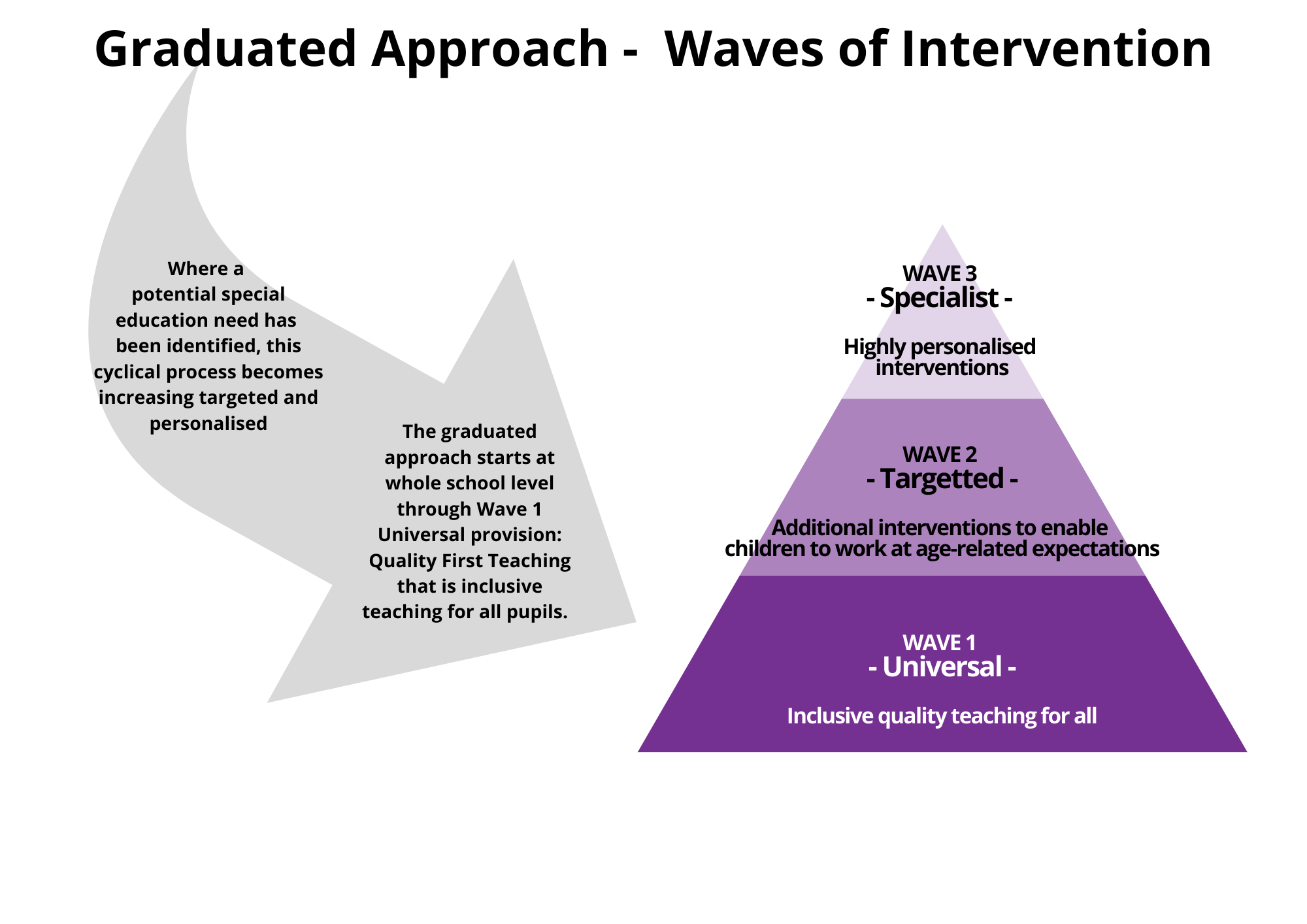
**The Graduated Response**

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. |

**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 cards  Tasks 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 used  Now/next used to structure every transition | An individualised curriculum linking content of whole class work and learning objectives appropriate to the pupil  Classroom support is personalised and individual to meet needs  A system of alternative communication needs to be used e.g. PECS, Makaton, BSL  All 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 modelled  A 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 pupils  Good 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 Boost  Pre-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 talk  1:1 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 information  Speech 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 pupil  Modelling of appropriate social interaction skills  Grouping of children to provide peer role models  Group work is facilitated where necessary  Adult 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 information  Positive 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 Speaking  Adult 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 peer  All 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 class  Preparation and explanation of transitions and changes  Structure and routine to much of the school day  Opportunities to generalise their learning  Learning 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 unsuccessful  Visuals 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 information  Tools 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 levels  Implementation 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(WMRS)/WorkingMemoryRatingScale(WMRS).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(DASH)/DetailedAssessmentofSpeedofHandwriting(DASH).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 outcome  Simplified language reinforced by visual materials and modelling  Adaptation 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 illustrations  Developmentally meaningful visual supports during activities to help students’ structure and identify stages in a task  Drop-in sessions for pupils who require learning support or support with homework (lunchtime, after school)  Support to develop study skills  Catch 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 group  Learning chunked into even smaller steps Key Stage 4 and post-16 Vocational 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 peer  An individualised curriculum linked to the content of whole class work but delivered at a slower rate with an ongoing focus on overlearning  Classroom 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, manipulatives  Strategies 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 Magic  All 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, visual  Work 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’ words  By 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-16 Implement 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 staff  Daily 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 learning  Oral 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 knowledge  Teach [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 symbols  Provide [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 situations  Break 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 review  Precision teaching intervention  Teach 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 used  Key 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 provided  Experiential 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 learning  Support 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 boundaries  A 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 attention  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  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 pupil  Classroom support is personalised and individual to meet needs  Key adult to regulate emotions and behaviour at all times during the day  Managed 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, counselling  Time-limited reduced timetable with a clear point of review  Key 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 rewards  Tasks 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 lessons  Time-limited reduced timetable with a clear point of review  Vocational 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 boundaries  Social 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 adult  Supported 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 board  All 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 tasks  Learning 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 pupil  Classroom support is personalised and individual to meet needs including a curriculum delivered at the pace appropriate for the learner  Alternative 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 peers  Staff 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 peers  Deaf 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 curriculum  Teach 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 concepts  Post-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 notes  Support 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 pupil  Classroom support is personalised and individual to meet needs e.g. a sensory curriculum delivered at the pace appropriate for the learner  Alternative 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 height  Key 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 fatigue  Range 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 cushions  Personalised 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 notes  Support to develop typing skills  Teaching of route learning using specialist habilitation skills such as trailling and long cane skills  Support 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 needs  Scribe 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 height  Extra time given to complete tasks  Daily fine motor exercises  Learning rests to minimise fatigue  Range 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 cushions  Support from a member of staff for note taking and providing accessible notes  Support to develop typing skills | An individualised curriculum linking content of whole class work and learning objectives appropriate to the pupil  Classroom support is personalised and individual to meet needs  Scribe 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> [↑](#footnote-ref-3)