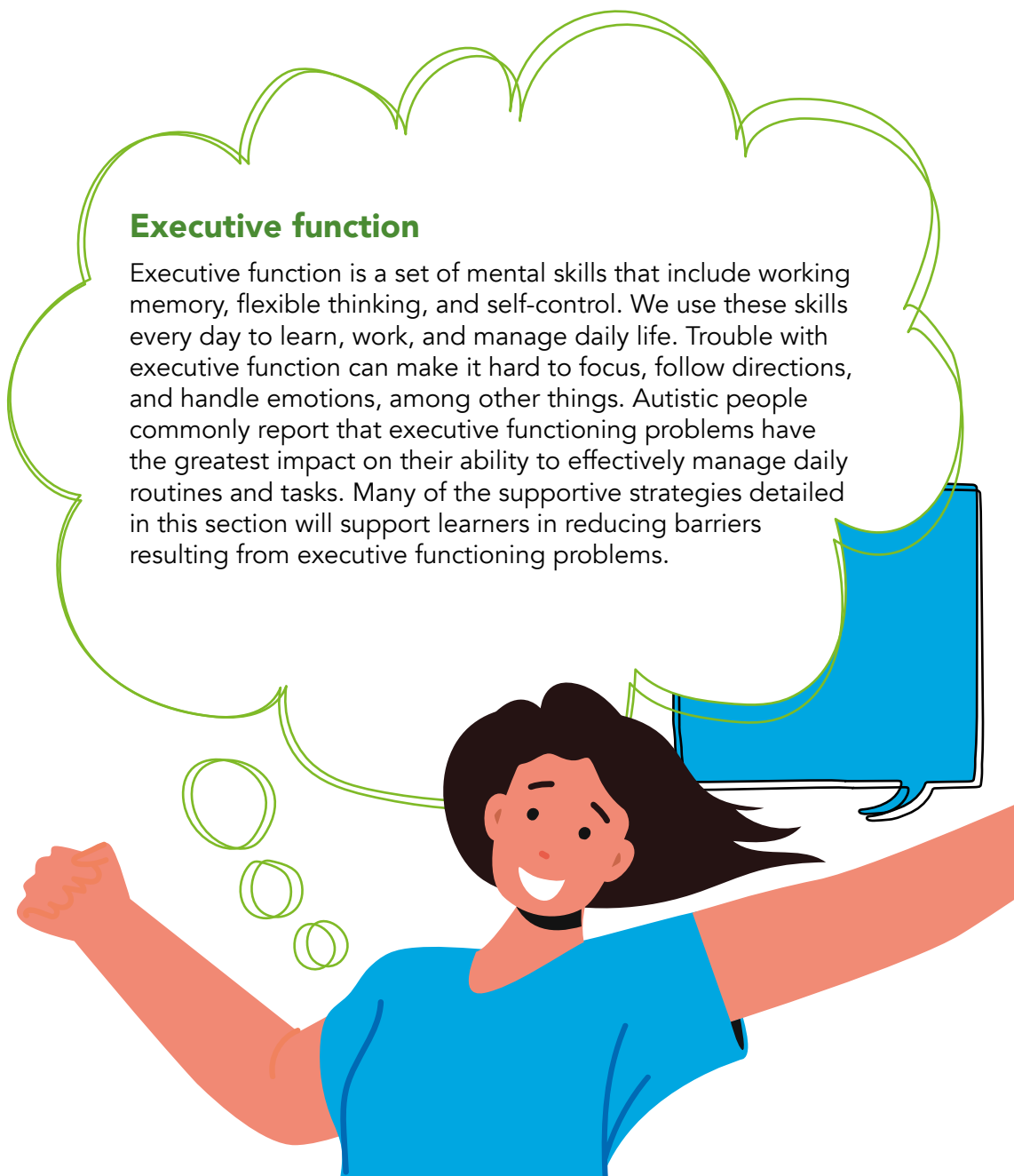
*NB. Whilst autism should only be recorded as a primary need if there is a confirmed diagnosis, it is expected that a learner presenting with needs outlined below will access appropriate supportive provision and strategies.*

*It is also important to be aware that comorbid conditions may be present, requiring higher levels of support.*



## Executive function

Executive function is a set of mental skills that include working memory, flexible thinking, and self-control. We use these skills every day to learn, work, and manage daily life. Trouble with executive function can make it hard to focus, follow directions, and handle emotions, among other things. Autistic people commonly report that executive functioning problems have the greatest impact on their ability to effectively manage daily routines and tasks. Many of the supportive strategies detailed in this section will support learners in reducing barriers resulting from executive functioning problems.



