Ordinarily Available Provision: Expectations for all Schools/Settings

THE BRIGHTER BOROUGH
Wandsworth

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INTRODUCTION

Wandsworth's Strategy for Children and Young People (CYP) with SEND commits to supporting children and young people with special educational needs and/or disabilities to aim high, achieve well and feel a sense of belonging and inclusion in their educational setting. One of the aims is to increase inclusive practice so that children with special needs and disabilities can attend their local setting/school in line with theirs and their parents' wishes.

This document is intended to support schools/ settings to reflect and develop their inclusive provision to benefit all the children/young people in the school/setting including those with SEND. By outlining a set of expectations, we are encouraging consistency between schools/ settings across the authority. Whilst this document is primarily aimed at professionals, we also intend that this document will support parents/ carers and children/ young people themselves to better understand the support that will be provided for children/ young people with SEND without an Education, Health and Care plan (EHCP)

"Ordinarily Available Provision" refers to the support that all Wandsworth schools, early years, and post 16 settings should be able to provide for children/young people including those with SEND from within their own resources.

"The local authority must set out in its Local Offer an authority-wide description of the special educational and training provision it expects to be available in its area [...] for children and young people in its area who have SEN or disabilities from providers of relevant early years education, maintained schools... post-16 providers"

This document has been co-produced with parents/carers, SENCOs, teachers, and stakeholders and involved consultation with a range of professionals.

> "In Wandsworth we want our local area to be the best place to grow up for all children, including those with special educational needs and disabilities (SEND)."
>
> **Wandsworth Strategy for Children and Young People with SEND**

> "We believe that children and young people, including those with the most complex needs, must have access to good local provision that supports them in reaching their aspirations"
>
> **Wandsworth Strategy for Children and Young People with SEND**

HIGH QUALITY TEACHING

In Wandsworth we know that high quality teaching that is differentiated and personalised will meet the individual needs of most children and young people (CYP) including those with SEND. All schools/ settings are expected to monitor the quality of teaching and the progress of CYP including those with SEND, and the outcomes should inform their professional development programme. Teaching and learning should be modified and adapted to remove barriers to learning so that most CYP with SEND have access to the full curriculum. The identification of SEND should be an integral part of the overall approach to monitoring CYP's progress. Where a CYP is identified as making less than expected progress the first response should always be high quality teaching focusing on their identified areas of need.

> "High quality teaching, differentiated for Individual pupils, is the first step in responding to pupils who have or may have SEN"
>
> SEND code of Practice, January 2015

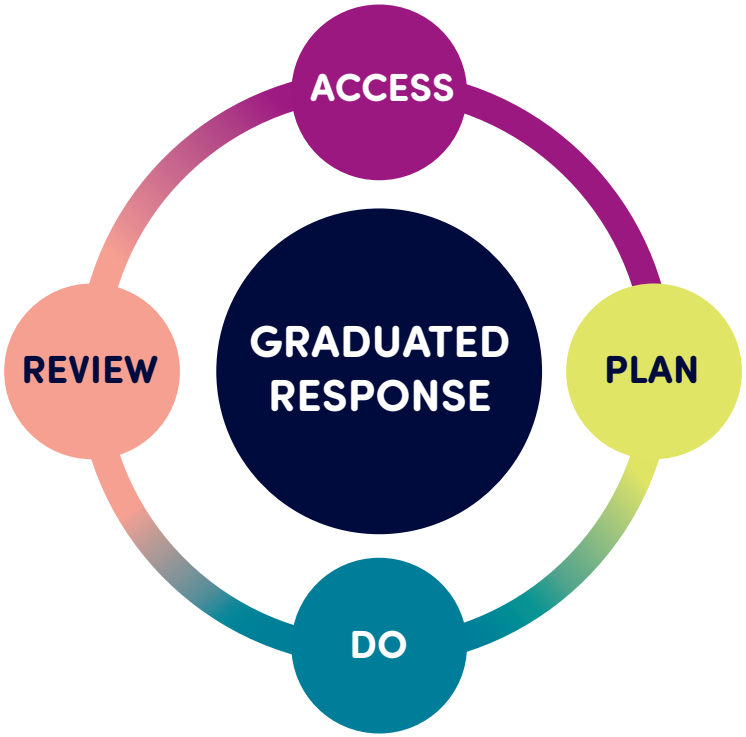
> "Teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff."
>
> SEND code of Practice, January 2015

SEND SUPPORT

Making high quality teaching available to all CYP means that less CYP will require additional support. Where high quality teaching is not meeting the CYP's educational needs and the CYP needs support that is different and additional and is beyond that which is available to other CYP of the same age, then a CYP is identified as having special educational needs.

THE GRADUATED RESPONSE

Where a CYP is identified as having SEND then the school/ setting needs to put the appropriate support/ provision in place to remove the barriers to learning. This process involves a 4-step cycle of assess - plan - do - review, and the cycle should be repeated to regularly evaluate the impact of interventions so that the CYP receives more of what is working. Successive cycles should draw on more detailed assessments and involve more specialist support where this is required. This is known as the graduated approach.



> "...a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes."
>
> SEND code of Practice, January 2015

SEND FUNDING FOR SCHOOLS

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

Wandsworth schools receive funding for CYP with SEND through their core budgets and through Top Up funding.

a) Core Funding Schools get money for each CYP, based on actual numbers. This is called Formula Funding and is made up of **Age Weighted Pupil Unit (AWPU)** and additional funding for deprivation factors including Free School Meals, Low Prior Attainment and English as an Additional Language (EAL). The levels of funding vary between all schools and especially between primary or secondary, with secondary schools receiving a higher level of funding. This funding is the core budget for each school, and it is used to make general provision for all CYP in the school including pupils with SEND. As such it provides a standard base level of funding for SEND which for example, will fund a Special Educational Needs Co-ordinator (SENCO), basic classroom support through Teaching Assistants (TAs), organisational factors such as smaller sets or inclusion groups, resources to support basic teaching and learning for those CYP with lower attainment and, as a consequence of managing a CYP's SEND, contributions to individual Learning Support Assistants, additional classroom materials, specialist equipment or office support.

b) Notional SEN Budget All schools receive funding to support CYP with SEND. This is known as the **Notional SEN budget.** It is called notional because it is not a separate line of income but is made up of the deprivation funding and a small percentage of AWPU. The amount in this budget is not based on the number of CYP with SEND but is based on a formula, agreed between schools and the local authority relating to the proxy indicators mentioned above. In Wandsworth, the notional budget is made up from 1.75% of the AWPU element of core funding along with 52.89% of free school meals funding and 100% of EAL and low attainment funding.

It is for the Governing Body and School Leaders to make strategic decisions about the allocation of the Notional SEN budget in terms of provision within classes or for groups or individual CYP. However, the first £6,000 of provision for each CYP with an Education, Health and Care Plan (EHCP) must come from the Notional SEN Budget.

c) Top-up Funding This is additional funding for CYP with EHCPs where the cost of their additional provision is over £6000. EHCPs will only deliver additional LA funding for individual CYP when the overall cost of additional provision is more than £6000. Once a CYP has an EHCP the first £6000 must be allocated from the school's own budget.

Top Up funding for mainstream schools comes from the High Needs Block managed by the Special Educational Needs Service in the council. The high needs block also provides funding for special schools, specialist resource bases, out of borough placements, alternative provision, and SEND support services.

SEND FUNDING IN EARLY YEARS

Local authorities must ensure that all providers delivering funded early education places meet the needs of children with SEN and disabled children. In order to do this local authorities should make sure funding arrangements for early education reflect the need to provide suitable support for these children.

Early Years providers receive an hourly rate of funding based on the number of 3 and 4-year olds accessing the free entitlement and therefore do not receive a notional SEN budget. Early Years providers receive top-up funding for children with an EHCP and this comes from the High Needs Block of funding in the same way as for mainstream schools but will be pro-rata if the child attends on a part-time basis.

SEN Inclusion Fund (SENIF)

Providers may have some children with additional needs and differentiated planning and organisation will support most of these children to participate in the activities provided. There may be times when settings need some additional financial support for specific equipment, adaptations, staff training or support. They can apply to the local authority for Special Educational Needs Inclusion Fund (SENIF). This fund is available to ensure the inclusion of children with additional needs in early education.

Three and four year olds – Part of the Special Educational Needs Inclusion Fund (SENIF) is for 3 and 4-year olds who are taking up their universal free entitlement. The fund is targeted for children with emerging SEND, it is a first step of support and intervention. It is hoped that with this additional support, children may not need an Education, Health and Care Plan (EHCP). It will afford additional time for intervention and create clarity if an EHCP may be needed at a later stage. An application form needs to be completed and submitted every term, with clear evidence of need and provision already being provided, in order that an allocation can be considered and determined.

Providers offering funded places for any 3 or 4-year olds who receive disability living allowance (DLA) are eligible to receive Disability Access Funding (DAF). This is a one-off payment paid to a provider on an annual basis (one payment per financial year). The payment can only be made to one provider and cannot be split so where a child receives provision at more than one provider the parent will need to decide which setting will receive the DAF payment.

Two year olds – Early years providers and schools can apply for the SENIF for 2-year olds. The SENIF can be accessed for all 2-year olds and they do not have to be in receipt of the Free Early Education Entitlement. Funding is available the term after a child turns two. An application form needs to be completed and submitted every term, with clear evidence of need and provision already being provided, in order that an allocation can be considered and determined

There are two main criteria that apply to the funding for 2-year olds, which differ from the SENIF funding for 3 and 4-year olds.

- The child has a significant delay in one of the prime areas
- At least one cycle of 'Assess, Plan, Do, Review' would have taken place and a completed SEND Support Plan/IEP will be submitted.

SEND FUNDING FOR POST 16

...like mainstream schools, colleges are expected to provide appropriate, high quality SEN support using all available resources.

...It is for colleges, as part of their normal budget planning, to determine their approach to using their resources to support the progress of young people with SEN.

Post 16 students with high needs (aged 16 to 24 with an Education, Health and Care Plan) are funded on the following basis:

- **Element 1** represents the funding that all students at the institution attract for their study programmes and does not take into account the additional support costs of high needs students. A national average figure of £5,000 is used as the assumed Element 1 value for all post-16 high needs students. FE colleges receive Element 1 funding directly from the Education and Skills Funding Agency (ESFA).

