Special Educational Needs
Mainstream Core Standards

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NHS
Kent and Medway

Provision that the local area expects to be made available for children and young people with Special Educational Needs and/or disabilities attending mainstream schools

Guidance for schools, parent/carers and professionals working with children and young people

Any provision or support should be provided in line with the needs of the child or young person and is not dependent on any formal medical diagnosis or educational determination.

This document has been co-produced with parents, children and young people, schools, specialist teachers, educational psychologists, colleagues from health and the local authority.

For details of services and support please visit: www.kent.gov.uk/localoffer.

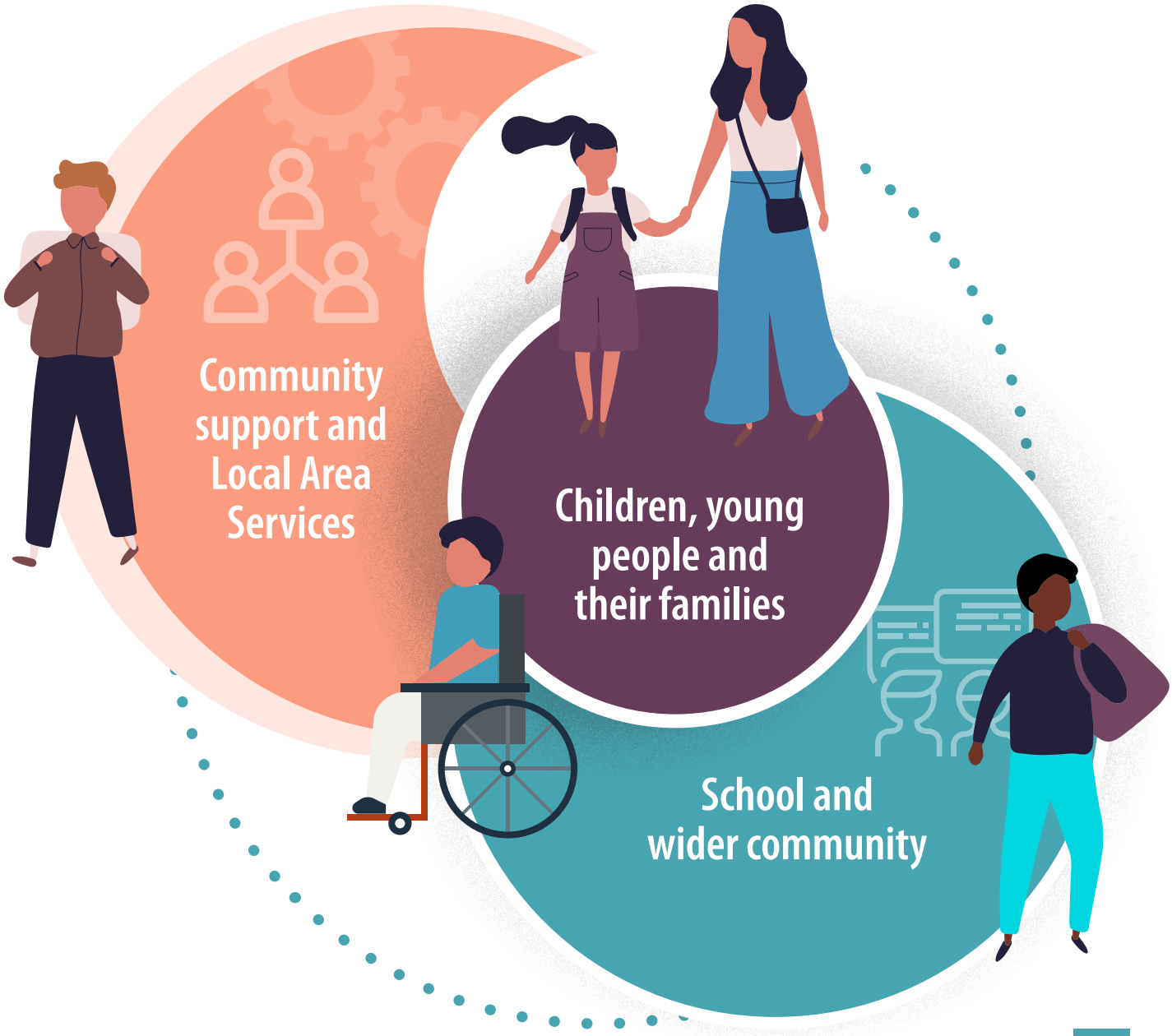
For the purposes of this document, schools and academies are referred to throughout as 'schools'.

Section One:
Expectations of all schools

This section outlines the expectations on all schools, according to the needs of the child/young person. Broadly speaking much of this section will be an integral part of the school's provision for all children. It outlines some of the practices and adaptations that are part and parcel of Quality First Teaching (QFT): the inclusion of all pupils in high-quality everyday personalised teaching. The provision and strategies outlined in this section may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the school.

Schools must put provision in place for learners with SEND taking in to account all learners' individual needs. Provision will be put in place for presenting needs, with or without any formal diagnosis. Often, the impact of provision can be helpful in identifying and understanding needs.

Children and their families are at the centre of the work of all schools.



Legal duties of schools in regard to Special Educational Needs and Disability

Schools have clear duties in regard to the support of children and young people with special educational needs ("SEN") and/or disabilities under the Children and Families Act 2014 and SEN and Disability Code of Practice 2015 (the "Code").

Schools **must** "have regard" to the Code. This means that they should do what it says or be able to explain why they have not done so, and what alternative action has been taken.

The law is underpinned by the principle that where a parent of a child with SEN, or a young person with SEN, wants a place in a mainstream setting, this must not be denied it on the basis that mainstream education is unsuitable, or that their needs or disabilities are too great or complex.

