**The Graduated Response**

Aims and principles

* The Code of Practice states that a graduated approach to meeting SEND should be used: high quality teaching is the first step when a pupil is not making expected progress. The vast majority of children and young people will have their needs met through this.
* Some pupils may require support that is additional to or different from this universal support. This is ‘targeted support’.
* A small minority of these pupils may require support in addition to this, at the specialist level.
* Schools and colleges have the responsibility of identifying and addressing SEND. They must put in place a graduated approach to increasing support for pupils with SEND, implemented in a structured and coherent way. In addition to the range of targeted interventions developed and implemented by schools and colleges, there should be work undertaken in partnership with appropriate professionals and services, in order to extend the range of knowledge and skills used to meet needs
* There should be equality of provision available across different mainstream settings, ensuring that regardless of where a pupil is educated, they will have access to similar approaches to meet their needs. Whilst it is important that schools and colleges make decisions about provision based on the individual needs of their pupils, and their school/college populations more widely, it is imperative that decisions about intervention are underpinned by evidence-based practice and that there is a high level of consistency between schools and colleges.



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| **UNIVERSAL** | **TARGETED**  | **SPECIALIST** |
| * Universal support is generic and available to all children and young people. It includes differentiation as part of whole class teaching and support that is included within the mainstream environment.
* It also includes changes to groupings of pupils as well as use of evidence-based intervention and group work. Development of staff knowledge is also included within universal support and may include whole school training, or training for a specific group of staff in relation to an individual/group of pupils.
* This should always be the first level of intervention, in which individual targets are set and monitored in line with high quality teaching.
 | * Targeted support is additional to the universal, quality first teaching offer.
* It is used to provide more focused intervention and support for some pupils identified as being in need in a certain area of development.
* This is additional support which is different to that of the mainstream teaching and learning.
* When pupils require additional support, it should be focused on areas of need, as identified through assessment, and reviewed and put in place following a plan, do, review approach.
* Targeted support includes evidence-based interventions and increased small group support.
 | * Specialist support is required when despite high quality teaching and provision of targeted intervention pupils needs persist.
* This support is additional and different to what would usually be put in place for pupils and may be delivered by an Education, Health and Care Plan (EHCP).
* Pupils may have additional needs across all areas of development or have a diagnosed condition. Pupils will have persistent and ongoing learning difficulties.
* It is likely that advice about support arrangements would have been sought from external professionals.
* It is expected that some specialist provision would be provided in mainstream settings.
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**Graduated Response to Special Educational Needs and Disabilities (SEND)**

* The information contained within this section has been co-created with key stakeholders including Headteachers, SENCOs and Educational Psychology, and is the product of a series of working group meetings over the course of the Autumn term 2019.
* The aim of providing an extensive list of the type of provision available at the different levels of support is to ensure that there is equality of provision across different mainstream settings, ensuring that regardless of where a pupil is educated, they will have access to similar approaches to meet their needs..
* Whilst it is important that schools make decisions about provision based on the individual needs of their pupils, and their school populations more widely, it is imperative that decisions about intervention are underpinned by evidence-based practice and that there is a high level of consistency between schools.
* Universal, targeted and specialist provision are listed below with the expectation that settings follow a graduated approach to increasing support for pupils with SEND, implemented in a structured and coherent way.
* In addition to the range of targeted interventions developed and implemented by schools, there should be work undertaken in partnership with appropriate professionals and services, in order to extend the range of knowledge and skills used to meet needs

# Communication and Interaction

Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding and using social rules of communication. These issues may also affect their reading, learning, socialising and making friends and behaviour and control of emotions (DfE, 2018).

## Assessment and identification of need

* [Universally Speaking](https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking.aspx) – booklets detailing the ages and stages of children’s communication development from birth to 18 years.
* [I CAN](https://ican.org.uk/i-cans-talking-point/progress-checker-home/) – Online progress checking tools for 6 months to 11 years.
* [British Picture Vocabulary Scale (BPVS3)](https://www.gl-assessment.co.uk/products/british-picture-vocabulary-scale-bpvs3/) – receptive vocabulary assessment for 3 to 16 years.
* [The Communication Trust](https://www.thecommunicationtrust.org.uk/media/93826/making_your_place_great_for_communication_final_1_.pdf) – information about communication friendly environments, and suggested assessment and audit tools.