- **Element 2** is post-16 funding and provides £6,000 towards the additional support costs for high needs students. This element of place funding is not intended to meet the needs of students with support costs lower than £6,000 as funding for these students is provided within the institution's disadvantage funding, calculated within their mainstream 16 to 19 funding allocation.

- **Element 3** is top up funding over and above the £6,000 SEN funding required to support the needs of the learner. This amount is agreed between the LA and the institution and applies only to students with Education, Health and Care Plans.

For students aged 19 to 24 without Education, Health and Care Plans, the Skills Funding Agency (SFA) assumes responsibility for commissioning provision even when the support costs exceed £6,000.

INCLUSIVE PRACTICE – EXPECTATIONS FOR ALL SCHOOLS/SETTINGS

The following sections set out the type of support that schools, early education settings, colleges and sixth forms should make for children and young people (CYP) with SEND from within the ordinarily available provision. All CYP are different and this should not be seen as a checklist but rather schools/ settings should refer to this guidance when making provision for CYP with SEND.

Much of this section will be an integral part of the school/ setting's provision for all CYP as it outlines some of the practices and adaptations that make up high quality inclusive teaching. The provision and strategies outlined in this section will undoubtedly be of benefit to many of the CYP in the setting including those with SEND.

8a Inclusive practice - teaching in the Early Years

> "All children learn more in the period from birth to five years old than any other time in their lives. If children are at risk of falling behind the majority, the best time to help them to catch up and keep up is in the early years. Every child can make progress if they are given the right support.
>
> When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow"
>
> **Development Matters**

> "Providers must have arrangements in place to support children with SEN or disabilities.
>
> These arrangements should include a clear approach to identifying and responding to SEN"
>
> **SEND Code of practice**

All children are entitled to an education that enables them to achieve the best possible outcomes. Most children will be able to participate in the normal entitlement available in settings and make progress towards the Early Learning Goals, but some may need support through effective interventions and provision within the early years setting.

Children who are making slower progress will need carefully differentiated learning opportunities to support their development, together with regular and frequent monitoring of their progress. The following strategies will support children with difficulties in the following areas and many of the strategies will also benefit all children.

Expectations of all schools/settings	What this includes/looks like

Understand the individual needs of each child	• Get to know and value all young children.
	  – Not expecting all children to follow the same routine.
	  – Not expecting all children to sit in the same space in group time or in the same way (legs crossed).
	• Notice what they enjoy doing and find out where their difficulties may lie.
	• Support all children at their stage of development rather than based on their age.
	• Provide more individual support (headphones, wobble cushions, fiddle toys, chew toys).
	• Provide brain breaks, if necessary, for the whole class or individual children.
	• Some children may require additional support such as a communication board, small language and attention groups to develop their language, understanding and ability to attend.

Expectations of all schools/settings	What this includes/looks like
Supporting children with communication and language development	• Provide lots of stimulating experiences to help them develop their communication. • Spend time listening to them and having conversations with them. **For some children the following strategies will be beneficial:** • Ensure you have the child's full attention before giving instructions – say their name and gain eye contact (unless child has difficulties with eye contact). • Simplify instructions and break them in to manageable steps, avoid non-essential language when giving instructions. • Support instructions with visual prompts, gestures or signing and emphasise the key words. • Check that the child understands instructions by getting them to repeat back what they have to do. • Allow time for children to process instructions and repeat the instructions if necessary, using exactly the same instruction, no rephrasing. • Use clear and specific language and say what you want the child to do rather than what you don't want e.g. 'walk' or 'walk nicely' rather than 'don't run'. • Ensure consistency in language between adults. • Specific praise and positive reinforcement is used immediately when warranted e.g. "I like the way you waited your turn" rather than simply "good boy". • Develop listening skills by using positive verbal prompts e.g. "good waiting" supported by visual prompt cards. • Use timers to help the child focus for increasing lengths of time. • Use a talking object that is passed around to show who is talking. • Use a visual timetable for the daily routine and break this into shorter sections for the sequencing of an activity. • Use of multi-sensory approaches e.g. use of props, story sacks etc. • Adults join in with an activity the child has selected and play alongside to support turn taking, possibly in group games e.g. "my turn to push the car and now your turn to push the car". • Adults to provide a good language model repeating what a child says and correcting grammatical errors e.g. a child says "I see'd a car" adult repeats "yes you saw a car". • Provide opportunities for children to communicate when they are not yet able to do this verbally e.g. PECS symbols, communication books/ cards.

Expectations of all schools/settings	What this includes/looks like
Supporting children to develop physical and play skills	• Provide developmentally appropriate play opportunities including access to developmentally appropriate outdoor space. • Include activities to develop early fine motor skills such as cutting, threading, gluing, play doh. • Provide opportunities to develop gross motor skills e.g. scooters, balance beams. • Incorporate developmentally appropriate movement and dance sessions. • Model positive behaviour and recognise positive behaviour in others to illustrate expectations. • Resources are labelled using pictures / symbols to promote independence. • Provide games/opportunities for turn taking and sharing **For some children the following strategies will be beneficial:** • Explicitly teach and model how to use certain play areas e.g. take the child to the role play area on their own at a quiet time to model how to use it. • Use a choice board to provide some structure to free flow play e.g. child chooses two activities to place on a now and next board. • Gradually broaden a child's range of activities by adding to the choice board. • Use a child's special interest to engage them in play. • Adults model desired play skills alongside the child. • Develop sharing skills initially with a supporting adult and then gradually introducing more children. • Use timers to show the child how long they have on an activity and when it will be coming to an end. • Use visuals to support waiting and turn taking e.g. photos of the children to show whose turn it is and when the child will get their turn.

Expectations of all schools/settings	What this includes/looks like
Personal, Social and Emotional development	• Develop positive relationships with parents/ carers and recognise that behaviour can be different at home and in the setting. • Develop positive and trusting relationships with key adults who can respond to the child's emotional needs. • Recognise that all behaviour is a mode of communication; try to establish the reason for the behaviour and identify how to address this. • Offer children clear choices which are visually supported to encourage them to make positive choices. • Recognise the potential impact of unmet sensory needs on a child's behaviour and consider a sensory audit to investigate this further. • Provide the child with alternative methods of communicating their feelings/ emotions e.g. modelling how to take themselves to a quiet space. • Ensure all staff follow agreed behaviour plans/strategies e.g. reducing all language when a child is in distress. • Teach emotion recognition e.g. getting all the children to check in using a feelings chart. • Introduce the language and facial expressions linked to emotions to support their understanding/non-verbal communication. • Use circle time and story time to teach about emotions e.g. "the lion is feeling happy because..." • where possible the environment is structured and organised and includes a quiet space that children can take themselves to when they need time to calm. • Use positive language and positive praise to help the child develop their self-esteem e.g. "I liked the way you waited your turn". • Some children may require additional support and time to separate from a parent/carer at the beginning of the day, consider using a transition object to support with this. • Staff should consistently apply behaviour management policies, in liaison with parents/carers using photos/visuals to encourage desired behaviours, shared with home, and maintaining daily contact with home e.g. with home/setting diaries. • At circle time the child may need adult support to maintain concentration, and this should be built up slowly over time and incorporate a reward system. • All activities should be supported with visual prompts and the size of the group at circle time should be carefully considered.

TEACHING AND LEARNING – SCHOOL AGE

> Lessons should be planned to ensure that there are no barriers to every pupil achieving.
>
> **National Curriculum in England (2014)**

Expectations of all schools/settings	What this includes/looks like
High quality and differentiated teaching which is monitored and supported by school leaders	• Teachers have high expectations for all students regardless of their needs and use appropriate assessment to set ambitious targets. • A broad and balanced curriculum is available and made accessible to all pupils. • Strong, positive relationships are established between staff and students, taking time to talk to them and listen to them, knowing their strengths and building on them and identifying what they need in the moment. • Lessons have clear and achievable objectives (understood by pupils/ referred to by staff). • Teaching builds on what children already know, can do and understand. • Teachers make use of concrete resources along with other visual and kinaesthetic representations to support learning. • Common misconceptions are anticipated and explicitly identified and taught. • Teachers use explicit modelling including the thinking behind why an approach is successful. • Teachers explicitly teach new vocabulary including pre teaching for some pupils. • Time is given for pupils to engage in purposeful practice of new skills and time to reinforce existing learning including overlearning for some pupils to commit things to long term memory (repetition, revisiting, retrieval, to support retention). • Strategies to improve motivation, attention and engagement are embedded in to learning activities (e.g. tasks linked to pupil's interests and aspirations, targeted questioning to maintain focus).

Expectations of all schools/settings	What this includes/looks like
High quality and differentiated teaching which is monitored and supported by school leaders continued	• Movement breaks are included for the whole class rather than singling out individuals e.g. completing the daily mile as a whole class. • Where appropriate, high quality learning walls provide a prompt for CYP to reflect on previous learning. • Learning walks with a focus on Inclusion and SEND serve to support the development of best practice and inform professional development and performance management.
All practitioners are aware of the individual needs of the learners and adapt teaching strategies accordingly	• All staff are made aware of the strengths, needs and interests of the child or young person with SEND, along with appropriate teaching strategies and how best to provide support. • Where there is an identified need the following provision is made available: – Pupils are given time to process information before being asked to respond. – Tasks are broken down into small manageable steps. These steps are shown explicitly. – Pre-teaching of specific language/concepts (across all curriculum areas) with key vocabulary prompts on tables. – Structured teaching approaches are used e.g. visual timetables, clear concise instructions with written or visual prompts (e.g. now and next cards). – Adjustment of pace, consideration of the order and/or number of activities to maintain attention. – Alternative methods of recording are available and become the normal way of working in line with any access arrangements. – Opportunities for practical experiences to support reinforcement, over learning and generalisation. – Lessons that include physical activity or movement are well organised, structured and planned to promote full access.