## Communication and interaction

### SUPPORTIVE STRATEGIES:

- Target social skills development during class time and break times
- Use adult modelling of non-verbal language and use visuals to support
- The use of role-play and social stories to develop learners' understanding of social situations
- Keep language clear and avoid sarcasm, idioms etc.
- Consider alternative means for learners to share verbal and written responses as required (e.g. ICT, Makaton, PECs)
- Explicitly teach non-verbal communication and social communication
- Accept and celebrate differences in the way learners' choose to interact
- Seek specialist advice around dysfluency from NHS SaLT Service
- Provide learners with non-speaking ways to express that they need help
- Explain how verbal instructions link to visually presented information
- Ensure all instructions are sequential
- Use a learner's name to prompt them to listen to key pieces of information
- Visual supports, visual timetables and task planners will support learners, especially when preparing for a change or transition
- Take time to listen and model good listening behaviours



### Communication and interaction (continued)

- Clearly introduce key topic vocabulary and keep language clear and positive
- Pre teach subject specific vocabulary
- Give time to process and understand language
- Speak clearly, slowly and calmly in an age-appropriate way
- Seek specialist advice if the learner is presenting with selective mutism or is non-speaking. Remove any pressure to speak, whilst developing and maintaining close relationships to adults and peers
- Build in programmes or activities to support interaction and communication including buddy/peer support systems
- Recognise and accept directness of language as difference rather than deficit

## Emotional understanding and self-awareness

### SUPPORTIVE STRATEGIES:

- Teach the vocabulary of emotions and model identification of present emotion
- Adults label learners' emotions and encourage self-identification, including through the use of visual support
- Adults structure learning that develops learners' understanding of the causes of different emotions
- Adults introduce calming strategies and encourage learners to identify and implement strategies that are effective for them
- Adults structure learning in a way that helps the autistic learner to develop an understanding of the emotion of others, including the causes of the emotions
- The curriculum recognises the need to explicitly teach about the identification of risk in various situations
- Adults accept that the ability to understand one's own and read the emotion of others is difficult for some people
- Adults empathise with and recognise negative emotions displayed by learners, listening to them to help identify useful support strategies
- Adults support learners to understand the change in self that might take place at different stages of development
- Ensure that learners are involved in planning their own future and shorter-term outcomes

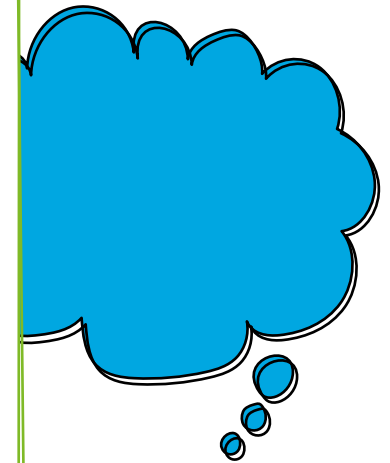




## Interests, routines and processing

### SUPPORTIVE STRATEGIES:

- Recognise the need for clear and visual routines, and for planned and managed changes
- Provide structured, visual and sequential learning activities and daily, visual timetables
- Ensure a tidy, well organised and well-labelled classroom in which resources have designated, with labelled storage spaces
- Explicitly teach school and classroom-based rules, including subject specific rules and expectations (eg. practical Science lessons). Model what correct following of rules and procedures looks like, telling the learner what **is** expected, not what **isn't** expect (eg. 'all chair legs on the floor' rather than 'don't swing on your chair')
- Plan and visually manage all transition points, including into/out of the school setting. Ensure consistency of routine and planned transition
- Plan and prepare learners for unforeseen changes to expected routine. For example, a 'whoops' card for use in a visual timetable where a staff member is absent or a session changes focus
- Recognise special interests as of real value to a learner and don't present it as a negative characteristic. Use special interests to engage positively in activities and exchanges
- Break tasks down into manageable steps with clear start and finish points
- Give clear, completed examples so learners understand what they are expected to achieve
- Clearly identify the purpose of each activity and link it to previous learning
- With the learner and family, plan clear routines for homework
- Ensure that rules, rewards and corrective actions are explicit and are applied consistently
- Recognise that changes to routine present a real and impactful challenge to Autistic people. Empathise where a change results in distress
- Ensure evidence based approaches support application for alternative arrangements for assessments and examinations, led by a learner's voice