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| Area of need  | Universal provision – Quality First teaching  | Targeted provision – SEN Support | Specialist provision  |
| Access to learning  | Differentiation based on language to present learning Collaborative learning opportunities which group pupils of differing language levels Multi-sensory resources for teaching and learning including opportunities to ‘show’ rather than ‘tell’, teaching that uses visual and tactile approaches Classroom materials and resources labelled with key words Visual support systems such as visual timetables, targets on the desk, targets shown on the whiteboard, prompt cardsTasks are modelled and understanding is checked Pupils seated closer to the teacher  | Each task is modelled for the pupil individually or as part of a small group An individual visual approach is usedNow/next used to structure every transition  | An individualised curriculum linking content of whole class work and learning objectives appropriate to the pupilClassroom support is personalised and individual to meet needs A system of alternative communication needs to be used e.g. PECS, Makaton, BSLAll peer interactions are mediated by an adult so that the pupil does not become distressed All instructions and teaching content needs to be individualised to take into account the language needs of the pupil |
| Social interaction and play  | Social skills explicitly taught and modelledA peer buddying system is used to model social and play skills Encouragement to take turns, give answers and engage with peers  | Adult support is provided during unstructured times to lead games and support peer interactions Small group activities to promote shared attention e.g. Attention Autism  |
| Attention and listening  | Use the pupils name to gain their attention Visual strategies used to gain the attention of all pupilsGood attention and good listening skills are noticed and praised Activities to target attention and listening skills Tasks are reduced to accommodate for difficulties attending Areas with fewer distractions are provided Perception checks are used to check attention rather than understanding  | An individual area for working is provided which provides a lower distraction environment  |
| Receptive language  | Language is reduced by all adults to a level that is understandable for the pupil – chunked, simplified and avoiding ambiguous terms Staff check the pupil’s understanding of instructions Instructions repeated and reinforced. A visual plan/checklist for the lesson is provided Pupil is supported to indicate when they have not understood Pupil is given more time to process verbal information Non-verbal cues are used alongside verbal language e.g. visuals, signs, gestures Key words are emphasised, and new vocabulary is explained Pupils encouraged to ask questions and seek clarification | 1:1 or small group [evidence-based intervention](http://www.thecommunicationtrust.org.uk/projects/what-works/whatworkssearch.aspx) to promote understanding of vocabulary, concepts or instructions e.g. Talk BoostPre-teaching of key vocabulary and new topic specific words Speech and Language Therapy targets incorporated into lessons e.g. vocabulary taught before lesson and repeated during activities  |
| Expressive language  | Language is expanded on e.g. pupil’s words are put into a sentence and repetition encouraged Differentiated questions and a choice of responses, as well as additional time to process and respond to language Strategies to motivate greater use of language Talk partners to pair pupils of differing skill level Verbal responses are scaffolded to provide sentence starters Pupils encouraged to ‘tell me’ and ‘use your words’ Access to alternative forms of communication to enable expression e.g. visuals, signs Provide opportunities for [structured talk](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf)  | 1:1 or small group [evidence-based intervention](http://www.thecommunicationtrust.org.uk/projects/what-works/whatworkssearch.aspx) to promote use of vocabulary, concepts and speech e.g. Oral Language Programme, Talk Boost, Language for Thinking, I CAN secondary talk1:1 intervention to improve speech sounds as advised by Speech and Language professional Pre-teaching of key vocabulary and new topic specific words Additional resources are available e.g. IT software, alternative worksheets with less informationSpeech and Language Therapy targets incorporated into lessons  |

# Autistic Spectrum Disorder (ASD)

Autism is a condition that affects how a person communicates with and relates to other people, and how they experience the world around them. Autism is a spectrum condition. All autistic people share certain difficulties, but being autistic will affect them in different ways. Some autistic people also have learning disabilities, mental health issues or other conditions, meaning people need different levels of support. All people on the autism spectrum learn and develop. With the right sort of support, all can be helped to live a more fulfilling life of their own choosing (adapted from National Autistic Society definition).