Expectations of all schools/settings	What this includes/looks like
Pupils have the opportunity to work in different ways, e.g. independently, in a variety of small groups and supported by additional adults	• Teaching enables individual and small group work and includes opportunities for mixed ability grouping (role-modelling/learning through teaching others), flexible group sizes (large/small/pairs to facilitate successful interaction) and structured opportunities for discussions with peers/ supporting adults. • Pupil voice is encouraged and valued when planning pupil groupings or withdrawal activities. • Withdrawal activities will be planned to ensure minimum disruption to the child's inclusion and timetable ensuring that children are not persistently withdrawn from the classroom or regularly miss the same lessons. • Withdrawal learning is structured, directed by the teacher and results from pre-planning between the teacher and intervention leader. • Grouping / seating arrangements and additional support are used to promote independent learning as far as possible.
All practitioners, including Teaching Assistants, make a positive contribution to learner progress	• Additional adults are used creatively and flexibly to teach and support learning, directed by the class or subject teacher and according to the child or young person's needs, (taking in to account the guidance on effective TA deployment *). • Teachers and support staff work together to identify barriers to learning and implement and review effective provision (assess, plan, do, review together). • Strategies used with individuals in interventions are shared with the class teacher so that there is consistency between classroom and withdrawal learning. *Sharples, J & Blatchford, Peter & Webster, Rob. (2016). Making best use of teaching assistants.

Expectations of all schools/settings	What this includes/looks like
Positive behaviour for learning is promoted through appropriate whole class support systems	• Well-structured lessons with visual support for those that need it (such as visual timetable, now and next board). • Sensory needs are considered, and pupils have access to learning breaks and any sensory equipment they may require (writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders and weighted blankets). • Clearly communicated and understood behavioural expectations (visually supported) are consistently applied. • Suitable learning environment (including workstation if necessary and quiet area of the classroom). • Self and mutual regulation strategies are in place e.g. Zones of Regulation for all the children in the class. • Motivators are used effectively and consistently in line with the Rewards policy (including personalised and developmentally appropriate reward charts). • Behaviour Support Plan is in place for individuals if needed, shared with all adults and implemented effectively (consistent between staff).

PREPARATION FOR ADULTHOOD

> Colleges should be ambitious for young people with SEN, whatever their needs and whatever their level of study. They should focus on supporting young people so they can progress and reach positive destinations in adult life.

Expectations of all schools/settings	What this includes/looks like
Learners should be effectively supported to prepare for adulthood from the earliest point possible in order to facilitate the best possible life outcomes in: • **Employment** • **Independent living** • **Health** • **Community participation**	• Preparation for adulthood is an explicit element of planning and support for students at all ages. • Person centred planning tools are used e.g. vocational profiles to find out what kind of job a student may be interested in and to inform the range of work experience that they do. • Targeted support is offered to enable access to careers advice which is appropriate to the student's needs and aspirations. • Programmes of study include high quality work experience and exposure to the world of work relevant to the students interests and aspirations. • Students are supported to develop and maintain friendships and relationships and to access their community and feel safe and confident. • Students are supported to manage their own health as they move into adulthood and to take responsibility for managing any medication independently e.g. monitoring blood sugar levels for diabetics. • Students are encouraged to think about who they would like to live with in future and explicit teaching of independent living skills are a feature of programmes of study where necessary.

ASSESSMENT

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

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

> "The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils"

Expectations of all schools/settings	What this includes/looks like
Formative assessment and feedback are a feature of lessons	• A wide range of assessment strategies and tools are used to ensure a thorough understanding of an individual's specific areas of need. • Marking policies are adapted to take account of individual needs. • CYP have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets.

Expectations of all schools/settings	What this includes/looks like
Arrangements are in place to manage reasonable access arrangements for tests, national tests and public examinations	• Settings make appropriate access arrangements for assessments so that they are accessible to all CYP. (Please refer to the relevant exam board guidelines.) • Access Arrangements could include: – Rest breaks – Use of a reader / scribe / laptop / assistive technology – Extra time • Adapted resources are used in class and assessments to support normal ways of working.
A regular cycle of Assess, Plan, Do, Review is used to ensure that pupils with SEND are making progress	• Pupils' strengths and barriers to learning are clearly identified and are observed and monitored in different settings and contexts to inform planning. • Staff are aware of pupils' starting points so that expected progress can be measured. • Assessment is used to inform planning and interventions. • Consideration is given for individual pupils' developmental trends. Other methods are used to demonstrate holistic progress (e.g. Support plans, case studies, etc). • The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes.

ENVIRONMENT - PHYSICAL AND SENSORY

Some children and young people... require additional ongoing support and equipment to access all the opportunities available to their peers.

Expectations of all schools/settings	What this includes/looks like
The physical environment is adapted to meet the needs of learners	• An Accessibility Plan (compliant with the Equality Act 2010) is compiled, published on the school website and regularly reviewed, following the assessment of the physical accessibility of the building and individual learning spaces. • "Reasonable adjustments" are made according to individual needs e.g. access to adapted PE equipment, computer keyboards or software. • Tables and chairs are the appropriate height for the individual needs of the CYP. • The views of CYP are captured and used to inform person-centred accessibility and environmental provision for all.
All staff are aware of sensory needs and issues that may impact on learners	• CYP sensory needs are known by all relevant staff (e.g. included in one-page profiles) and used effectively e.g. to plan seating arrangements and movement breaks. • Planned and unplanned learning breaks are included within each lesson for individual pupils where required. • CYP who wear glasses and/ or hearing aids wear them and are seated in the optimum position. • Hand dominance is considered in seating arrangements • Consideration is given to classroom displays in order to minimise visual sensory overload for some CYP. • Staff are aware of lighting in the room e.g. use of natural light, glare from the board, who is facing the light, where you stand in relation to the light. • CYP can view the Interactive whiteboard without visual distractions such as pictures and visuals displayed around the whiteboard • Visually accessible backgrounds and font styles are used on the whiteboard.

Expectations of all schools/settings	What this includes/looks like
All staff are aware of sensory needs and issues that may impact on learners continued	• Staff are aware of smells and noise in the room and take steps to alleviate the impact on any particular individuals who may be impacted by these E.g. If a classroom is next to the canteen or music room. • Strategies are in place to manage noise levels and CYP have access to supportive resources e.g. ear defenders/ ear plugs. • CYP who are easily distracted are seated away from doors and windows. • The teacher's desk, storage areas and free spaces are organised, so they do not provide a sensory distraction. • Quiet areas of the classroom and/or distraction reduced areas for work or breaks are provided (e.g. workstation, quiet zone, safe space etc). • CYP who need it know how to access a "calm area / safe place" within the school at other times of the day e.g. at lunchtime. • Low arousal alternatives to playtime are offered for relevant CYP.

EQUIPMENT AND RESOURCES

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children.

Expectations of all schools/settings	What this includes/looks like
Resources are allocated appropriately to ensure that reasonable adjustments are made and individual needs met	• Resources are easily accessible to all CYP to promote independence and are clearly labelled using text and images (where appropriate). • CYP have easy access to the sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders. • Printed documents use a font and size that is clear and easy to read for all. • Coloured backgrounds, paper and overlays are available for pupils who require them. • Visual aids and prompts are used to support the use of spoken language. • Left and right-handed pupils are able to use equipment comfortably.

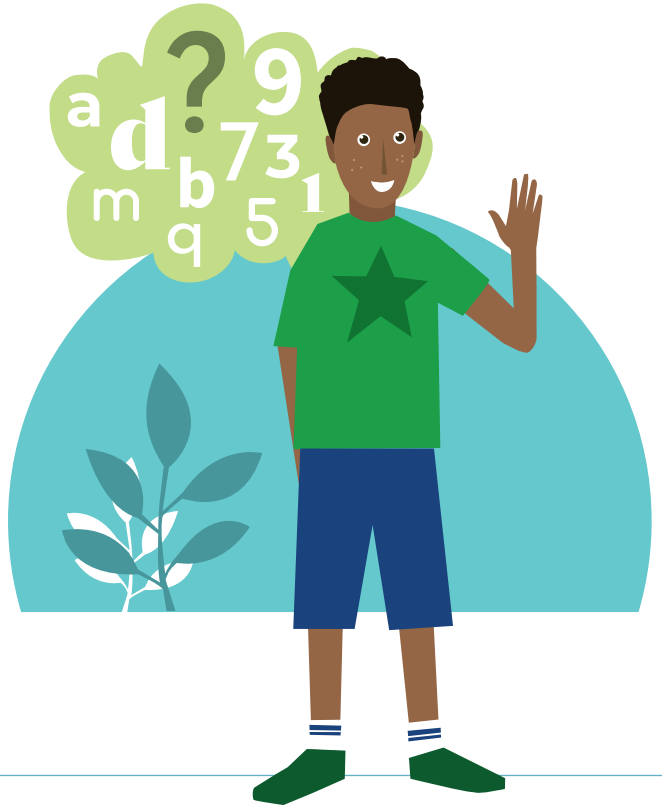
Expectations of all schools/settings	What this includes/looks like
Specific resources and strategies are provided to overcome potential barriers to learning	• Concrete apparatus and adapted resources are available and easily accessible for those learners who require them. • Assistive technology including ICT equipment and software, is available to support alternatives to written recording, communication and reading. • Access arrangements are in place for CYP sitting tests and examinations and time is provided for CYP to develop the discrete skills associated with the use of any assistive technology so that it is their normal way of working. • Homework clubs and differentiated revision guides are available.

TRANSITIONS

SEND support should include planning and preparation for the transitions between phases of education and preparation for adult life (see Chapter 8, Preparing for adulthood from the earliest years). To support transition, the school should share information with the school, college or other setting the child or young person is moving to.

Expectations of all schools/settings	What this includes/looks like
Support is in place for routine transitions when required, including small (playtime to lesson) and large (new teacher) transition events	• Staff are aware of those CYP who will need additional support for all or most transitions and plan for these transitions. For example, children with autism, looked after and CYP known to social care or early help services. • Where required the following strategies are available: – Visual timetables, where events are removed or ticked off when finished. – Timers to show pupils how long they have to work/how long to finish. – Work systems that show pupils how much work they are expected to do and what will come next. • Less structured times are carefully planned for, with some provision in place for CYP who may find these periods difficult (e.g. clubs). • Safe spaces are available within the school/setting and CYP know how and when to access these.

Expectations of all schools/settings	What this includes/looks like
Procedures are in place to ensure smooth progression through settings/ schools, particularly during all transition phases including on entry and exit	• Information is actively sought and shared to support successful transitions. • Staff are aware of YP who need additional support, and ensure plans are in place to ensure a smooth transition (e.g. additional visits to a new setting with a trusted adult, creating social stories, etc). • Teachers work together between schools to plan and support the transfer or transition between schools of vulnerable CYP. • Plans are drawn up involving parents and the CYP, making good use of examples of successful practice including resources developed to support transition, engaging with all aspects of the Local Area's primary-secondary transition processes and events. • Transition programmes for all CYP address resilience, coping skills, social communication skills and preparation for common transition difficulties that can be associated with greater risks of school refusal. • Parents are signposted to support sessions e.g. those run by the Wandsworth Autism Advisory Service.