Mainstream schools **must** ensure that children or young people with SEN engage in the activities of the school together with children or young people who do not have special educational needs (section 35 of the Children and Families Act 2014).

The 'Best Endeavours' Duty

One of the key **duties** is for the school to use their 'best endeavours' to support children and young people with SEN. (This applies to mainstream and alternative provision settings.) This means doing everything that could reasonably be expected of them.

The law says: *"If a registered pupil or a student at a school or other institution has special educational needs, the appropriate authority must, in exercising its functions in relation to the school or other institution, use its best endeavours to secure that the special educational provision called for by the pupil's or student's special educational needs is made."*
(Section 66 of the Children and Families Act 2014)

Here, the 'appropriate authority' means the **governing body** of the school. The legal duty is theirs and not the head teacher of the school.

These duties apply to all children and young people with SEN whether they have an EHC plan or not.

Using best endeavours means doing everything they can to meet the child or young person's SEN. It is a **duty** that requires the appropriate authority to enquire and ensure that the school is actually making the special educational provision that children and young people require.

The best endeavours duty requires schools to consider obtaining specialist help, such as a speech and language therapist or educational psychologist:
"where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies."
(SEND CoP paragraph 6.58 for schools)

The Equalities Act 2010

Schools have a range of duties under the Equalities Act 2010, including duties relating to disability.

Guidance for schools on these duties can be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Working with children and young people, their families and carers

Expectations of all settings	Strategies
The setting works in partnership with parents, carers children and young people in decision making.	The school's SEND information report is co-produced with parents and carers. Parents and carers are signposted to Kent's Local Offer. This is referenced on the school's website. Parents and carers are aware of the range of communication channels available for sharing information about their child. Parents are aware of any concerns about their child's progress or well-being at school and the steps that are being taken to explore if there are any barriers to learning across the curriculum. Parents are aware when their child has been identified as having an SEN or disability and know whether their needs can be met through QFT or if they require more support and individually tailored interventions. They are involved in setting and reviewing targets for their child. Where learners are receiving SEN Support, meetings with parents/carers and when appropriate, the learner, are held a minimum of three times each academic year to review progress towards the identified outcomes and smaller step targets and to review the provision in place. Formal and informal events take place to seek views in relation to SEN provision in the school, e.g. pupils and parent surveys, coffee mornings. A home school diary / book bag / text /email are used to support communication directly with parents/carers in addition to communication given via learners.

An effective partnership with learners and parents is evident through their participation in assessment and review processes.	Schools achieve or are working towards the Parental Engagement Award or similar accreditation. Learners and their parents/carers are able to share their long-term aspirations for their child's future. There is a shared understanding that preparation for adulthood is an integral part of the learner's journey through education. Outcomes are identified that support the learner to work towards achieving their aspirations. Where possible, pupils are involved in the process of 'Assess, Plan, Do, Review' (ADPR) of their provision, setting and reviewing targets and identifying their own learning strategies. Pupils are helped to understand their own barriers to learning and to value their achievements. Pupils understand and are able to contribute to the targets they are working to achieve.

Pastoral

Expectations of all settings	Strategies
The setting recognises, and responds to, the need for pastoral support for learners with SEND, bearing in mind the individual's social and emotional needs and other relevant contextual circumstances.	There is a calm and purposeful climate for learning where pupils feel they belong and that their contributions are valued. Pupils/learners can identify an agreed safe space. Language used in the classroom demonstrates unconditional positive regard for learners, e.g. restorative approaches. Awareness that learners with SEND can be vulnerable to bullying and an enhanced level of support and monitoring is in place. PSHE is used to develop wellbeing and resilience. Peer-awareness and sensitivity towards difference (including SEND) are raised at a whole school level. Work is done with classes, groups and individuals regarding specific needs or conditions as appropriate. Learners with SEND are given opportunities to work with their peers to develop their understanding of difference as appropriate.
Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.	Pupils are provided with a named adult/s or key worker as a stable point of reference when required. Negative attitudes, beliefs and perceptions towards individuals and groups are challenged, in the classroom, the wider school and society. Pupil voice is encouraged and acted on.
The school actively promotes the development of personal resilience and emotional wellbeing of the whole school community.	The school has achieved or is working towards the Kent School Award in Resilience and Emotional Wellbeing or similar accreditation.
The school continuously improves and develops its approaches and practices that enable the full inclusion of all children and young people in school life and the wider community.	Schools give due regard to their duties under the Children and Families Act 2014, The SEND Code of Practice 2015 and the Equalities Act 2010 when reviewing school policies. Schools use the Kent Inclusion Toolkit to audit current practice and formulate a development plan

Assessment

Expectations of all settings	Strategies
A regular cycle of Assess, Plan, Do, Review is used to ensure that pupils with SEND are making progress.	Pupils' strengths and difficulties in learning, communication, and social and emotional development 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 across each key stage. Assessment is used to inform planning and interventions. Consideration is given for individual pupils' developmental profile and holistic progress.
Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.	A wide range of assessment strategies and tools are used to ensure a thorough understanding of the whole child or young person. Pupils have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets. The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the learners.
Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.	Settings make adaptions to assessment arrangements as part of their everyday practice. This is used to establish the learner's normal way of working. Schools refer to the relevant exam board guidelines. Arrangements could include: • rest breaks • use of a reader / scribe / laptop • extra time Adapted resources are used in class and assessments.