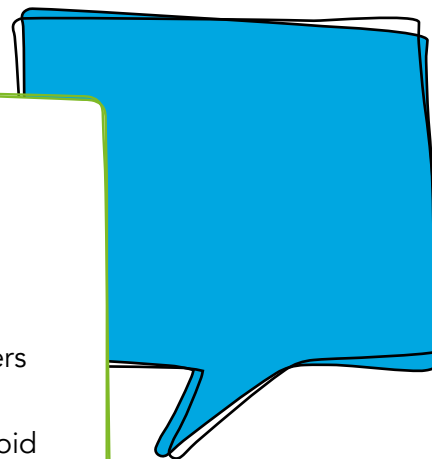




## Social understanding and relationships

### SUPPORTIVE STRATEGIES:

- Arrange a quiet area of the classroom
- Aim to keep the environment quiet and calm
- Provide time-out strategies appropriate to their age with a view to learners becoming independent in meeting their own regulatory needs in time
- Offer learners opportunities to leave the classroom 5 minutes early to avoid the rush at times of mass movement
- Provide opportunities to leave the classroom should a learner feel overwhelmed within the environment
- Support engagement in social and learning conversations, accepting that learners may have preference for solitary play or unstructured times
- Use of a workstation for certain tasks
- Provide adult modelling and support for social play skills in class and during break/lunch times where a learner wishes, but struggles, to
- Opportunities to access programmes to support social skills and the understanding of emotions
- Consider use of learners' seating position to support the understanding of non-verbal communication, where sensory needs aren't negatively impacted
- Teach and introduce strategies which may support a learner to manage anxiety. Record and share effective strategies across all supporting adults.





## Sensory processing

### SUPPORTIVE STRATEGIES:


- Have a calm, relaxed learning environment, including allocating designated seating
- Remove classroom stimuli not required by learners as part of their learning or daily routines
- Recognise and act on a learner's expression of sensory likes / dislikes, accepting them as a part of the young person's needs
- Provide sensory based learning activities and regulatory sensory spaces/breaks that meet the sensory needs detailed by the learner, their family and/or other practitioners
- Consider all reasonable adjustments that prove effective for learners. This includes ensuring displays are on display boards and are free from reflective materials where possible, closing the classroom door during lessons, offering a desk space which faces a wall, or trial a 'TEACCH' bay
- Record and share the way in which an Autistic learner may look for sensory input, including seeking recommendations from occupational therapy if required
- Consider that the triggers for undesirable behaviours may be of a sensory nature, using observation and/or the voice of the learner to determine and remove causes of sensory dysregulation
- Offer use of ear defenders where auditory noise negatively impacts on a learner
- Accept that limited diets accessed by Autistic learners are often a requirement of sensitivities to taste, smell or texture, and that sensory needs relating to food can take many forms
- Recognise the impact of particular clothing on learners' sensory needs and work with learners to identify alternative forms of clothing where and item of uniform causes extreme discomfort
- Develop a progressive series of outcomes which moves a learner from accepting therapeutic sensory support from an adult to meeting their own sensory needs independently
- Provide a move/sit cushion, sloping board/pencil grips or other equipment where required
- Identify a safe place to be made available as and when needed, as well as a quiet space if required at break/lunch times





## Healthy Living

### SUPPORTIVE STRATEGIES:

- Teach learners about their own health needs and how to keep healthy, accepting sensitively that they may face barriers to a varied diet
  - Provide learning and supportive strategies for learners who struggle to cope with medical appointments
  - Make alternative arrangements for access to toilets and PE changing if needed
  - Identify learners who struggle with sleep and consider effective support, including referral to a health professional where appropriate
  - Ensure that staff are aware of and able to identify poor mental health, recognising the increased prevalence of mental health conditions in Autistic learners
  - Recognise that behaviours may be symptomatic of unmet needs, either at home or in school
  - Ensure that learners understand public and private places, private body parts, the difference between public and private conversations and appropriateness of location to activity/conversation type. Provide explicit teaching as required on an individual basis
  - Explicitly teach physical and sexual health, clearly detailing how to stay safe within relationships
  - Teach, through social stories and visuals where required, the laws relating to consent and sources of support available for individuals who feel that their rights haven't been respected
  - Provide opportunity to teach the importance and format of maintaining good personal hygiene
  - Clearly detail the specifics of 'personal space', using modelling and visual prompts as appropriate
- 