PASTORAL SUPPORT

Early years providers, schools and colleges should... promote positive outcomes in the wider areas of personal and social development.

Expectations of all schools/settings	What this includes/looks like
The setting recognises, and responds to, the need for pastoral support for CYP with SEND, taking into consideration individual needs and other relevant contextual circumstances	• There is a calm and purposeful climate for learning where pupils feel they belong, and their contributions are valid. • Language used in the classroom promotes positive relationships and unconditional regard. • Whole school awareness that pupils with SEND are vulnerable to bullying and an appropriate level of support and monitoring is in place. • The PSHE curriculum has a focus on developing wellbeing and resilience. • Peer awareness and sensitivity towards difference (including SEND) are raised at a whole school level. Work is done with classes and groups regarding specific needs or conditions as appropriate. • Pastoral support arrangements aim to enhance self-esteem, build confidence, anxiety management, providing opportunities to use specific approaches, such as buddying, rewards, responsibilities.
CYP feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued	• CYP voice is encouraged and acted on. e.g. taking action where CYP identify spaces in the school that they feel less safe. • CYP can identify an agreed safe space within the class/ school and know how to access it. • CYP can identify and seek out named and trusted adults / key workers when required. • Opportunities to build social relationships naturally as part of the school day e.g. shared interest clubs or activities. • Negative attitudes, beliefs and perceptions towards individuals or groups are challenged in the classroom and whole school setting.

STAFF SKILLS AND TRAINING

> The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff
>
> **SEND Code of practice**

Expectations of all schools/settings	What this includes/looks like
There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of CYP with SEND	• There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments. • Staff are provided with ongoing professional development to secure expertise at different levels (as stated in SEND COP 0- 25 para: 4:32): – Awareness (to give a basic awareness of a particular type of SEND, appropriate for all staff who will come into contact with a child or young person with that type of SEND) – Enhanced (how to adapt teaching and learning to meet a particular type of SEND, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and – Specialist (in-depth training about a particular type of SEND, for staff who will be advising and supporting those with enhanced-level skills and knowledge) • Staff who are responsible for delivering specific interventions should have accessed the appropriate training. • Time is allocated for staff to reflect on, discuss and evaluated their practice in relation to CYP with SEND and to cascade and share with colleagues as necessary to create consistency across the setting.
Staff collaborate and have effective links with other relevant outside agencies and specialists	• All teachers know when to refer for extra support or advice in line with the graduated approach. • The SENCo/ classteacher is aware of and regularly communicates with any other professionals who are involved with each CYP. • Advice received from other professionals is used to inform teaching and learning and to secure best outcomes.

PUPIL VOICE AND PARTNERSHIP WITH PARENTS/CARERS

> "...Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years"

> "...schools should enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon."

Expectations of all schools/settings	What this includes/looks like
The setting works in partnership with parents/ carers to ensure they are supported and involved in discussions and decisions related to their child	• Parents and carers are aware of how they can communicate any information about their child and who they should contact. • Schools should discuss any concerns about a pupil's progress with parents at the earliest opportunity and the views and experiences of parents should always be taken seriously. • Parents and carers are aware of the SEND status of their child and the support and interventions in place. They are involved in action planning, setting of outcomes and progress reviews at least 3 times/ year. • Parents should be supported to replicate and reinforce strategies in the home. • Parents should be included in decisions about the involvement of any professionals. • There are regular and open communication channels between school and home. The SEND information report is co-produced with parents and carers, is accessible on the school website and is reviewed annually. • Parents and carers are signposted to the Local Offer and this is referenced on the school's website. • Formal and informal events take place to seek views in relation to SEND provision in the school e.g. pupils and parent surveys, coffee mornings.

Expectations of all schools/settings	What this includes/looks like
Learners are fully involved in the assessment and review processes	• Learners are fully involved in the graduated approach (assess, plan, do, review) and contribute towards setting and reviewing their outcomes and in identifying the support that works best for them. • Learners are supported to understand their own barriers to learning and to value their achievements. E.g. through the use of one-page profiles.

Voice of parents/carers as reported through the consultation

What is most important to parents/carers in the partnership with schools/ settings to support children and young people with SEND?

Dedicated SENCOs, readily available and not distracted by teaching duties

All teachers understanding my child's needs and how to support them

Knowing how to access the different types of support available

SUPPORT FOR THE BROAD AREAS OF NEED

This section describes strategies, interventions and resources that can help support CYP with a range of needs and barriers to learning. Usually, when a CYP is receiving this additional support, they will be presenting with characteristics that fall under at least one of the four broad areas of need set out in SEND Code of Practice (2015).

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

For this guidance we have divided sensory and/or physical needs in to 2 sections:

- **Physical Needs and Complex Medical Needs.**
- **Sensory - Hearing and Vision and Multi-Sensory Impairment**

Support should be put in place according to presenting needs and should not be dependent on any formal diagnosis. It is likely that CYP will have needs/ difficulties across more than one area. It is important to note that a CYP with a particular difficulty is unlikely to need all of the provision listed in that area; rather that this document should be used as a guide for those working with the CYP when considering the provision that could be put in place to best suit their individual needs.

This guidance sets out the range of provision that the Local Area expects schools/settings should 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 will have an impact on the sensory environment and how provision is delivered. Support, guidance and training is readily available in the Local Area so that schools/ settings are able to develop their practice to meet the expectations set out here. This can be accessed through the Inclusion Service, TPD online **www.tpd.org.uk/cpd/portal.asp_ and the Local Offer - Thrive Wandsworth THRIVE Wandsworth.**

Some CYP will have an Education, Health and Care Plan (EHCP). Children and young people with EHCPs must receive the specified provision to meet their needs as described in Section F of their plan. Provision included in this document will not always be included in Section F as it's considered to be ordinarily available. However, where professionals recommend strategies e.g. the use of a visual timetable or availability of a breakout space, this may be included in the EHCP. There may also be other strategies and interventions which will support the CYP's learning and which are ordinarily available but not specifically referred to in their EHCP.

COGNITION AND LEARNING

Voice of the child/young person as reported to professionals

What helps you to learn best?

General principles for meeting needs:

- Listen to the voice of the CYP, what is it that they want/ need?
- A needs-based approach that takes note of the CYP's strengths and allows for opportunities for success.
- Copying from the board is avoided.
- Sufficient thinking time is allowed.
- Information is presented in different ways with regular opportunities for overlearning.
- Support the development of conceptual understanding using different resources e.g. Numicon, arrays.
- Visual aids including timetables.
- Easy access to resources (i.e. word banks etc on the CYP's desk).
- Scaffolding work e.g. breaking down tasks, task sheets (see below).
- A focus on quality, rather than quantity of work making sure that recording is purposeful and appropriate to the needs of the CYP and the task.
- Recognition that not all work needs to be evidenced through recording, sometimes observation information is more valuable.
- Ensuring a range of assessment tools are used to provide specific, immediate feedback including verbal feedback sensitive to the age and needs of the CYP.
- Making use of well managed peer support including learning partners and peer assessment sensitive to the needs of the CYP.
- Flexible groupings so that CYP can learn from their peers across the ability range. Intervention should initially be focused on a 'keep-up model' such as pre-teaching and same day intervention in response to ongoing assessment for learning.
- When further support is needed, catch-up programmes applied are evidence-based and are targeted to the strengths and needs of the CYP, with clear entry and exit points and agreed monitoring arrangements.
- Interventions are evaluated to ensure they are effective and meeting the desired outcomes.
- Support is delivered by practitioners working within the remit of their training, qualifications, and expertise or under the guidance and support of appropriately qualified professionals which works towards targets and is regularly monitored and reviewed.
- The school uses its assessment for learning systems, supplemented by targeted assessment to identify areas of need.
- When CYP are not making expected progress within existing school's interventions, CYP have access to specialist support from suitably qualified professionals.
- Provide constructive feedback that encourages a growth mindset and illustrates how next steps of the task could be taken. Feedback that builds on strengths and illustrates how work could be improved; that supports the young person's understanding of their strengths and what they can do to further improve.

Cognition and Learning

Barriers/ Needs	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Difficulties due to literacy (can be observed across all subjects)	• All CYP have access to a systematic approach to teaching reading and phonics. • CYP not achieving the required standard in the year 1 phonics test are identified and receive targeted support for phonics in year 2. Further intervention may be required, if they are unable to achieve the expected level at the end of year 2. Different approaches in addition to phonics may need to be considered where CYP have persistent difficulties e.g. morphology, syllabification. • Differentiated reading prompts and materials. • Individual and small group tuition either within the classroom and/or on a withdrawn basis working to targets. • Making use of buddy readers, paired readers, pre reading activities for lessons with heavy literacy content. • Use of assistive technology e.g. reading pens, immersive reader, text to speech technology. • Explicit pre-teaching of vocabulary within context and linked to subjects to support comprehension across the curriculum. • Specific teaching of inferential understanding taking account of individual difficulties. • Appropriate size of print (e.g Calibri 24 for writing on the whiteboard). • Simple uncluttered worksheets/ slides/ whiteboards.
Difficulties with recording (can be observed across all subjects)	• Explore the reasons underlying any difficulties with recording to identify the barrier, this could be related to physical, emotional or cognitive needs. Some CYP may require additional work to develop the fine motor skills required for handwriting. • Some CYP may require motivational activities to encourage them to write. • Clarity about expectations and some CYP may need to know how much writing is expected of them in a lesson. • A structured approach to teaching spelling. • A structured approach to the teaching of fluent handwriting. Finding the right age and stage to introduce touch typing as a method of recording. • Alternative ways of recording are available for all CYP and may include drawing, mind-mapping, apps, voice and video recordings as appropriate to the task and the CYP.