## Assessment and identification of need

* [AET Autism Progression Framework](https://www.autismeducationtrust.org.uk/shop/pf-shop/) – assessment to support staff in identifying learning priorities and measuring progress
* [NAS Sensory Assessment Checklist](http://www.aettraininghubs.org.uk/wp-content/uploads/2012/05/37.2-Sensory-assessment-checklist.pdf) – based on Sensory profile checklist (Bogdashina, 2003)
* [NAS Sensory Audit](http://www.aettraininghubs.org.uk/wp-content/uploads/2012/05/37.1-Sensory-audit-tool-for-environments.pdf) – sensory audit to help staff assess and create enabling environments
* [Functional Assessment](http://best-practice.middletownautism.com/wp-content/uploads/sites/4/2016/03/Functional-Assessment-Form-Including-Setting-Event.pdf) – tool to explore what a certain behaviour is communicating

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| Area of need  | Universal provision – Quality first teaching  | Targeted provision – SEN Support | Specialist provision  |
| Social interaction and social communication(see also Communication and Interaction)  | Staff are aware of the strengths and differences associated with autism in general and with each individual pupilModelling of appropriate social interaction skills Grouping of children to provide peer role models Group work is facilitated where necessaryAdult support to provide structure during break and lunchtimes Reduced verbal language alongside visual and written prompts. Use of simple, direct and unambiguous language Staff are aware that autistic pupils may need additional time to process instructions and informationPositive language – what you would like them to do, not what they shouldn’t do Staff alert to a pupil who has a reduced sense of danger and adapt the environment accordingly e.g. securing the environment, putting equipment out of reach | Small group activities to promote shared attention and spontaneous communication e.g. [Attention Autism](https://best-practice.middletownautism.com/approaches-of-intervention/attention-autism/)Small group intervention to develop peer relationships e.g. Circle of Friends, structured friendship group 1:1 or small group intervention to develop specific social communication skills e.g. turn-taking, sharing, interpreting gesture, tone of voice, facial expression e.g. Talkabout, Socially SpeakingAdult support is provided during unstructured times to lead games and support peer interactions Time outs to relieve the pressure associated with social situations  | Adult support is needed at most times to ensure the safety of the pupil and the safety of other pupils Majority of teaching and learning is adapted to fit around the pupil’s interests Frequent and higher-level interventions e.g. multiple times daily, either individually or with one other peerAll instructions and teaching content needs to be individualised to take into account the language needs of the pupil |
| Flexibility of thought and transition management (see also Cognition and Learning and SEMH)  | Visual timetable used for the whole classPreparation and explanation of transitions and changesStructure and routine to much of the school day Opportunities to generalise their learningLearning opportunities using concrete and practical approaches are used to explain abstract concepts e.g. manipulatives Tasks are adapted to take into account the strengths and interests of the pupil – rewards and sanctions may be unsuccessfulVisuals used to help structure longer tasks e.g. checklists, task boards Support to generate ideas for creative tasks  | Individual timetable which is used with the child for each point of transition[Social stories](https://carolgraysocialstories.com/social-stories/) used for transitions and unfamiliar events which may be anxiety inducing Support for planning of all extended written tasks, and tasks that require imaginative thinking All learning and task instructions are provided in a structured, visual format e.g. [TEACCH](https://best-practice.middletownautism.com/approaches-of-intervention/the-teacch-autism-programme/)Staff who have participated in autism training and who disseminate information throughout the school e.g.: SCERTS (Social Communication and Emotional Regulation); AET Good Autism Practice |
| Sensory processing  | Staff recognise and support pupils’ own strategies to regulate their arousal level (e.g.: allowing child to flap, pace, sing, rote count if it is helping them to stay calm)Pupil supported to develop self-awareness of difficulties and triggers, and to be supported to self-regulate Low arousal areas where sensory environment is reduced e.g. visual, auditory informationTools used to minimise sensory information e.g. ear defenders, storage systems for learning materials Pupil allowed to remove themselves from overstimulating environments Alternative ways to meet sensory needs are provided e.g. fidget toy, movement breaks, chew toys, weighted objects Preparation in advance of changes to sensory environment  | Provision of low stimulation environments e.g. own workspace, periods of time outside the classroom Regular time spent in a highly sensory environment to regulate arousal levelsImplementation of a ‘sensory diet’ or ‘sensory breaks |