## Independence and community participation

### SUPPORTIVE STRATEGIES:

- Group learners in class with those that they feel comfortable to socialise with outside of the classroom where possible
- Adults model good social interaction
- Adults support self-esteem by emphasising learners' skills and abilities
- Provide opportunities to take part in learning conversations and social interactions with peers and adults
- Provide support to develop peer awareness
- Teach specific rules around safe and unsafe public spaces, including their safe navigation and road use
- Identify comfortable and uncomfortable community spaces and activities with a learner and their family. Plan outcomes that develop supportive strategies to manage emotion and self-regulate when accessing the community
- Provide access to programmes which support social skills and understanding of emotions
- Develop meaningful outcomes in collaboration with learners that supports them in preparing for adulthood
- Teach personal safety and risk identification in the home and community spaces
- Practice problem solving in relation to routine changes in community engagement (e.g. use of a 'whoops' card and replanning where a bus is late or a shop has sold out of a required item)

## Specific Learning Difference (SpLD)

A specific learning difference (SpLD), also labelled 'Specific Learning Difficulty', is a difference or difficulty with some particular aspects of learning. The most common SpLDs are Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia. Sometimes there is a diagnosis of Specific Learning Difficulties, rather than Dyslexia or Dyspraxia because the individual experiences a unique combination of difficulties which cannot be readily categorised but may include features of one or more recognised SpLDs. Similarly, some people will have an assessment for more than one SpLD; it is very common for there to be an overlap.



### SUPPORTIVE STRATEGIES:

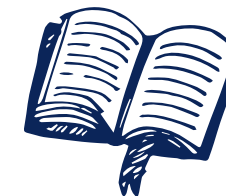
- Ensure staff training provides overarching understanding of need(s) and supportive strategies associated with them (seek external advice as required)
- Ensure that input from all associated practitioners is shared with families and relevant staff, signposting additional training or support as available
- Use the Northumberland Screening Tool (SpLD) available to identify extent of difficulties where relevant
- Provide opportunities to develop awareness of alliteration and rhyme, identify single sounds in words and deleting single sounds.
- Provide additional sessions to practice recognising phonic patterns in reading and spelling
- Use evidence-based reading interventions currently available in school delivered in the manner in which they were intended
- Paired and reciprocal reading (opportunities to work as the more knowledgeable other)
- Fluency, expression and comprehension practice
- Visual tracking activities
- Use line guides, reading rulers and coloured overlays (how about "learners identify individual materials that they find helpful")
- Use increased font size
- Provide high frequency words spelling intervention
- Provide phonic spelling practise
- Provide additional opportunities to practise spelling in school
- Use multi-sensory spelling approaches/interventions
- Provide punctuation prompt cards
- Employ specific handwriting programmes
- Give extra time to think and respond in both oral and written formats
- Remove time pressures from classroom tasks
- Provide extra time for assessments and consider the examination access arrangements that may be needed
- Deliver interventions focusing on whole word methods where appropriate (alternatives to phonological based approaches according to assessment of individual)
- Consider alternative methods of recording ideas to demonstrate understanding, whilst written recording skills are developing (dictaphones etc)

# Further guidance

- A** **Ability Net** <https://www.abilitynet.org.uk> A service that helps disabled people succeed at work, at home and in education.
- Access Arrangements** are pre-examination adjustments for candidates to support them in accessing controlled assessment. <https://bit.ly/3MKP2uR>
- Autism Education Trust** Free resources include a standards audit for settings and a progression framework for outcomes. <https://bit.ly/3w8DD22>
- E** **Education Endowment Fund** A charity dedicated to breaking the link between family income and educational attainment, with a number of free guides and support materials. <https://bit.ly/36iw9P1>
- F** **Foundation Years** An organisation publishing the latest news, policy and resources for early years professionals <https://foundationyears.org.uk/>
- G** **Guide Dogs** <http://www.guidedogs.org.uk> Provides services in the area of mobility and independence as well as providing guide dogs and buddy dogs.
- H** **Helen Arkell** A guide to literacy interventions. A description of a range of literacy interventions that have been identified to be effective. <https://helenarkell.org.uk/>
- Henshaws** <https://www.henshaws.org.uk> A charity supporting people living with sight loss and a range of other disabilities.



# Further guidance (continued)



**N The National Association for Special Educational Needs (nasen)**  
A charitable membership organisation that exists to support and champion those working with, and for, children and young people with SEND and learning differences. <https://www.nasen.org.uk/>

A link to the **National Portage Association**, which provides a framework and training for portage across England and Wales; supporting Portage services, Portage Practitioners and parents. <https://www.portage.org.uk/>

**NIES Autism Support Service** - Webpage link with access to current service forms and the link to the Autism Support Service Resource Padlet.