Difficulties with recording (can be observed across all subjects)	• CYP receive support to use alternative recording which may include speech to text technology, predictive text and specialist software, word cue and speak cue. The use of human scribes is kept to a minimum, particularly in upper KS2 and beyond in order to promote independence and equip CYP for adult life. • Some interventions/ adaptations may be required in the short term and consideration should be given to the exit strategy. • Sentence scaffolds/ talk frames to support grammatical organisation of sentences used for all CYP who need them. • Margin scaffolds / writing frames (including the use of Widget/ Communication in Print) used appropriate to individual needs to encourage/ support recording. • Explicit teaching of the organisational skills required for longer pieces of writing.
Maths difficulties and their impact across the curriculum	• Concrete resources are selected carefully to develop understanding of number. • Differentiated and carefully presented numeracy tasks. • Recognition that some CYP will need smaller steps and instructions broken down further • Focus on basic number skills regularly re-visited in an age appropriate format appropriate to the CYP • Concentrate on the priorities and the Ready to Progress criteria to inform target setting and interventions. • Assessment of prior understanding. • Make learning relevant to the CYP's everyday experiences. • Learning through maths games linked to interests and motivations e.g. card games. • Targeted use of online games/ activities. • Awareness of the language demands of tasks/ working memory demands and adapt as appropriate. • Pre-teaching of specific maths vocabulary. • Visual prompts used – number lines, 100 squares, calculators, multiplication squares. • Procedural and conceptual variation to teach links between key criteria (Big Ideas)

Cognition and Learning

Barriers/ Needs	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Attention and concentration difficulties	• Reasonable adjustments to activities, lessons and timetables delivered flexibly. This may include: • Use of timers. • Use of visual timetables. • Now and next boards. • Access to quiet space / movement breaks, active learning considering sensory needs of the CYP. • 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 you start. • Focus the CYP'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. • Some CYP may need a reduced access to manipulatives and supporting resources to avoid overload. • Clear expectations. • Encourage CYP to be self-aware of what helps and hinders their attention and focus on teaching self-regulation.
Difficulties with memory and retention	• Pre-teaching key vocabulary and concepts. • Pre-reading text. • Use repetition and overlearning to reinforce long term memory, focusing on understanding. • Modify the language demands of the tasks and be aware of overload of working memory. • Use visual and word prompts as appropriate. • Use of modelling with verbalisation. • Work out strategies for memory with the CYP.

Difficulties with memory and retention	• Ask the CYP to repeat back what has been said e.g. when giving instructions. • Use of learning partners e.g. explain the task, the process of task completion to your peer. • Opportunities for retrieval practice e.g. low stakes quizzes to practice recalling. • Strategies to manage anxieties to reduce the impact on memory and retention. • Support CYP to be aware of their own memory strengths and needs and teach strategies to support memory e.g. note taking, mind mapping. • A structured approach to the teaching of fluent handwriting. Finding the right age and stage to introduce touch typing as a method of recording. • Alternative ways of recording are available for all CYP and may include drawing, mind-mapping, apps, voice and video recordings as appropriate to the task and the CYP.
Difficulties with processing information	• Present the information and task in a variety of modalities e.g. verbal, written, graphical, pictorial or a combination of these. • Observe how the CYP gathers visual, auditory, kinaesthetic and spatial information. • Carefully planned visual modelling plus verbal explanation of the task. • Awareness of the CYP's needs to avoid cognitive overload. • Recognition of any spikey profiles and variations between expressive and receptive language and build on strengths. • Break the task into chunks if appropriate. • Use thinking maps. • Allow the CYP time to process the information and respond. • Use partner talk time to help CYP process and gather their thoughts before sharing with the group.

Cognition and Learning

Barriers/ Needs	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Learning behaviour including emotional barriers to learning (metacognition, self-regulation, motivation, resilience, confidence) **(See also SEMH section)**	• Consider use of mediated learning / teaching strategies e.g. shared communication with the CYP of the cognitive goals of the task. • Use visual checklists to help track progress to goals. • Agree on task expectations. • Be aware of the task avoidance behaviours and understand the function of these behaviours. • Support the CYP to develop metacognition e.g. reflect on their process of thinking and learning behaviours. • Support the CYP to develop self-regulation of emotions to overcome blocking and frustration. • Support the CYP to set goals for their learning, monitor it together and make them aware of their past accomplishments. • Differentiate the task appropriately and use 'backward chaining' with CYP who lack attention and motivation. • Effective feedback and focusing on effort. • Use a reward system which incorporates intrinsic and extrinsic rewards. • Working with CYP to develop a growth mindset - The brain is a muscle; learning is exercise for the brain.

Sources of advice and support

Wandsworth Literacy and Numeracy Support Service
Literacy & Numeracy Support Service (L&NSS) | THRIVE Wandsworth

Wandsworth Schools and Community Psychology Service
Schools and Community Psychology Service (SCPS) - Coronavirus | THRIVE Wandsworth

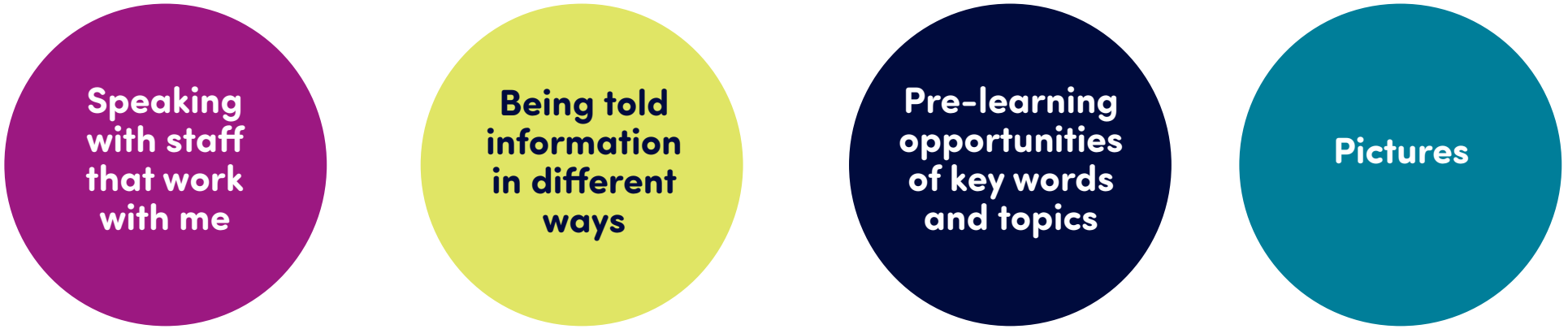
National Centre for Excellence in the Teaching of Mathematics
Home | NCETM

South West London Maths Hub **Home Page (londonsouthwestmathshub.co.uk)**

COMMUNICATION AND INTERACTION

Voice of the child/young person as reported to professionals

What helps you to learn best?



Barriers/ Needs	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Difficulties understanding and using language	• Offer CYP alternative and augmentative methods of communication (AAC) e.g. Makaton, PECs, aided language displays and colourful semantics. • Adults to provide good language models across all contexts adjusted to the CYP's developmental level e.g. gestures/Makaton, single words, word combinations or complex sentences. • Offer time to allow the CYP to process the instructions and respond. • Offer visual prompts to support communicative attempts including objects of reference, photos, picture symbols and the written word depending on developmental level. • Visuals can include schedules, first/then boards, task planners and feelings keyring.

Communication and interaction

Barriers/ Needs	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Difficulties understanding and using language	• Ensure use of visuals is consistent between school and home. • Infuse motivating topics and learning materials to encourage and promote engagement and a desire to communicate. • Offer opportunities for CYP to respond/make choices within a range of activities. • Give CYP plenty of time to process spoken information and plan their answer. • Ask questions at the right level for their understanding using Blank's Level of questioning. • Adults repeat what the child has said and emphasise correct word order and grammar. • Consistent use of key vocabulary between home and school. • Adults use sentence starters from the child's perspective to encourage communication e.g. 'I want...' • Adults to provide options for CYP to choose between e.g. 'is it x or y?' • Adults to consider the environment and limit distractions where possible. • Adults gain the CYP's attention before asking a question or giving an instruction. Some CYP will need you to use their name first or have instructions given on a 1:1 level. • Simplify language when giving instructions and check for understanding. • Give information chunked, repeated and delivered at the appropriate pace. Repeat instructions and then simplify if necessary. • Language should be as concrete as possible i.e. relate to the here and now, particularly with younger CYP and avoid using idioms, metaphors and sarcasm e.g. ''pull your socks up". • Avoid using complex language / concepts, such as before and after, and instead use clear simple phrases such as 'First' and 'Then'. • Always tell the CYP what to do rather than what not to do. i.e. instead of ''stop running" say "walk '' • Be aware that the child may not understand more abstract language. E.g. 'it' or 'there'. Rather than saying "Put it over there" say "Put the book on my desk." If necessary, model the instruction. • Concrete, pictorial, practical resources to support understanding of curriculum content no matter what the age.

Difficulties with social rules)	• Adults are aware of CYP who need support with transitions and plan accordingly. Transitions include • Adults to ensure that social and emotional learning differences are understood and accepted by others e.g. encourage talking/sharing about special interests during set times. • Ensure consistency with language used to convey social rules between home and school. • Use timers (sand timers, digital timers). • Adults aware that a child with social communication differences may not notice or understand the meaning of non-verbal communication, such as facial expressions or tone of voice and may misinterpret situations. You will need to back up "implied meanings" with a verbal instruction or commentary. • Visual prompt cards can be used in the classroom to support the understanding of instructions and what is expected behaviour in the classroom environment. • All staff need to use these consistently and should also know about a child's reward scheme for responding to the prompt cards. The prompt card can be shown without verbal language or it can be supported with a simple phrase. • Consistent visuals in the playground to provide examples of social games that can be played. • Teaching social rules through play. e.g. turn taking. • Teaching of social communication to be embedded throughout all areas of the curriculum e.g. prompt cards to use with a talk partner. • Playtime buddy / or lead / to support a younger age group e.g. buddy reading / board games. • ABC chart to understand the behaviour (see SEMH section).
Difficulties regulating emotions (this could be linked to anxiety/ sensory needs / difficulties predicting what is coming next/difficulties communicating their feelings)	• Adults are aware of CYP who need support with transitions and plan accordingly. Transitions include moving between lessons and break time, beginning and end of the day, holidays and weekends, structured and unstructured times, change of staff, visitors or trips or change in circumstances for the CYP. • Be aware that the CYP's ability to process language will be further reduced when they are angry or upset. • Visual timetables should be clearly seen in every class so that the structure of the school day is clear, and events are marked off or physically removed to show passing of time. Individual visual timetables can also be used. • Adults prepare CYP for changes, for example through now and next boards, social stories, visual timetable and task plans that can be ticked off. • Adults warn the CYP when activities are about to change and support the CYP at transition times using visuals and gestures. The use of a sand timer or a countdown can support a CYP to know how long they have to finish a task.