# Cognition and Learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning (DfE, 2018).

## Assessment and identification of need

* [Phonological Assessment Battery Primary](https://www.gl-assessment.co.uk/products/phonological-assessment-battery-phab/) (PhAB2 Primary) – assessment of phonological awareness in pupils aged 5 -11 years.
* [Sandwell Numeracy and Early Numeracy Tests](https://www.gl-assessment.co.uk/products/sandwell-early-numeracy-test-sent/) – assessment of five strands of basic numeracy skills: identification, oral counting, value, object counting and language in pupils aged 4 – 14 years.
* [Working Memory Rating Scale](https://www.pearsonclinical.co.uk/Education/Assessments/WorkingMemory/WorkingMemoryRatingScale%28WMRS%29/WorkingMemoryRatingScale%28WMRS%29.aspx) – checklist to identify children with poor working memory skills in pupils aged 5 -11 years.
* [New Group Reading Test](https://www.gl-assessment.co.uk/products/new-group-reading-test-ngrt/) – assessment of reading and comprehension skills for 6-16 years.
* [York Assessment of Reading for Comprehension](https://www.gl-assessment.co.uk/support/yarc-support/) (YARC) – assessment of reading comprehension with primary and secondary versions.
* [The Detailed Assessment of Speed of Handwriting](https://www.pearsonclinical.co.uk/AlliedHealth/PaediatricAssessments/PerceptualFineMotorDevelopment/DetailedAssessmentofSpeedofHandwriting%28DASH%29/DetailedAssessmentofSpeedofHandwriting%28DASH%29.aspx) (DASH) – assessment of handwriting speed for 9-16 years.

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| Areas of need  | Universal provision – Quality first teaching  | Targeted provision – SEN Support | Specialist provision  |
| Access to learning  | Differentiation based on task presentation, content and outcomeSimplified language reinforced by visual materials and modellingAdaptation to seating arrangements Collaborative learning opportunities which group pupils of differing ability levels Multi-sensory resources for teaching and learning Classroom materials and resources labelled with key words Physical and outdoor learning opportunities incorporated into teaching Tasks are modelled and understanding is checked Alternative ways to demonstrate understanding Visual support, e.g. gesture, diagrams or illustrationsDevelopmentally meaningful visual supports during activities to help students’ structure and identify stages in a taskDrop-in sessions for pupils who require learning support or support with homework (lunchtime, after school) Support to develop study skillsCatch up programmes for those who are underachieving Curriculum and support groups where students are working with peers at different abilities and access to peers to provide role models for language, communication skills and for co-operative and independent application to tasks | Individual seating arrangements Placement to enable more able pupils act as peer role models Each task is modelled for the pupil individually or as part of a small groupLearning chunked into even smaller steps Key Stage 4 and post-16Vocational and alternative learning opportunities incorporated into teaching. Option to opt-out of some curriculum subjects and engage in increased vocational study Support arrangements which include on/off site opportunities to for vocational courses and awards Programmes to develop life skills Alternative ways of recording provided e.g. laptop, verbally and scribed, dictation programme Teaching to touch type/development of keyboard skills Pupil supported to develop organisation and independence within school  | Frequent and higher-level interventions e.g. multiple times daily, either individually or with one other peerAn individualised curriculum linked to the content of whole class work but delivered at a slower rate with an ongoing focus on overlearningClassroom support is personalised and individual to meet needs Individualised programme for reading, spelling, inference, maths[Interventions include](https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf):* Fischer Family Trust Wave 3 literacy support
* Acceleread
* Accelewrite
* Every Pupil Counts
* [Reading Recovery](https://www.evidence4impact.org.uk/interventions/979)