[Autism Support Service web page and access to current forms](#)  
[Autism Support Service Padlet](#)

**NIES Emotional Wellbeing and Behaviour Support Service**  
- Webpage link with access to current service forms and the link to the Emotional Wellbeing and Behaviour Support Service Resource Padlet.

[Emotional Wellbeing and Behaviour Support Service web page and access to current forms](#)  
[Emotional Wellbeing and Behaviour Support Service Padlet](#)

**N NIES Speech Language and Communication Support Service**  
- Webpage link with access to current service forms and the link to the Speech Language and Communication Support Service Resource Padlets.

[Speech, Language and Communication Support Service web page and access to current forms](#)

[Speech Language and Communication Support Service - General Information - CPD - Training Padlet](#)

[Speech, Language and Communication Support Service - Advice, Information and Resources For Schools Padlet](#)

**NIES Specific Learning Difficulties Support Service** - Webpage link with access to current service forms and the link to the Specific Learning Difficulties Support Service Resource Padlets.

[Specific Learning Difficulties Support Service web page with access to current forms](#)

[SpLD LITERACY Resources Padlet](#)

[SpLD Maths Resources Padlet](#)

**Northumberland Education** Information for schools is posted on this site as well as being distributed regularly on the E-Courier service. Information can be found at <https://northumberlandeducation.co.uk/>

**The National Strategies Primary** A guide to numeracy interventions. A description of a range of numeracy interventions that have been identified to be effective. <https://bit.ly/3lcQGBU>

A link to **Northumberland Inclusive Education Services Padlet** containing resources and guidance for supporting dyslexic learners <https://bit.ly/3KWvXnQ>



# Further guidance (continued)



<b>R</b>	<b>RNIB Family Support and Events</b> <a href="https://bit.ly/3iqbmVQ">https://bit.ly/3iqbmVQ</a> and <a href="http://rnib.org.uk/vision-england">rnib.org.uk/vision-england</a>	<b>V</b>	<b>Virtual School</b> The ESLAC (Education Support for Looked After Children) team, promotes the education of looked after and previously looked after children. The Schools' Safeguarding team, fulfils the statutory duties of the local authority to monitor safeguarding standards in education settings and provides services to make sure that children in schools and education settings are safe to learn. The Education Welfare Service fulfils the statutory duties of the local authority for safeguarding children in relation to school attendance, elective home education, children missing education, attendance of permanently excluded children and children in entertainment & employment (and their chaperones). EOTAS (Education Other Than At School) Health Needs fulfils the statutory duty of the local authority to provide education for learners who are of statutory school age but unable to attend school due to health and medical needs. <a href="https://bit.ly/3KeZEkb">https://bit.ly/3KeZEkb</a>
	<b>Royal Society for Blind Children</b> <a href="https://www.rsbc.org.uk/">https://www.rsbc.org.uk/</a> Their services include practical and emotional support, information and advice for families with children who have a vision impairment.		
<b>S</b>	<b>See Ability</b> <a href="https://www.seeability.org">https://www.seeability.org</a> Supporting people with sight loss and multiple disabilities. <b>The SEND gateway</b> The home of Whole School SEND, offering free, easy access and high quality information, resources and training for meeting the needs of learners with SEND. <a href="https://www.sendgateway.org.uk/">https://www.sendgateway.org.uk/</a> <b>Sense</b> <a href="https://www.sense.org.uk">https://www.sense.org.uk</a> A national charity that supports people who are deafblind, have sensory impairments or complex needs, to enjoy more independent lives. <b>Special Educational Needs and Disability</b> Code of Practice: 0 to 25 years. <a href="https://bit.ly/3t7jfMO">https://bit.ly/3t7jfMO</a>	<b>Y</b>	<b>Your Kids Table</b> Powerful proprioceptive activities that calm, focus & alert <a href="https://yourkidstable.com/proprioceptive-activities/">https://yourkidstable.com/proprioceptive-activities/</a>
<b>T</b>	<b>Teacher Handbook: SEND</b> (by Whole School SEND) <a href="https://bit.ly/3pXUzVd">https://bit.ly/3pXUzVd</a>		
<b>U</b>	<b>Useful Vision</b> <a href="http://www.usefulvision.org.uk">www.usefulvision.org.uk</a> This is a registered charity established to help children with a Vision Impairment in the North East and their siblings to get the most out of life.		