Communication and interaction

Barriers/ Needs	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Difficulties regulating emotions (this could be linked to anxiety/ sensory needs / difficulties predicting what is coming next/difficulties communicating their feelings) continued	• Adults allow time for CYP's special interests as part of the daily or weekly structure. • The use of a first and then board pairing an adult led task followed by a child's special interest activity to support regulation. • CYP's daily or weekly timetable to be shared with school staff and home so that adults can speak to the CYP about what is happening that day. • A consistent member of staff to meet and greet the CYP each morning and support settling them into class for the school day. • Adults respond to signs of distress and allow CYP to have some control e.g. to finish an activity. • Offer sensory and learning breaks for example: sensory circuits and or sensory equipment e.g. fidget toys, sensory objects, weighted blanket, ear defenders. • Opportunities for CYP to have access to a calm, quiet, less stimulating area, either in the classroom or in an alternative space or pop up tent. Where possible space should not be in a corridor to avoid other CYP and adults coming through the space. • Consider small group work to reduce sensory and emotional demands. • Provide individual quiet work / project time with a range of activities that appeal to them e.g. colouring or Lego, to allow a CYP time to regulate their emotions. • Clear communication between staff about a CYP's difficulties and strategies to be implemented to enable consistency. • Adults are responsive to signs of emotional dysregulation and adjust tone of voice, body language and instructions accordingly. • Interactive feelings display / posters so that all CYP can identify how they are feeling each day. Schools adopt a common language to talk about feelings developed through whole school PSHE curriculum. • Support offered at playtime by using a smaller / quieter space with fewer peers and a small range of craft and play equipment.

Difficulties regulating emotions (this could be linked to anxiety/ sensory needs / difficulties predicting what is coming next/difficulties communicating their feelings) continued	• Capture and celebrate positive behaviour and calm moments. • Adults to model coping strategies for CYP e.g. breathing techniques, visualisation strategies. • Validate all emotions whether positive or negative. • Individual risk assessments to be carried out – to identify triggers and specific response. ABC approach (Antecedent, Behaviour and Consequence) may support this stage. • Familiar adult available to support the talking through of incidents/anxieties/behaviours etc.

Sources of advice and support

Wandsworth Autism Advisory Service **Wandsworth Autism Advisory Service (WAAS) | THRIVE Wandsworth**

St George's NHS SLT Mainstream school's team. **Mainstream Secondary Speech and Language Therapy Service - Coronavirus | THRIVE Wandsworth**

Schools and Community Psychology Service Schools and Community Psychology Service **(SCPS) - Coronavirus | THRIVE Wandsworth**

SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH) NEEDS

Voice of the child/young person as reported to professionals

What helps you to feel better and more successful at school

Social, Emotional and Mental Health (SEMH) needs

General principles for meeting needs:

- Behaviours or presentation should always be seen as a means of the CYP communicating their needs.
- It is always good practice, to seek the views of family members and staff who know the CYP really well, and the CYP themselves. A collaborative 'doing together' approach encourages respectful relationships and informs appropriate adjustments and interventions to nurture the wellbeing of the CYP.
- All of the descriptions provided represent how behaviours and presentation can be perceived by others. It is important to see these behaviours and presentations in the context of CYP's emotional experiences e.g. anxiety and possible language and or learning needs.
- Schools may benefit from accessing attachment and trauma informed schools training to support their CYP and staff in this area. This could be accessed through the Virtual School and/or link Educational Psychologists from the Schools and Community Psychology Service (SCPS).

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYPs.
Inclusive provision applicable across all identified SEMH barriers and/or need categories	• Ensure any unmet underlying learning or communication needs (which may be masked by presenting SEMH needs and behaviours) have been assessed, planned for, implemented, and reviewed. • Consultation and review with parents/carers to understand the CYP's history and current situation. • Consultation and review with CYP so they can share their perspective and have ownership of plans and choices. • Consider reasons, triggers and patterns for behaviours, record, and monitor, analyse and review trends of frequency, time, and duration, e.g. using an ABC (Antecedent, behaviour, consequence) chart and when calm, asking the CYP "What would you do differently?" • Any behaviour system for a CYP to be used in a way that respects and supports their self-esteem and self-worth. • Planning support for times of the day/subjects/transitions that may be more difficult for the CYP. • Whole school joined-up approach of all staff to support strategies for the CYP (consistency). • Consideration of any reasonable adjustments to the Behaviour Policy that differentiates for SEMH needs in the same way we differentiate for learning needs.

Inclusive provision applicable across all identified SEMH barriers and/or need categories	• Professionals' / TAC (team around the child) meetings to understand the CYP's presenting SEMH needs and plan support and interventions. • Individual plans of provision – regularly assess, plan, do and review (including the CYP at all stages, so they set their targets, know their targets, and celebrate when the achieve them). • Simplify language when giving instructions and check for understanding. • Give information chunked, repeated and delivered at the appropriate pace. Repeat instructions and then simplify if necessary. • Language should be as concrete as possible i.e. relate to the here and now, particularly with younger CYP and avoid using idioms, metaphors and sarcasm e.g. ''pull your socks up". • Avoid using complex language / concepts, such as before and after, and instead use clear simple phrases such as 'First' and 'Then'. • Always tell the CYP what to do rather than what not to do. i.e. instead of ''stop running" say "walk '' • Be aware that the child may not understand more abstract language. E.g. 'it' or 'there'. Rather than saying "Put it over there" say "Put the book on my desk." If necessary, model the instruction. • Concrete, pictorial, practical resources to support understanding of curriculum content no matter what the age.
Attention difficulties	• Ensure a clear visual structure to the day that is in place and communicated clearly with the CYP. • Have clear and reasonable expectations of the CYP regarding appropriate/expected behaviours with a clear and consistent responsive approach, understood and agreed with CYP, parent/s/carer/s and all school staff – a tick list of all the times they have achieved it so they celebrate their success. • Allowing time for 'movement breaks', agreeing these ahead of time. • Allowing access to resources which support the CYP's attention and concentration, e.g. fiddle toys, doodle books. • Breaking tasks into chunks that are personalised for the CYP providing scaffolding resources to help completion. • A seating plan considering distractions, access to support, and with supportive peer learning role models.

Social, Emotional and Mental Health (SEMH) needs

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYPs.
Behaviours that staff may find difficult to manage, e.g. refusal to follow instructions, aggression, damage to property.	• A consistent message but flexible approach, e.g. "I want you to be in class learning and being safe" is the consistent message, the approach to support this happening may vary or be flexible depending on individual needs. • Understand the basis for driving the presenting behaviour e.g. what is the history/context? • Understand that behaviour can be a method of communication e.g. what purpose is the behaviour trying to achieve for the CYP? What might the CYP be trying to tell us with their behaviour? • Adults adapting their approach to help the CYP to substitute other more acceptable behaviours that help them better communicate their unmet need. e.g. encouraging the CYP to 'use their words' so that they can be helped. • Teach the CYP different ways to get their needs met e.g. practice social skills such as turn taking. • Strategies to regulate their emotions e.g. using Zones of Regulation or Emotion Coaching • Use of limited choices to allow the CYP some flexibility to support the same positive outcome e.g. "Would you like to talk to me now or in 1 minute?" • Regular presentation of anger/aggressiveness in a CYP is to be regarded as a reason to elicit support/ help rather than punishment / exclusion. • Completion of a risk assessment as necessary. A risk assessment and management plan should include proactive strategies, early interventions to reduce anxiety that de-escalate situations, keeping the CYP safe as well as other CYP and staff.
Attachment needs.	• Consideration of family context and the range of children that may have attachment needs e.g. adopted, CIN, LAC, Forces children. • Ensure staff have had attachment-based training, and use responsive attachment informed strategies within class and across school settings • Nurture Group / nurture group ethos

Low level disruption, e.g. talking out of turn, frequent interruptions to learning, fiddling with objects.	• Focus on being responsive and supportive to the CYP's learning and emotional needs, reducing anxiety and thereby unwanted behaviours. • Staff training in de-escalation approaches to reduce anxious behaviours e.g. the adult using concise and clear instructions, delivered in a calm assertive vocal tone. • Flexible and creative use of rewards and consequences to reinforce positive behaviours e.g. a focus on 'catch them being good'. • Staff to be selective and intuitive in which behaviours to address and which to tactically ignore. e.g. where there is an ongoing pattern of unhelpful behaviours observed, it may be more helpful to support the CYP to have a dialogue with them privately than to address publicly. • Use and nurture a positive relational approach to support the effectiveness of behaviour management strategies e.g. discussing and negotiating agreed verbal scripts with a CYP so that they have buy in and feel ownership. • Have a time out/quiet area which the CYP knows they can access to support their emotion regulation and own agency of de-escalation of behaviours.
Difficulty in making and maintaining healthy relationships.	• Nurture Group or/and small group activities provision to support personal, social and emotional development. • Teaching through modelling emotional responses to difficulties and disagreements, e.g. sharing, turn taking, different viewpoints. • A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time, paired learning, scaffolding group work, role playing scenarios. • Consider who the CYP can maintain a positive relationship with (e.g. Adults only? Younger or older CYP? Gender preference?). Utilise this understanding to build the CYP's capacity to develop and maintain relationships more widely. Provide opportunities for the CYP to have dedicated time with their teacher for 'getting to know you' time to nurture positive relational communication. • Use restorative approaches when relationships break down – see "Resources, Advice and Consultation Available"

Social, Emotional and Mental Health (SEMH) needs

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYPs.
Difficulties following and accepting adult direction.	• Positive calming scripts, clear concise language to re-direct, reinforce agreed expectations e.g. use of others as role models (but not comparing), referring to class agreement. Adult/s to model emotion regulation by their volume and tone of voice, and their body language and positioning in relation to the CYP. • Provide limited choices to provide CYP with sense of control e.g. "You may choose to finish your work at your group table or over here at this table, whichever one you think will help you to finish." • Flexible and creative use of rewards and consequences e.g. 'catch them being good' sticker chart /dojo points, choice of sport or hobby activity etc. • Visual timetable and use of visual cues e.g. sand timers to support time to move from one task to the other – 'now, next, then' model.
Difficulties participating and presenting as withdrawn or isolated, significantly unhappy or stressed.	• Support to identify and access key figures (adults and CYP) who can provide an emotional secure base to help support wellbeing and learning e.g. a school learning mentor may check in on/spend an allocated planned time with a CYP • Small group work e.g. friendship / social skills, emotional literacy, nurture groups • Opportunities to reflect on emotional states and develop strategies with the CYP to support self-regulation and mood. Teach the CYP the different vocabularies for naming their emotion and how it makes their body feel • Establish a safe place/quiet area in the setting which is chosen and agreed with the CYP • Provision of play-based activities that may support with communication and emotional expression • Establish interests, strengths and connect learning for motivation and engagement • Buddying /Peer Mentoring