Ongoing precision teaching  |
| Executive functioning  | Teaching strategies to reduce difficulties arising from poor working memory e.g. visual task board, manipulativesStrategies to develop and extend listening and attention, including availability of distraction free environment for some teaching and learning Learning is chunked and pupils are given the next step only once they have completed the previous – [link to KS3/4 example](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf) Regular opportunities for low distraction working Teaching of sequencing skills Additional time given to process and respond to information[Teach strategies for planning and monitoring writing](https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/)  Teaching meta-cognitive skills e.g. [ReflectED](https://www.evidence4impact.org.uk/interventions/981) | Adult to note pupil ideas e.g. on a whiteboard Use of games to develop memory recall strategies e.g. Memory MagicAll teaching materials printed off and provided as handouts, otherwise accessible by a laptop Pupil individually support to take notes related to key points of learning Checklist of tasks is provided for the pupil to independently check off Examination arrangements |
|  Literacy  | A language rich environment which explicitly teaches new vocabulary and [develops speaking and listening skills](https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/)  Simplified reading texts Writing frames, sentences starters, word banks available Text presented in a larger font, with less information contained on a page Teaching of [reading comprehension skills alongside decoding](https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/) Access to resources to check spellings Support for handwriting difficulties e.g. pencil grips, writing slopes Reading tailored to an area of interest Occasional opportunities to have a scribe Coloured overlays/reading rules available A range of texts reflecting different interests Explicitly [teach spelling](https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/) of new and topic specific words using varied approaches e.g. phonics, analogy, identify ‘tricky’ parts, visualWork towards [fluency in writing](https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/) including handwriting practice Key Stage 1 and 2[Systematic phonics programme](https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/) for whole class e.g. Success For All, Lexia Core 5 Reading, Jolly Phonics Alphabet strips Use of highly motivating strategies e.g. story sacks Teaching of exception/’tricky’ wordsBy KS2 there should be a focus on [reading fluency](https://educationendowmentfoundation.org.uk/public/files/Support/Publications/Literacy/KS2_Literacy_Guidance_2017.pdf) Key Stage 3, 4 and post-16Implement a [‘disciplinary literacy’](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf) approach combining subject specific literacy plans with more general literacy development Provide [targeted vocabulary instruction](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf) in every subject [Develop ability to read and access academic texts](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf) | 1:1 or small group evidence-based interventions[[1]](#footnote-1) for reading, spelling and writing[[2]](#footnote-2) e.g. [Accelerated Reader](https://www.evidence4impact.org.uk/interventions/1024), [Toe by Toe](https://toe-by-toe.co.uk/), [Catch Up Literacy](https://www.evidence4impact.org.uk/interventions/1032?page=2). Evidence suggests delivery for around [30 mins, 3-5 times a week](https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/) 1:1 or small group, by trained members of school staffDaily 1:1 reading Intervention to teach rules of grammar e.g. colourful semantics Intervention focused on developing inference skills Trial of a ‘whole word’, sight vocabulary approach to reading Adult scribing for longer pieces of writing 1:1 or small group handwriting intervention Precision teaching intervention for small units of learningOral language intervention focusing on vocabulary, narrative and complexity of sentences e.g. Language4Reading Pre-teaching of vocabulary and concepts |
| Numeracy  | Use of manipulatives e.g. Numicon, number lines, counters Ensure pupils develop quick retrieval of number facts Teaching of factual, conceptual and procedural knowledgeTeach [strategies for solving problems](https://educationendowmentfoundation.org.uk/public/files/Support/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) Teach in the sequence of language, concrete resources and diagrams before symbolsProvide [examples and non-examples](https://educationendowmentfoundation.org.uk/public/files/Support/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) of concepts Discuss and compare different solution approaches Use [stories and problems](https://educationendowmentfoundation.org.uk/public/files/Support/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) to help pupils understand mathematics Link learning to real world and concrete situationsBreak down multi-step problems into smaller chunks | 1:1 or small group evidence-based numeracy intervention[[3]](#footnote-3) e.g. [Numbers Count](https://www.evidence4impact.org.uk/interventions/950), [1st Class @ Number](https://www.evidence4impact.org.uk/interventions/1021). [Principles](https://educationendowmentfoundation.org.uk/public/files/Support/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) of effective intervention include; providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative reviewPrecision teaching interventionTeach a single method for each type of mathematical problem-solving  |
| Retention of learning  | Teaching of planning, monitoring and evaluation strategies Modelling and encouraging the use of memory strategies A variety of questioning techniques are usedKey learning points reviewed at the end of each lesson New learning is linked to learning the pupil is already secure on Real life examples of the learning are providedExperiential learning experiences provided Use of IT to reinforce what has been taught  | Recap of previously learnt information and new learning is delivered on an individual or small group basis 1:1 sessions to consolidate learningSupport with homework tasks on a 1:1 or small group basis |

# Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which impact on their learning and attainment, as well as their ability to make and maintain relationships. Behaviour that challenges often indicates an unmet need (e.g. difficulty accessing the learning, low academic resilience, feelings of insecurity) and is a way for the child or young person to communicate that they need help. The range of behaviour linked to this area of need is varied and may include becoming withdrawn or isolated, or displaying behaviour that is more externalising. These behaviours may also reflect underlying mental health difficulties such as anxiety or depression.