Teaching and learning

Expectations of all settings	Strategies
Practitioners are aware of the additional needs of their learners and their barriers to learning and their inclusion in school. They understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice.	Aspects of structured teaching are used according to pupil needs (e.g. visual timetables, clear concise instructions with written or visual prompts, particularly during transitions). Awareness of activities that may cause anxiety for pupils. This requires careful, sensitive planning whilst providing opportunities for development of skills. Learners are given time to process information before being asked to respond. Tasks are broken down into small manageable steps. These steps are shown explicitly. The pace and order of activities is varied to maintain interest and attention of all pupils.
Practitioners differentiate to provide suitable learning challenges and cater for different learning needs and styles. Individualised and/or small group planning and programmes in more than one curriculum area. Use of steps-to-success or similar to promote independence, scaffold and support learners.	Modelling is used to aid understanding. Visual/audio demonstrations and visual cues/audio commentary are used. Key vocab is displayed with visuals. Alternatives to written recording are used routinely. Study skills are explicitly taught. Pupils have access to homework clubs, or additional support with homework. Homework is differentiated appropriately for pupils. Teachers' handwriting on the board and in pupils' books is clear and legible. Interactive whiteboards are used to effectively to promote engagement and to scaffold the lesson.
Practitioners ensure that learners have opportunities to work in different ways, e.g. independently, in a variety of small groups and/or in pairs. Individual and/or small group sessions.	Strategies are used to actively promote independent learning, e.g. through pre-teaching, overlearning, appropriately differentiated resources. Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role-models, mixed-ability groups, structured opportunities for conversation and sharing of ideas and access to additional adults. Use of additional adults is planned between the teacher and additional adult to maximise their impact on learning. Pupils understand the role of additional adults in the classroom and are supported to develop the skills required for independence.

Expectations of all settings	Strategies
Practitioners ensure that collaborative learning and peer support is a feature of lessons.	Strategies are used to build and maintain positive relationships across the whole school community, e.g. restorative approaches. There are opportunities to develop peer awareness/sensitivity and support for different needs and disabilities both in and out of the classroom. Learners with different needs and disabilities are provided with opportunities to co-produce resources and plan activities to raise awareness of difference and how this can impact on an individual's experience of school and the wider community. e.g. a pupil with a disability may choose to plan a presentation about difference for the school community.

The physical and sensory environment

Expectations of all settings	Strategies
The physical environment is adapted to meet the needs of learners.	The physical accessibility of the building and individual learning spaces is assessed. The accessibility plan is on the school's website, and "reasonable adjustments" are made according to individual needs and recognises the anticipatory duty for students with physical and/or sensory needs. The furniture is the appropriate size/height for pupils. Extra-curricular activities and educational visits are planned to fully include pupils with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. "Reasonable adjustments" are made. Learners' views are routinely sought and are used to inform in planning for physical or sensory adaptations that they may require.
Practitioners are aware of sensory needs and issues that may impact on learners.	Learners' sensory needs are known and taken account of when planning seating arrangements and movement breaks. Left and right-handed pupils are able to use equipment comfortably. Pupils who wear glasses and/or hearing aids wear them and are seated in the optimum position. Displays are meaningful and visually accessible to reduce sensory overload. Staff are aware of lighting in the room, e.g. use of natural light, glare from the board, use of window blinds, who is facing the light, where to stand in relation to the light. Use of pale background and accessible font styles with good colour contrast on the interactive whiteboards. Use of good-sized clear font on worksheets and the use of off-white paper to improve access. Staff are aware of pupils who may be sensitive to particular sounds, sights or smells and take steps to minimise the impact or remove these sensory stimuli. Where possible, improve listening conditions by using fabric on classroom wall and table displays to absorb sound. Fix plastic buffers on chair legs to reduce the noise of scraping chairs.

Resources

Expectations of all settings	Strategies
Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support, is scrutinised.	Resources are within easy reach of learners to promote independence. Learners have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys and ear defenders. Resources are kept in clear and uncluttered spaces, labelled using text and images. Print size and font is appropriate. Coloured backgrounds and paper are used to reduce visual stress. Physical resources and equipment for any subjects are adapted to promote independence and are available to learners who need them.
Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of ICT resources.	Equipment, apparatus and adapted resources are available for those pupils who need them. ICT is used to support alternatives to written recording and to promote independent learning.

Staff skills and training

Expectations of all settings	Strategies
All members of the school staff body make a positive contribution to learner progress.	The use of additional adults is carefully planned with a focus on development of skills, so that learners make progress towards their targets and longer-term outcomes, and independence is promoted. Grouping/seating arrangements and additional support are used to promote independent learning as far as possible. Strategies used in interventions are integrated into class teaching so that learners can sustain progress.
There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the learners.	There is a comprehensive induction programme for all new staff which includes training and information on how children and young people with SEND experience school and how to support them to be fully included in the life of the school and make good progress alongside their peers.
Staff collaborate and have effective links with other relevant outside agencies and specialists.	Practitioners know when to refer for extra support or advice. The setting is aware of and regularly communicates with any other professionals who are involved with each learner. Advice and recommendations received from other professionals is used to inform teaching and learning.

Transition and transfer

Expectations of all settings	Strategies
Support is in place for routine and life transitions when required.	Transitions include: • moving around the setting • preparing for weekends and the start of holidays and beginning of term • moving from lesson to lesson • changing from structured to unstructured times • moving from break to lesson times • moving from one activity to the next within a lesson • changes of staff- permanent and temporary • special events: visitors, visits, celebrations • life events: birth of a sibling, change in parenting arrangements, e.g. change in parents' relationship status, loss and bereavement or contact visits puberty. Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. A quiet and calm space or place is available within the classroom or an identified area of the school for pupils who need this. A range of visual timetables are used routinely (at a whole class level and for individual learners as needed); events are removed or ticked off when finished. Timers are used to show pupils how long they have to work for/ how long they have to finish. Opportunities for periods of respite using withdrawal to smaller groups. This might include self-directed/individual time-out. Plans are made for unstructured times: quiet and calm spaces and a range of activities are available.

Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit.	Information is actively sought and shared about learners (from previous settings, parents/carers and where appropriate the pupil) to support successful transitions and manage change both within the school and beyond. This information is available for the learner's parents and carers, other colleagues within the setting and receiving or previous settings as required. Practitioners are aware of pupils who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/classroom with a familiar trusted adult, creating social stories.

Section Two:
Additional support

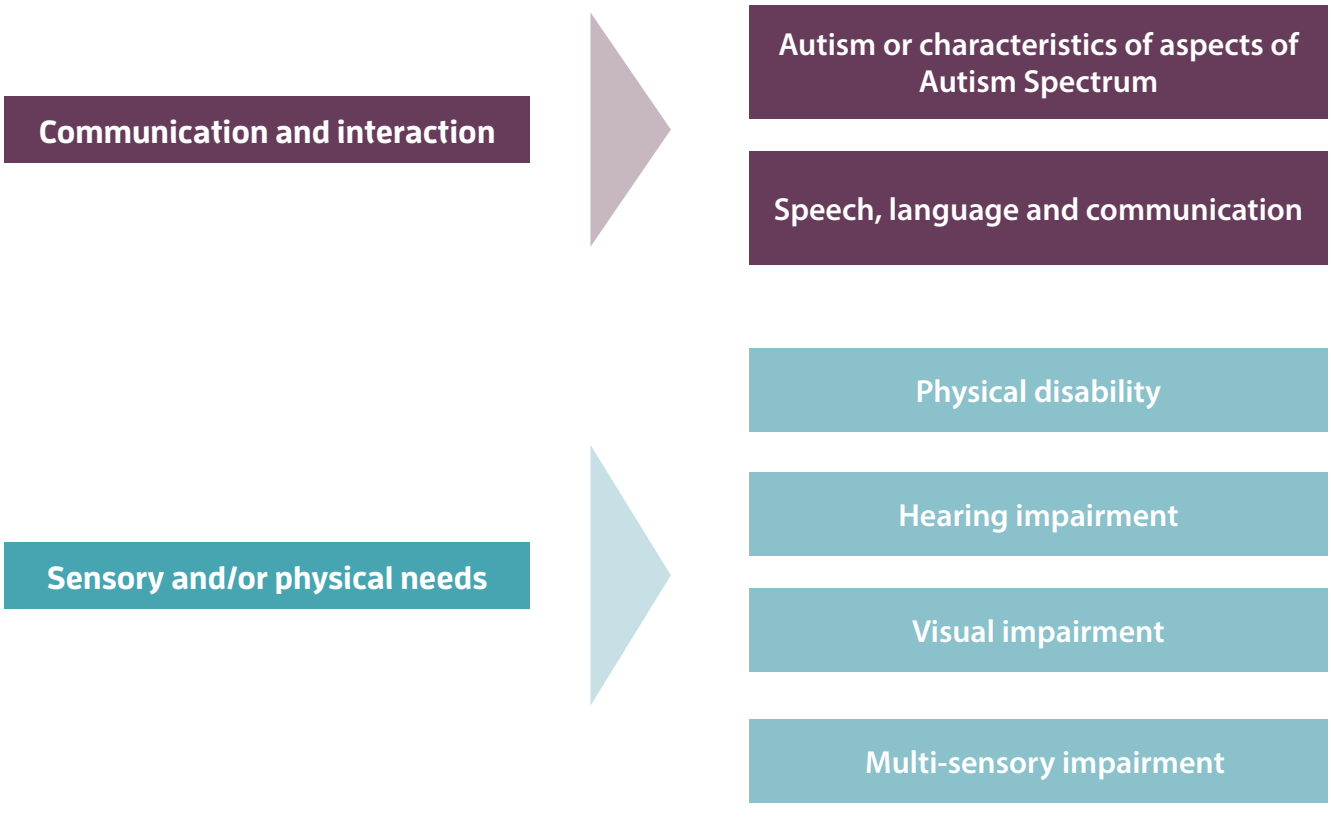
Some learners with SEND will require more support than most of their peers. This support will be provided in addition to the support set out in Section One. Mainstream schools can provide this support from their own resources or from the resources ordinarily available to schools in their locality, e.g. the Local Inclusion Forum Team resource, Health or Social Care services. More information about these resources and other sources of support available to learners and their families is available on the Local Offer website.

Usually, when a learner is receiving this additional support, they will have an identified special educational need or disability or be presenting with characteristics that fall under one of the four broad areas of need set out in SEND Code of Practice 2015.

The four broad areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

For the purpose of this document we have divided the areas of Communication and interaction and Sensory and/or physical needs further:



Introduction

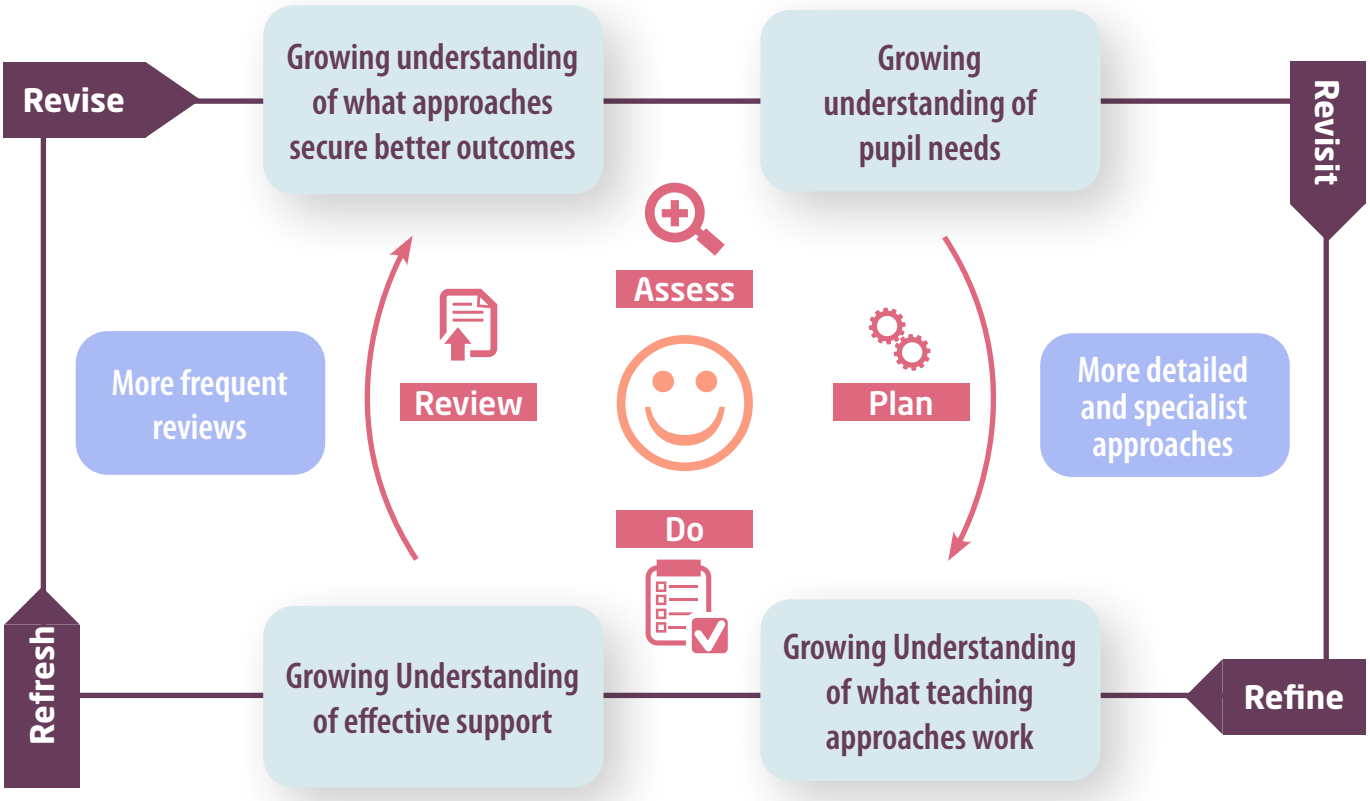
This section describes strategies, interventions and resources that can help support children and young people with a range of needs and difficulties. It is likely that learners will have needs spread across the areas of need set out here. For example, some children with speech, language and communication needs may also present with difficulties described under the SEMH, ASD and Cognition and learning headings. Schools may need to seek training, advice or guidance about some of the suggested approaches, resources or interventions described.

Children and young people may have been identified as having a particular need but may not present with all the difficulties set out under that heading. Some strategies and intervention described in Section Two appears in Section One; it is included here to support SENCOs and teachers, working with parents, children and young people, to plan provision in response to individual children and young people requiring more 'personalised' support.

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

Each learner's provision will be made up of a range of strategies and interventions that will be regularly monitored, reviewed and evaluated to inform next steps (the **Assess, Plan, Do, Review Cycle**). Provision and support put in place often does not remain the same over time. During this process, understanding of what is needed and what works best is developed and for some children and young people, more support is put in place to ensure that they are able to be included and make progress across the curriculum. **This is called The Graduated Approach.**

Further information on the Assess, Plan, Do, Review Cycle and the Graduated Approach can be found on the Nasen Gateway website.



Provision is put in place in response to current presenting, underlying or emerging need and is ***not*** dependent on a child or young person receiving a formal diagnosis of a specific condition or disability.

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

This guidance sets out the range of provision that the Local Area expects schools to be able to provide. Schools may not have knowledge or experience of all of the strategies, interventions and resources set out in this document; in addition, space available within schools can vary: this can have an impact on how provision is delivered and the sensory environment. However, all schools can access the local school's SEND offer which includes information about accessing support, guidance and training so that they are able to develop their practice to meet the expectations set out here.

Some children and young people will have an EHCP.

Children and young people with EHCPs will receive provision to meet their needs as described in Sections One and Two, alongside the additional provision set out in Section F of their plan. Usually provision included in this document won't be included in Section F as it's considered to be ordinarily available. However, if delivery of a particular intervention or approach (which would usually considered to be ordinarily available) has been recommended to be delivered in a specified and personalised way, this will be included in Section F. This specification would include:

- the frequency and duration of the provision
- who will deliver it
- when the effectiveness of the provision will be reviewed
- the role or profession of the person making the recommendation.

Other recommendations regarding provision that have been made during the EHC needs assessment that is considered to be ordinarily available can be found within the appendices to the EHCP; these recommendations should be shared with staff working with the CYP in addition to the provision described in Section F.

Children, young people and their families are the experts on the impact of their condition or disability. They often already know what helps when they're in school (and what doesn't) and will be able to share with you what helps when at home or out and about. Collaborative working with children, young people and their families is the starting point when planning, implementing and reviewing SEND provision.

Schools are able to seek support, guidance and signposting on the implementation of the range of approaches, interventions and strategies set out in Section 2 through LIFT.

Communication and interaction

Autism Spectrum Disorder (ASD) and characteristics of ASD

Child or young person's voice as told to professionals

Whole school approaches

The school will have adopted or be developing the use of the SPELL Framework across the school. Information on the SPELL Framework can be found at: www.autism.org.uk/advice-and-guidance/topics/strategies-and-interventions/strategies-and-interventions/spell

All staff have received 'Autism awareness' level training, delivered on a cyclical basis (minimum of annually) or as part of the induction programme for all staff.