Physical symptoms that are medically unexplained. e.g. stomach pains/SEMH needs due to the medically explained. e.g. self-esteem due to incontinence	• Maintain communication between school and home, with ongoing information sharing and review with parents/carers. Logging when symptoms occur and contextual details when they occur, may support to analyse possible triggers and patterns to plan support and interventions. • Liaison with school nurse. • Consider different activities that may be stress reducing for that individual CYP e.g. games, dance, colouring, exercise, gardening, animals, forest school, yoga, mindfulness activities. • Consider the impact physical symptoms may have on the CYP's emotional wellbeing, self-esteem, and social relationships. • Collaborate and plan with parents/carers to ensure consistency of approach between home and school, working in a flexible manner paying attention to the individual case and function served by non-attendance. • Understand that there can often be an emotional basis to school avoidance. Refer to Emotionally Based School Avoidance (EBSA) resources (see "Resources, Advice and Consultation Available"). • Consider the impact of exclusions on individual attendance of CYP, e.g. excluding a CYP can reinforce their maladaptive behaviours that are unsupportive of their learning and healthy social relationships, increasing isolation and harming their emotional well-being. • Liaison with EWO through EWS (Education Welfare Service).
Patterns of non-attendance	• Collaborate and plan with parents/carers to ensure consistency of approach between home and school, working in a flexible manner paying attention to the individual case and function served by non-attendance. • Understand that there can often be an emotional basis to school avoidance. Refer to Emotionally Based School Avoidance (EBSA) resources (see "Resources, Advice and Consultation Available"). • Consider the impact of exclusions on individual attendance of CYP, e.g. excluding a CYP can reinforce their maladaptive behaviours that are unsupportive of their learning and healthy social relationships, increasing isolation and harming their emotional well-being. • Liaison with EWO through EWS (Education Welfare Service).

Resources, Advice and Consultation Available

Use of Early Help Assessment (Thrive Wandsworth) /thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/advice.page?id=QospX0VGq3c

Consultation with Wandsworth Multi-Agency Safeguarding Hub (MASH) thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/advice.page?id=dA5qlGs307s

Wandsworth Schools and Community Psychology Service (SCPS) thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=QlUoQGmFPuw

Use of Functional Behavioural Analysis Questionnaires to help to understand the function of behaviours (analyse the info together with the school EP (Educational Psychologist))

Consultation with Wandsworth Child and Adolescent Mental Health Service (CAMHS) - single point of access thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=230sInQ1lqs&familychannel=0

Victoria Drive Primary Pupil Referral Unit (PRU) thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=IxA-deWVBx8

Francis Barber Secondary Pupil Referral Unit (PRU) thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=7aXHu2fXCPU

School Nursing service thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=kpuwyYu4a7I

Youth Offending Team (YOT) thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=UvbT8J7vZvM

Wandsworth Community Drug and Alcohol Service thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=l1lBtoA9rjA

Therapeutic and counselling services consultation, e.g.: Place2Be thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=3SZG59NYMVM&familychannel=0

Catch22 thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=A11ytytbULY Wandsworth Bereavement Service https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/advice.page?id=1pFrATxArUo&familychannel=0&familychannel=0

Talk Wandsworth Talking Therapies (part of Improving Access to Psychological Therapies (IAPT)) thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=119cCNdGVwc

PHYSICAL NEEDS AND COMPLEX MEDICAL NEEDS

Voice of the child/young person as reported to professionals

What helps you?

OT in school doing lots of exercises

Going on my scooter on school trips because you can pull it along

> Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
>
> **Supporting pupils at school with medical conditions' statutory guidance: 2015**

General principles for meeting needs:

- Every setting should have a Medical Needs, Fair Access and Accessibility Plan/Policy (separate to the SEND policy) which names the key people responsible for implementation.
- Reasonable adjustments to key policies are made according to CYP's needs e.g. attendance, behaviour, uniform, punctuality.
- CYP and parents are actively engaged in decision making and planning of their support with a flexible approach to timetabling to ensure fair access.
- All staff (including supply and new staff) are informed about the needs of CYP with physical and medical needs and are supplied with an up to date Care Plan.
- Up to date training is provided for all relevant staff in line with the medical needs of the CYP in the school/ setting.
- Where appropriate staff have completed the competency requirements associated with the training.
- Specific assessments are undertaken to establish the implications for accessing the curriculum and any reasonable adjustments required to mitigate against these.
- Personalised plans are generated in response to assessments including where relevant: access arrangements, health care plans and risk assessments.

Physical needs and complex medical needs

Plans may take into account:

- Supervision arrangements at unstructured times.
- Administration of any medicines.
- Support to address personal needs such as toileting, mealtimes, etc.
- Support to address medical needs (e.g. diabetes management, use of catheters, etc.).
- Environmental audit to inform any necessary adjustments (such as ramps or rails).
- Individual risk assessments for PEEP (Personal Evacuation and Emergency Plans).

Barriers/ Needs	Strategies and approaches
Environmental adaptations	• Careful consideration is given to the position of a CYP with physical disabilities in the classroom to allow for maximum independence of movement/access to resources and equipment, including outdoor areas. • Clearly defined spaces/areas for personal equipment and places of withdrawal are identified and available for therapies, developmental programmes and / or special arrangement for personal hygiene. • Introduction of items such as specialist seating, height adjustable work benches to facilitate access. • Support equipment such as lockable medicine cabinets, first aid bags, fridges. • Resources within easy reach to promote independence. • Realistic time to transition easily to different areas of the school. • Opportunities to be in different physical positions throughout the day e.g. sitting and standing positions as appropriate. • Toilets are fully accessible to the needs of the CYP in the school/ setting and meet national guidelines. • Adaptations to lunchtime arrangements where required e.g. early entrance to canteen, additional time to eat, adapted cutlery and trays. • Reasonable adjustments to be made to include CYP with physical disabilities and/or medical needs in educational visits and/or extra-curricular activities.

Approaches and strategies to access the curriculum

- Alternative ways of recording are used across the curriculum including the daily use of laptop/tablets where handwriting for recording is not the focus of the task.
- Adapted IT access equipment and programmes such as joysticks, Clicker 7, touchscreen, dragon speech etc.
- Low tech communication aides in place to support expressive and receptive communication.
- Visual aides to support a CYP's receptive understanding of routines and to support independent work e.g. visual timetables that are either whole class or individual.
- Curriculum is planned and differentiated to enable the reasonable adjustments required for individual needs including flexible timetabling in collaboration with the CYP and parents. This may include fine motor sessions, sensory breaks, gross motor sessions, sensory circuits, typing skills, handwriting groups etc.
- Consideration is given to the adaptations and reasonable adjustments to enable full accessibility to PE lessons e.g. changing routines, sensory environment and use of equipment.
- Adapted equipment to access specific aspects e.g. cutlery, crockery, scissors.
- Teachers consider any barriers to learning and remove these e.g. considering the physical fatigue of writing impacting on quality and creativity and not cutting out in lessons where CYP have difficulties cutting.
- Allocation of staff is well planned so that there is 'scaffolded' support to promote independence e.g. back chaining support to complete a task.
- Clear and careful timetable/routine plan of when personal care, therapy, etc. are happening so that CYP is not missing out on key learning or peer interaction times.
- Consideration of whether therapy programmes can be delivered within the classroom as part of their learning (integrated therapy) so that CYP are not taken out as this avoids CYP missing learning and can lead to them feeling isolated from peers.
- Online remote learning for CYP who may be out of school for long periods due to surgery or complex medical needs.
- Reasonable adjustments where recommended by professionals – small aids for toilets, writing slopes, wobble cushions, fidgets, gym balls and scooter boards.

Physical needs and complex medical needs

Barriers/ Needs	Strategies and approaches
Support with personal care	• Reasonable adjustments are made for CYP who have delay in toilet training, have life-long incontinence or temporary medical needs causing difficulty. • Staff who provide intimate care are trained in personal care (e.g. health and safety training in moving and handling) according to the needs of the CYP in line with safeguarding (working in pairs) and maintaining personal dignity and privacy. • Assistance with the management of toileting needs should be provided sensitively to allow maximum access to the curriculum, the whole life of the school, and dignity in front of staff and peers. • Responsibility to meet the needs of CYP with delayed personal development; disabled CYP should not be excluded from any activity due to incontinence, sent home to change, or parents expected to attend school to manage toileting needs. • There must be careful communication with each CYP who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc) to discuss their needs and preferences. • Permission for intimate care should always be sought at an age / developmentally appropriate level before starting an intimate procedure. • Adapted diets for individual CYP and time it may take for a CYP to eat safely. • Support for CYP to be as independent as possible in managing their personal care and where appropriate, administration of medication. • Consider if a CYP has to be taken out of class for a medical procedure to avoid them being feeling different and also to promote inclusion of medical needs into their functional everyday life. • Encourage CYP to be as independent as possible in monitoring their own medical conditions e.g. type 1 diabetes device/ app. • Realistic expectations of time required for things like changing into PE/sports kit.

Resources, Advice and Consultation Available

Health Visitors. The Health Visiting Service, provided by Central London Community Healthcare NHS Trust, provides support and advice to all Wandsworth resident children aged 0-5 years old and their families. Health Visiting Service - Wandsworth - Coronavirus | THRIVE Wandsworth

School Nursing team. Wandsworth's School Nursing Service, provided by Central London Community Healthcare NHS Trust, works with children from Reception age and upwards attending a mainstream state school in Wandsworth. School Nursing Universal Service - Coronavirus | THRIVE Wandsworth

Community Nursing teams. This service is provided by St George's University Hospital NHS Foundation Trust, specialist nurses cover areas including: epilepsy, diabetes and respiratory conditions. St George's Healthcare Children's Community Nursing Team | THRIVE Wandsworth

Community Therapy teams (Occupational therapy, Physiotherapy, Speech and Language therapy, Wandsworth Community feeding service). These services are provided by St George's University Hospital NHS Foundation Trust. Information about these services including contact details can be found on the Trust's website and also on the Wandsworth Local offer pages.