## Assessment and identification of need

* Anna Freud [‘Index of Instruments’](https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf) features a range of different measures and questionnaires
* [Strengths and Difficulties Questionnaire](http://www.sdqinfo.com/) – a behavioural screening questionnaire for 3-16 years comprising pupil, teacher and parent versions
* [Boxall Profile](https://www.nurtureuk.org/publications/boxall-profile-handbook-revised) – assessment of social, emotional and behavioural development
* [Spence Anxiety Scale](https://www.scaswebsite.com/) – assessment of the six anxiety domains comprising parent, child, pre-school scales
* [Emotional Literacy](https://www.gl-assessment.co.uk/products/emotional-literacy/) – assessment of ability to understand and express feeling for 7-16 years
* [Thrive Approach](https://www.thriveapproach.com/the-thrive-approach/) – web-based tool to assess and support emotional and social development

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| Area of need  | Universal provision – Quality first teaching  | Targeted provision – SEN Support | Specialist provision  |
| Externalising behaviour  | Behaviour policy which prioritises relationships All staff responding to the pupil in a consistent manner e.g. ‘[Emotion Coaching’](https://www.emotioncoachinguk.com/what-is-emotion-coaching) Modelling and praise for positive behaviour Use of visuals to support understanding of rules and social expectations Clear and firm boundariesA proactive response which aims to reduce frequency and severity of escalations e.g. time out, positive behaviour management Restorative conversations between pupil and staff or peers Whole class system of emotional regulation and [support for good classroom behaviour](https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf) Ensure the pupil understands how to gain positive attentionTeach and model [social and emotional skills](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) including skills of self-awareness, self-management, social awareness, relationship skills, responsible decision making Calming strategies modelled and undertaken daily e.g. breathing exercises, strategies from mindfulness Reward charts and extrinsic motivators  | 1:1 or small group emotional literacy work to develop understanding and management of emotions including aggression e.g. [ELSA](https://www.elsanetwork.org/), [5 point scale](https://autismawarenesscentre.com/5-point-scale-emotional-regulation/), [Zones of Regulation](https://zonesofregulation.com/index.html), [The Incredible Years](http://www.incredibleyears.com/) ABCC charts used to better understand behaviour and a subsequent behaviour plan in place Regular points during the day for supported calming and reflection Key adult to regulate emotions and behaviour throughout the day through ‘check-ins’ A ‘safe space’ which can be used by the pupil to support self-regulation [Nurture group](https://www.nurtureuk.org/research-evidence/impact-and-evidence/nurture-group-research-faq) run by qualified practitioners and adhering to [Nurture Group standards](https://www.nurtureuk.org/sites/default/files/nurture_groups_booklet_online.pdf) Time-limited reduced timetable with a clear point of review Temporary respite move to another mainstream setting | Frequent and higher-level interventions e.g. multiple times daily An individualised curriculum linking content of whole class work and learning objectives appropriate to the pupilClassroom support is personalised and individual to meet needs Key adult to regulate emotions and behaviour at all times during the dayManaged move to a new provision Daily social and emotional mentoring and support Dual registered placement at The Limes Multisystemic therapy working with the young person and parent/carer Please also refer to ‘[Sutton Schools Graduated Response - Alternatives to Exclusion’](https://www.sutton.gov.uk/downloads/download/1014/sutton_schools_graduated_response_-_alternatives_to_exclusion) document  |
| Internalising behaviour  | All staff responding to the pupil in a consistent manner e.g. ‘[Emotion Coaching’](https://www.emotioncoachinguk.com/what-is-emotion-coaching) Whole class system of emotional regulation Tasks set to a level that enables the pupil to experience regular success Opportunities for pupils to express how they are feeling e.g. circle time Teach and model [social and emotional skills](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) including skills of self-awareness, self-management, social awareness, relationship skills, responsible decision making  | 1:1 or small group emotional literacy work to develop understanding and management of emotions e.g. FRIENDS for life (resiliency building), drawing and talking, therapeutic story writing 1:1 or small group anxiety management intervention e.g. ELSA, ‘What to do when my worries get too big’, Starving the Anxiety Gremlin, counsellingTime-limited reduced timetable with a clear point of reviewKey adult to regulate emotions and behaviour throughout the day through ‘check-ins’ [Nurture group](https://www.nurtureuk.org/research-evidence/impact-and-evidence/nurture-group-research-faq) run by qualified practitioners and adhering to [Nurture Group standards](https://www.nurtureuk.org/sites/default/files/nurture_groups_booklet_online.pdf) |
| Motivation and task engagement  | Differentiation based on task presentation, content A range of teaching and learning strategies used to increase engagement Individualised targets and rewardsTasks set to a level that enables the pupil to experience regular success ‘Starter’ tasks which enable success before more challenging work is introduced  | Adapted timetable (e.g. through a RAG approach) which includes more positive lessonsTime-limited reduced timetable with a clear point of reviewVocational and alternative learning opportunities incorporated into teaching. Option to opt-out of some curriculum subjects and be supported to experience study options in vocational subjects. Support arrangements which include appropriate on/off site arrangements for Awards and Alternative/Vocational Courses.Programmes to develop life skills Mentoring from an external agency |
| Development of relationships with adults and peers  | Implementation of strategies from trauma-informed and attachment-aware approaches including a behaviour policy which prioritises relationships All staff responding to the child in a consistent manner e.g. ‘[Emotion Coaching’](https://www.emotioncoachinguk.com/what-is-emotion-coaching) Clear and firm boundariesSocial stories to teach social awareness and rules Comic strip conversations used to reflect on social interactions and to develop empathy Peer support e.g. buddying, lunch clubs  | [Nurture group](https://www.nurtureuk.org/research-evidence/impact-and-evidence/nurture-group-research-faq) run by qualified practitioners and adhering to [Nurture Group standards](https://www.nurtureuk.org/sites/default/files/nurture_groups_booklet_online.pdf)Key adult to regulate emotions and behaviour throughout the day through ‘check-ins’ and use of proactive regulation strategies Intervention to develop friendship skills e.g. Circle of Friends, ELSA intervention ‘Special time’/child-led opportunities for play to develop a positive relationship with a key adultSupported environment during unstructured times in which there is a focus on development of peer relationships ‘Meet and greet’ with a key adult  |