All staff have received training specifically about how ASD can present in female pupils; staff understand that girls with ASD may present very differently to their male peers with girls often using more strategies to 'mask' their difficulties (whilst understanding that boys can also use similar strategies).

All teaching staff have received training on the impact of Autism on a child or young person's experience of school, on learning and on how to put effective support in place in the classroom.

What you will see	What can help
(The difficulty/barrier, how this presents and the impact on the learner)	(Provision – strategies, interventions and resources)
Young children with ASD or characteristics of ASD may be pre-verbal. This can lead to: • withdrawn behaviours • appearing to be in a 'world of their own' • frustration, resulting in challenging behaviours • poor progress not associated with a learning need.	• A multisensory approach. • Makaton. • Symbol communication such as PECs. • Visual support. • Now and Next boards and sequence strips. • Communication support software such as Communicate in Print or Widgit. • Introduce language through rhyme and song. • All attempts to speak are supported.
Difficulty understanding or using social communication – the 'unspoken rules'. • Social isolation and vulnerability. • Can appear rude or aggressive. • Makes mistakes in social interactions and lacks the skills to repair. • Appearing to struggle with boundaries, e.g. open discussion of matters considered private or social taboos.	• Comic strip conversations/story boards. • Social Autopsy approach. • Autism-specific social communication programme. • Explicit teaching of social rules, the reasons and benefits of their use. • Lego-based interventions. • Lunch/ break time clubs. • Modelling and role play. • Grouping learner with social communication difficulties with socially competent peers. • Use of prompting to support generalisation of what has been learnt. • "Now (you are doing this) and Next (you are going to be doing that)" boards. • Consider, in collaboration with the learner and parents/carers, peer awareness training.

What you will see

Difficulties with language and non-verbal communication:

- Not knowing that whole class/group instructions are meant for them – can appear that learners are reluctant or unwilling to follow instructions.
- Interpreting language literally; struggling to understand idioms, some jokes and sarcasm, which can lead to vulnerability and embarrassment.
- Struggling to differentiate or misinterpreting tone of voice.
- Initiating interactions inappropriately – shouting out, touching others to get attention, interrupting.
- Difficulty in understanding body language.
- Difficulty in recognising and interpreting facial expressions.

What can help

- Use the learner's name to gain their attention before giving instructions.
- Keep instructions simple.
- Avoid use of sarcasm, idioms and figures of speech.
- Use visual supports, pictures, symbols.
- Be aware of your own use of body language to communicate - this can be missed or misinterpreted.
- Be aware that learners may not be able to read facial expression as a form of communication.
- Awareness of own tone of voice (calm and not too loud).
- Awareness of the impact of language and social communication difficulties on peer relationships and potential vulnerability; careful consideration of grouping and be vigilant to misunderstandings leading to conflict or ridicule.
- Social rules displayed visually and referred to explicitly.
- Consider, in collaboration with the learner and parents/carers, peer awareness training.

Unusual communication:

- Flat, monotonous tone – can lead others to believe that learner is unemotional.
- Immature tone.
- Adoption of the accent of another language – often American.
- Loud voice regardless of time or place – can appear opinionated and rude.
- Lecturing tone – can cause difficulties with peer relationships.
- Unusual eye contact – often avoidant and fleeting but can be overly intense.

- Consider, in collaboration with the learner and parents/carers, peer awareness training.
- Social communication groups.
- Modelling.

What you will see

Difficulties with imagination – putting themselves in 'someone else's shoes':

- Struggle to understand another person's point of view which can lead to others believing the child or young person lacks emotion and compassion.
- May struggle with some aspects of the curriculum requiring this skill.

What can help

- Social Stories™
- Social autopsy approach.
- Social communication and understanding groups or 1:1 work.
- Use of TV programmes to observe and analyse the behaviour of others.
- Awareness of potential difficulties with creative writing or analysis of events, fiction and poetry; provide writing frames, story boards and task boards.

Sensory needs:

- May be sensitive to (or afraid of) loud noises or particular sounds, smells or sights, leading to inability to concentrate, increased anxiety and agitation.
- May experience visual, auditory or olfactory overload leading to intense feelings of anxiety, being overwhelmed, 'fright, fight or flight response.
- May exit intolerable environments without warning or create a situation leading to their removal from the environment.
- May refuse to enter certain environments.

- Avoid 'visual clutter' – classrooms are ordered and clam.
- Consider the sensory environment using a sensory audit to consider:
- Lighting
- Classroom and corridor displays
- Use of workstations or re-positioning of individual table or desks
- Where space allows, set up a sensory room.
- Sensory tool box.
- Help/exit cards.
- Sensory circuits delivered by trained staff.
- Use sensory profiling.
- Consider providing ear defenders.
- Pre-warning of fire drills or announcements where possible.
- Plan transition times e.g. delayed or early movement between lessons.

What you will see

Difficulties in the classroom:

- Planning (executive functioning) – finding it hard to organise ideas, plan projects, organise equipment and resources – can appear disorganised and may become anxious and confused.
- Sequencing or multi-step tasks.
- Maintaining concentration if not understanding 'the point' of the task or experiencing sensory overload.
- Reading and comprehension, due to problems with inference and vocabulary.
- Literal understanding.
- Intense focus and 'getting stuck' on an aspect of a task.
- Refusal, avoidance or reluctance to complete homework – 'school-work is for school and home is my refuge'.
- Not understanding what is expected of any task (including homework).
- Struggling with changes to usual school routines - or worrying that there might be a change.
- Difficulty recording work.
- Difficulty demonstrating level of knowledge and understanding in line with assessment criteria, leading to attainment scores not in line with learner's abilities.