Speech & Language Therapy (Children's) - Coronavirus | THRIVE Wandsworth

Children's Occupational Therapy (NHS) - Coronavirus Update | THRIVE Wandsworth

Community Paediatric Physiotherapy Service | THRIVE Wandsworth

Wandsworth Community Feeding Service | THRIVE Wandsworth

Schools and Community Psychology Service Schools and Community Psychology Service (SCPS) - Coronavirus | THRIVE Wandsworth

Greenmead special school Outreach (Moving and handling training, risk assessments, access needs and equipment). Greenmead Outreach Service | THRIVE Wandsworth

Portage Portage is a home-visiting educational service for pre-school children (aged 0 - 3 1/2 years) with special needs or a disability and their families. Portage Service - Coronavirus | THRIVE Wandsworth

Early support Wandsworth's Early Support (ES) service is available to disabled children aged 0-5 years living in Wandsworth with complex developmental and medical needs. Early Support (ES) - Coronavirus | THRIVE Wandsworth

Inclusive technology website Inclusive Technology - All the Help You Need

Enable disability sports. Enable Leisure and Culture | THRIVE Wandsworth

SENSORY NEEDS - HEARING AND VISION AND MULTI-SENSORY IMPAIRMENT

Voice of the child/young person as reported to professionals

What helps you?

General principles for meeting needs:

- CYP with a sensory loss receive the necessary support and interventions from a Qualified Teacher of the Deaf (QToD) and/or a Qualified Teacher of the Visually Impaired (QTVI).
- Access to Habilitation Specialist is available under direction of QTVI.
- All teachers should undergo specialist training in understanding the impact of hearing or vision loss on CYP, enabling them to provide the appropriate supports and strategies which will allow the child to reach their potential in the mainstream setting.
- Training must be provided by a QToD and/or a QTVI. Wandsworth Sensory Support Service provides a holistic package of support which includes comprehensive training delivered by qualified staff, ongoing support and consultancy and direct service to CYP and their families.

- Following specialist assessment from a QToD and/or QTVI, specific strategies to be employed to allow for best access in a mainstream setting, including:
  - Positioning.
  - Acoustic environment audit.
  - Environmental audit in the context of Visual Impairment.
  - Pre and post teaching strategies.
  - Use of visual tools/aids such as visual timetables.
- Use of assistive technology such as Soundfield systems, radio aids, magnification devices, digital access and screen sharing.
- Easy access to resources to support learning across the curriculum.
- Appropriate accommodations and scaffolding techniques to encourage engagement and success.
- Ensuring a range of assessment tools including those identified for a sensory loss are used to provide specific feedback sensitive to the age and needs of the pupil.
- Recognition that not all work needs to be evidenced through formal recording, sometimes observation information is more valuable and effective in demonstrating success.
- Making use of small group work as well as peer support and learning partners.
- Flexible groupings so that children can learn from their peers across the ability range.
- Interventions are evaluated to ensure they are effective and meeting the desired outcomes.
- The school uses its assessment for learning systems, supplemented by targeted assessment specific to hearing and/or vision in order to identify areas of need.
- When pupils are not making expected progress within existing school's interventions, pupils receive increased levels of specialist support from suitably qualified professionals.

Hearing

Barriers/ Needs	Strategies and approaches
Access	**Technology** • Ensure that hearing aids, speech processors etc are worn and working well. • Complete daily checks of technology and functional listening skills. • Use of radio aids and/or Soundfield systems as advised by QToD (WSSS). • Seat CYP towards the front of the class. For hearing aid users this should be no more than 2 metres from the teacher.

Hearing

Barriers/ Needs	Strategies and approaches
Access	**Classroom Management** • Give an outline of the content of the lesson at the beginning. • Briefly recap the main points of the lesson at the end. • Write key words / ideas on the whiteboard. • Signal changes of topic. • Use handouts and visual aids whenever possible. • Repeat/rephrase information or comments made by other pupils. • Check that they have understood the work. Use open questions. • Use subtitles for videos. • Where possible, provide work beforehand to pupils, parents and other staff working with the children. • Work with the Teacher(s) of the Deaf who can advise on classroom management for each individual case. **Managing group conversation** • Ensure that only one person talks at a time. • Repeat what others have said. • Ensure questions and answers have been made clear and have been heard. • Identify the next speaker to allow the CYP time to turn and watch. • Summarise or review the main points that have been discussed.

Communication	• Modify and extend language used. • Stand where pupils can see your face. Avoid standing in front of a window with the light behind you. • With young children get down to their level so that they can see and hear you more clearly. • Face the class whenever giving information. • Do not talk while writing on the whiteboard or facing away from the student or class. • Avoid walking around whilst talking to the class. • Speak clearly and naturally, do not over-exaggerate lip patterns or speak too slowly. · Make full use of natural gesture and facial expression. · Use visual aids to support understanding. · Regularly check for understanding.
Environment	**Classroom Environment** • Ensure that background noise levels are kept to a minimum. • Use soft furnishings to reduce reverberation. • Avoid seating CYP next to a noisy piece of equipment such as a fan or projector as this will be distracting and make it harder for them to hear. • Seat the CYP away from external noise e.g. open windows, doors, traffic noise. • Ensure the room is well-lit. **Wider environment- break time, PE, swimming** • Attract the CYP's attention before speaking. • Ensure that you face him/her so that she can lipread. • CYP will find it more difficult to hear in the noisy environment of a swimming pool. Hearing aids cannot be worn. Using a handheld white board or flip chart to give written instructions is helpful. • In field sports CYP may not hear their peers calling them to pass the ball etc. Their peers need to be aware of this. • Creative positioning (e.g. vertical seating) in assemblies so that children can access lip patterns and whiteboards more easily without the stigma of sitting at the front with younger children.

Hearing

Barriers/ Needs	Strategies and approaches
Personal, social and emotional development	• Opportunities to meet with other deaf CYP both in school (where possible) and in social events such as clubs, community groups etc. • Access to learning materials, books, videos which have deaf characters or themes about deafness. • Opportunities to meet and engage with deaf role models within the community. • Access to school clubs and activities with deaf friendly resources and experiences. • Encourage self-advocacy so the CYP can explain their needs to others.

Resources, advice and support

Advice and support can be found in the following places:

Wandsworth Sensory Support Service **Wandsworth Sensory Support Service (WSSS) | THRIVE Wandsworth**

WSSS Latest News **twitter.com/WandsworthSSS**

National Deaf Children's Society **National Deaf Children's Society | supporting deaf children (ndcs.org.uk)**

British Association of Teachers of the Deaf - **Home - BATOD**

Vision

Barriers/ Needs	Strategies and approaches
Access	**Learner characteristic** • Learners may not have access to the incidental learning through vision that is available to sighted learners and which is fundamental to concept development. • Don't ask the student if they can see something – they usually say yes. • Use concrete material and hands-on experience whenever possible. • Slanted desks may be of benefit to individual students. • Allow more time to complete tasks and provide breaks to combat fatigue. • Do not lower expectations because the student has a visual impairment. • Be discreet – students may be desperate not to be different, especially as they get older. **Learning Resources** • Use enlarged print on A4 /modified large print worksheets. • Printed materials should be clear and high contrast (use bold font). • Provide contrast on any visual materials used (including presentation on the board). Black and white is preferable to colours. • Avoid clutter on visual materials (less is more). • Arial font is preferable, avoid italic or ornate script. Remember that lowercase letters are easier to read than capital letters because they have a greater number of ascenders and descenders, making them more visually distinctive. • Be a 'Radio Teacher' (supplement any visual information with clear verbal explanation).

Vision

Barriers/ Needs	Strategies and approaches
Access	**Technology** • Some learners will need to learn specialist skills to enable them to read and write on equal terms with sighted learners. This may involve the use of magnifiers, ICT or braille, all of which require specialist support and training. • Encourage the student to use assistive technology/visual aids/resources that have been prescribed (e.g. iPad, glasses, magnifiers, large-print books, RNIB Print on Demand). • Utilise digital and audio versions of curriculum texts and reading materials via sources such as RNIB Bookshare, RNIB Digital Services, National Accessible Library. **Classroom Management** • Use the CYP's name when seeking his/her attention. • Seat the CYP appropriately in the classroom (e.g. in the middle towards the front). • Give clear instructions as the CYP may misinterpret gestures and facial expressions. • Mobility and environmental awareness – a lack of incidental visual knowledge means that many learners,
Mobility & Independence	• Mobility and environmental awareness – a lack of incidental visual knowledge means that many learners, especially those with more severe visual loss, will need to be taught the skills to navigate their environment independently and safely. • Emphasise Habilitation targets and encourage independence. Many CYP will benefit from individual Habilitation/mobility lessons e.g. independent travel, route learning, road safety skills, practice with public transport. • It is often necessary to give extra support in unfamiliar environments, e.g. on school trips, even though the CYP's mobility may be excellent within the school building/campus.

Vision

Barriers/ Needs	Strategies and approaches
Environment	• Make sure lighting is suitable. • If possible, ensure lights are coming from behind or to the side of the CYP. • Make efforts to eliminate the risk of glare from the desk and whiteboard (use blinds). • Consistent and clutter free classroom layout. • Environmental audit maybe required from a Habilitation Specialist. • Consider whether an early lunch pass or a quiet space in the playground is needed according to the outcome of the sensory audit.
Personal, social and emotional development	• Be aware of the self-esteem of the CYP, growing up with a vision impairment can place considerable emotional pressure on children and influence their self-image and self-esteem, particularly if they experience negative attitudes and stereotyping. • Vision Impairment reduces the ability to recognise non-verbal clues such as body language and facial expression. The development of pragmatic (social) language can also be delayed in children with Vision Impairment. • Arrange for other students to act as buddies and use peer tutoring. Peer-groups should be encouraged to include and support the student. • Encourage self-advocacy so the CYP can explain their needs to others.

Resources, advice and support

Advice and support can be found in the following places:

Wandsworth Sensory Support Service **Wandsworth Sensory Support Service (WSSS) | THRIVE Wandsworth**

WSSS Latest News **twitter.com/WandsworthSSS**

National Sensory Impairment Partnership **NatSIP - Home**

Royal National Institute for the Blind **RNIB - See differently**

THANKS

Special thanks to the many professionals, school colleagues, parent/carers and young people who have contributed to help co-produce this document.

For further details of support offered please refer to our Local Offer
Wandsworth's SEND Local Offer | THRIVE Wandsworth

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