# Physical and Sensory

Children and young people may have a physical disability which affects their learning or access to learning. Some may also have issues with processing sensory information (such as sight, hearing sound, touch) (DfE, 2018).

## Assessment and identification of need

* [National Deaf Children’s Society](https://www.ndcs.org.uk/documents-and-resources) - resources and documents
* [‘Here to learn’](https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/here-to-learn/watch-our-here-to-learn-videos/) - videos by National Deaf Children’s Society to support classroom and curriculum support
* [Royal National Institute of Blind People](https://www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/guidance-teaching-and-learning) - teaching and learning guidance
* [National Sensory Impairment Partnership](https://www.natsip.org.uk/getting-started) - resources and documents
* [PD Net: A network for those supporting learners with physical disability](https://pdnet.org.uk/) - resources and documents

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| --- | --- | --- | --- |
| Areas of need  | Universal provision – Quality first teaching  | Targeted provision – SEN Support | Specialist provision  |
| Visual impairment  | Seating to provide best view of the teacher and boardAll learning materials produced to be clear (inc. large font size, type, colour), visually uncluttered and with good contrast between page and text. Alternatively, materials to be made available digitally to aid accessibility Multi-sensory teaching approaches to incorporate senses of touch, hearing and smell Extra time to process information and to complete tasksLearning rests to minimise visual fatigue Adaptations to classroom environment to enable greater independence e.g. de-cluttering, low background noise, appropriate lighting, low levels of glare, resources stored in consistent places Regular checks of the conceptual understanding of the pupil Support for inclusion in extra-curricular activities and during break and lunchtimes VI awareness training from SIS | Personalised support plan in line with advice from relevant professionals e.g. VI specific curriculum Alternative ways of recording including use of assistive technology Additional time spent on planning for learning tasks and preparing materials Verbal descriptions and cues provided for all information (pictures, text) that is presented visually Recap of previously learnt information and new learning is delivered on an individual or small group basis Pre and post teaching of concepts and new skills Assistive technology used so that the pupil can work at their own pace Direct teaching of touch-typing skills Intervention to develop sense of touch to aid communication skills e.g. manual dexterity, tracking skills and tactile perception | An individualised curriculum linking content of whole class work and learning objectives appropriate to the pupilClassroom support is personalised and individual to meet needs including a curriculum delivered at the pace appropriate for the learnerAlternative ways of reading and recording all work e.g. Braille and touch typing  |
| Hearing impairment  | A good listening environment which includes reduction of background noise and is regularly audited Adaptations to classroom environment to improve acoustics Seating arrangements to eliminate distance from speaker and enable lipreading or reading of sub-titles Cueing in, perception checks, repetition, and where required reduction of language Provision of quiet areas for group work Learning rests to minimise fatigue Key vocab and concepts presented visually Repetition of pupil’s responses and ideas and supporting them to engage in collaborate learning with peersStaff awareness of hearing aid devices Support for inclusion in extra-curricular activities and during break and lunchtimes Opportunities for pupils to develop relationships with deaf peersDeaf awareness training from SIS (e.g. radio aids, sound field systems, cochlear implants)  | Use of visual cues to support all language-based activity and content (inc. sub-titles)Personalised support plan in line with advice from relevant professionals e.g. HI specific curriculumTeach reading using a visual approach, otherwise small group or 1:1 phonics teaching Additional