What can help

- Check back that any verbal input has been understood.
- Visual support.
- Get attention using name.
- Provide checklists and task boards.
- Try to link work to special interests.
- Consider using timers to structure tasks.
- Reward the extra effort it has taken to complete a task.
- Close liaison with home regarding homework – can homework be limited or completed within the school day?
- Consider the use of learning breaks to manage demand and sensory stimulation.
- Pre-teach key vocabulary – small group or individual support.
- Explicit teaching of inference.
- Use of narrative programmes.
- Use scaffolding techniques, e.g. writing frames.
- Provide alternative methods of recording e.g. laptop and or speech-to-text software.
- Teach touch typing.
- For assessment, share and explain marking criteria to support understanding of why work needs to be completed in a particular way, or the extent to which exam questions need to be answered.

What you will see

Difficulties combine, leading to social isolation and difficulties making, maintaining and repairing friendships:

- Feelings of sadness, loneliness, low self-worth and anxiety.
- Vulnerable to bullying and exploitation.

What can help

- 'Buddy' systems.
- Circle of Friends approach.
- Allocation of a key person.
- Lunch time clubs/activities.
- Place and time to be away from the demands of social interaction.
- Support during unstructured times to prompt the use of helpful strategies, encourage and model.
- Consider, in collaboration with the learner and parents/carers, peer awareness training.
- Mentoring support.
- Be vigilant for signs of increasing generalised anxiety and deteriorating wellbeing.

Difficulties combine, leading to escalation in anxiety and deteriorating well-being and mental health. Difficulties combine (sometimes including the impact of the continuous challenge and effort of continually attempting to 'mask' difficulties), leading to:

- Increased withdrawn behaviours.
- Increase in challenging behaviours.
- Escalation in behaviours in order to be sent home or excluded.
- Difficulties around eating in school or at home.
- Escalating difficulties with emotional regulation at home.
- Increase in demand avoidance.
- Increase in perfectionism/ 'overworking'.
- Increasingly reporting feeling unwell.
- Refusing to attend school, or parental efforts to ensure attendance are met with increasing resistance.

- Discussion at the Local Inclusion Forum Team meetings.
- Analysis of aspects of school life that are most difficult.
- Supported transition in to school each day.
- Enhanced communication plan agreed with parents, which may include more regular phone calls, emails, meetings, use of contact.
- Consider increased use of learning breaks.
- Consider curriculum load.
- Consider referral to GP or NELFT.
- Signpost parents to the Local Offer and known community support.
- Discuss referral to Early Help/Social Care with parents.
- Consider needs to other children in the family.

Speech, language and communication needs

Child or young person's voice as told to professionals

Whole school approaches

- Use of whole school language programme such as Language for Learning.
- A member of staff trained in Oral Language Modification for assessments.
- Whole school approach to involving parents/carers on vocabulary and topic words.
- Consider using displays of vocabulary, e.g. Working Walls, using colour coding used at a whole school level, e.g. Colourful Semantics, Language through Colour.
- Promote a whole school model of best listening and attention.

What you will see

(The difficulty/barrier, how this presents and the impact on the learner)

Difficulties with saying what they want to and being understood (speech, phonology):

- Reluctance to communicate verbally.
- Frustration at being unable to have their needs and wants met, which may lead to challenging behaviours.
- Underestimation by others of what has been understood – reduced ability to express views and ideas.
- Difficulties in initiating or responding to peer interactions, leading to social isolation.
- Appearing withdrawn.
- Potential difficulties with phonics; unable to produce target sounds and /or able to recognise target sound.
- Speech sound errors impacting on spelling skills.
- Reluctant to speak.
- Appearing 'stuck' and reluctant to ask for help.

What can help

(Provision – strategies, interventions and resources)

- Small group or individual language sessions.
- Where needed, language programme devised by a SALT – awareness and implementation of any recommendations made.
- Allow time to respond.
- Opportunities for learners to feed back or answer questions 'privately'.
- Provide alternative methods for communication of ideas – visual aids, whiteboards, signals or symbols.
- Model back corrected errors e.g. "It's dunny today" - response: "yes, you're right, it's sunny today".
- Consider support approaches such as cued articulation.
- Small group or individual language sessions.
- Introduce a variety of language through rhyme and song.
- Attempts to speak are supported.
- ICT, symbol and communication (e.g. Makaton, PECS).

What you will see

Difficulties understanding what is being said and understanding and use of vocabulary and concepts.

- Misunderstanding of tasks or rules.
- Difficulty with new information or concepts.
- Increased anxiety due to feelings of confusion.
- Anxiety and confusion.
- Not following instructions.
- Watching others.
- Using 'empty word' ("thingy,"stuff""you know".
- Limited or unexpected responses.
- Unable to use vocabulary in different situations and contexts.
- Literal understanding.
- Word-finding difficulties.
- Not making progress in the development of understanding or new ideas through group discussion.
- Appearing distracted or disengaged.

What can help

- Consider how many information-carrying words are used when giving instructions.
- Tailor delivery style, incorporating language modification techniques.
- Visual support (e.g. task boards, check lists, pictorial glossaries, pictures, demonstrations, story boards).
- Allow extra time to process what has been said.
- Get the learner's attention before speaking – use of name.
- Check back that any input has been understood.
- Pre-teach topic vocabulary.
- Consider, in collaboration with the learner and parents/carers, peer awareness training.
- Ask what helps them and what works well at home.
- Whole school approach to the introduction of new vocabulary/key words/ topic words using multisensory approaches e.g. real objects, photos and pictures.
- Cue in by initial sound, syllable clapping, cloze procedure for written tasks or verbally, 'sounds like' questions and forced alternatives (choice of two).
- Pre-teaching vocabulary (individual or small group).
- Intensive vocabulary programmes.
- Star Word and Word Aware approaches.
- Software programmes such as Communicate in Print/Clicker 7.
- Semantic dictionaries.
- Language Link Resources.
- Language for Learning 'what it is boards'.