time spent on planning for learning tasks and preparing materials Pre and post teaching of vocabulary and conceptsPost-teaching which recaps previously learnt information and new learning is delivered on an individual or small group basis Support from a member of staff for note taking and providing accessible notesSupport to develop independent note taking and typing skills Structured activities to promote peer interaction during break times Use of sound field microphones/radio aids if needed   | An individualised curriculum linking content of whole class work and learning objectives appropriate to the pupilClassroom support is personalised and individual to meet needs e.g. a sensory curriculum delivered at the pace appropriate for the learnerAlternative method of communication is used e.g. British Sign Language, Makaton, Cued Speech Access to sign supported English Support from specialist TA or Deaf Inclusion worker inc. to access the curriculum  |
| Gross motor development  | Everyday routines are supported by use of visual cues Encourage ‘good’ seating in optimum position e.g. sitting up right, feet flat, correct table and chair heightKey equipment is positioned in an accessible manner Unnecessary movement and travel around the school is reduced Extra time given to complete tasks Tasks broken into shorter chunks Daily gross motor and body strengthening exercises Learning rests to minimise fatigueRange of pens, pencils, and grips to support writing Larger size writing frames to support presentation of work  | Targeted intervention to teach key motor and coordination skills Targeted support to develop self-care and independent skills Alternative ways of recording including use of assistive technology and peer support Equipment to support access to learning e.g. writing slopes, wobble cushionsPersonalised support plan in line with advice from relevant professionals e.g. OT, Physio Support from a member of staff for note taking and providing accessible notesSupport to develop typing skills Teaching of route learning using specialist habilitation skills such as trailling and long cane skillsSupport for physical tasks e.g. manipulating items, PE, playground Staff trained in moving and handling  | An individualised curriculum linking content of whole class work and learning objectives appropriate to the pupil e.g. life skills curriculum Classroom support is personalised and individual to meet needsScribe to record work Practical assistance throughout the day Moving and handling, and risk assessment plans in place  |
| Fine motor development  | Preparation in advance of tasks that require movement e.g. hand warm up before writing including play dough, peg/tweezer exercises Encourage ‘good’ seating in optimum position e.g. sitting up right, feet flat, correct table and chair heightExtra time given to complete tasks Daily fine motor exercises Learning rests to minimise fatigueRange of pens, pencils, and grips to support writing  | Targeted intervention to teach key skills e.g. letter and number formation, dexterity Personalised support plan in line with advice from relevant professionals e.g. OT, Physio Alternative ways of recording including use of assistive technology and peer support Equipment to support access to learning e.g. writing slopes, wobble cushionsSupport from a member of staff for note taking and providing accessible notesSupport to develop typing skills  | An individualised curriculum linking content of whole class work and learning objectives appropriate to the pupilClassroom support is personalised and individual to meet needsScribe to record work Practical assistance throughout the day  |

1. Brooks, G. (2016) What works for children with literacy difficulties? 5th ed. <https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf> [↑](#footnote-ref-1)
2. The applicability for each intervention varies based on the age of pupils, with specific delivery requirements for each [↑](#footnote-ref-2)
3. Dowker, A. (2009) What works for children with mathematical difficulties? [https://webarchive.nationalarchives.gov.uk/20110202102730/http://nationalstrategies.standards.dcsf.gov.uk/node/174504](https://webarchive.nationalarchives.gov.uk/20110202102730/http%3A//nationalstrategies.standards.dcsf.gov.uk/node/174504) [↑](#footnote-ref-3)