What you will see	What can help
Difficulties with attention and listening. • Learner is highly distractible (fidgeting, asking 'off topic' questions, low level disruption). • Learner may not ask for help. • Learner may be quiet and withdrawn.	• Consider seating position and field of vision. • Consider using peer grouping/buddying systems/individual talk partner. • Embrace the value of using simplified language, emphasising keywords and giving time to process and respond (10 second rule) and pace of delivery. • Visuals to support instructions and concepts (e.g. real objects, photos, pictures, symbols, sign and gesture. • Visual timetable (class and individual). • Short term interventions such as Active Listening group, Lego-based intervention, barrier games. • Provide task management boards. • Reduce outdoor distraction, e.g. blinds. • Consider using tabletop screens to reduce distractions.
Difficulties with narrative (using structure and rules in spoken language): • Not speaking in whole complex sentences. • Using few words. • Muddles retelling of an event. • Words in the wrong order. • Difficult for the listener to follow what is being said. • He/she may be used incorrectly. • Correct use of tenses could be inconsistent.	• Use drama, role play/experience to support re-telling. • Teach language sequencing and question words 'who', 'where', 'what', 'when' and 'why'. • Use of narrative programmes. • Language groups, e.g. Early Talkboost, Talkboost, Visual supports, e.g. Colourful Semantics, sequencing cards, prepositions.

What you will see

Dysfluency:

- Repeats whole words or parts of words several times.
- Stretches out sounds in a word.
- Is unable to get started with a word or sentence/no sound comes out for several seconds.
- Puts extra effort in to saying words.
- Has tense and jerky speech.
- Does things with body to try to 'push out' the word, e.g. foot stamping or finger tapping.
- Avoids eye contact during a moment of stammering.
- As children get older they may learn to mask their stammer by changing their words or avoiding talking in situations where they might stammer.

What can help

- Allow time to start and finish.
- Slow down your own speech or pause to think to provide a helpful model.
- Model a relaxed, slow style of speaking and establish a calm classroom environment.
- Encourage 'thinking time'.
- Acknowledge if the child is showing signs of anxiety or frustration and reassure them, e.g. "I can see that was hard for you, but you kept going".

Reluctant/selective speaker (child or young person wants to speak and are physically able but can't; Selective Mutism is not a choice).

- May not speak at all.
- May speak only in certain environments, e.g. at home.
- May only speak to peers but not adults.
- May only speak to one adult.
- Find it difficult to speak to you when anxious.
- Does not smile, looks blank.
- Move stiffly or awkwardly.
- Find it difficult to answer the register, to say hello, goodbye or thank you.
- Worry more than others.
- Be sensitive to noise and other environmental stimuli.
- Be very sensitive to the feelings of others.
- Have good concentration skills.

- Remove all pressure to speak and ensure that all associations with speaking are positive.
- Provide opportunities to talk, but do not expect it.
- Don't remove the need for the child or young person to communicate.
- Respond positively to non-verbal communication.
- Communicate the child or young person's strengths to them.
- Give the child or young person jobs or responsibilities within the classroom.

Cognition and learning

Child or young person's voice as told to professionals

Whole school approaches

Differentiation for children and young people with these needs ensures the development of literacy, numeracy, expressive language and communication skills.

The curriculum is delivered at a level appropriate for the learners' age and stage of development i.e. learners who are attaining at a level significantly behind their peers are taught a curriculum that is adapted and suited to their age and areas of interest.

Arrangements to support the use and delivery of approaches and resources for students with specific learning difficulties.

ICT is used to support learning.

TAs are trained and skilled in supporting children and young people with general and specific learning difficulties.

What you will see

(The difficulty/barrier, how this presents and the impact on the learner)

Difficulties with learning (where, despite appropriate approaches and interventions and developing understanding of the learner's needs, the rate of progress is reducing or static and the gap between same age peers with a similar starting point is increasing).

Learners will have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills

Difficulty with:

- Pace of whole class teaching and learning.
- Acquiring basic numeracy skills.
- Understanding basic mathematical concepts e.g. time.
- Understanding and/or remembering classroom instructions .
- Distinguishing between Who? What? Where? When? How? and Why? questions.
- Understanding verbal explanations.
- Memory (short-term, working or long-term).
- Learning, remembering and using appropriate curriculum vocabulary.

You may also see:

- A lack of confidence and reluctance to take risks with new learning situations.
- Distractibility, passivity or tiredness.
- Low self-esteem.
- High level of dependence on adult support.
- A tendency to copy peers.
- Reluctance or inability to ask for help.

What can help

(Provision – strategies, interventions and resources)

- Assessment through teaching to identify the areas of need in consultation with the learner.
- Clear and simple instructions, breaking down longer instructions and giving one at a time.
- Visual timetable.
- Visual cues and prompts.
- Social Stories™.
- Give time before response is needed.
- Pre-teaching – e.g. provision of a teacher or TA (overseen by a teacher) to help prepare the learner for the new topic.
- Shared next steps – so they know what to expect.
- Differentiated resource – teach the curriculum appropriate to the child, not their chronological age.
- Small group and individual support.
- Plan opportunities for success and celebrate those successes.

What you will see

Difficulties with working memory:

- Struggles with pace of teaching and learning.
- Struggles to follow instructions – can do the first step.
- Easily distracted.
- Unable to complete homework even if explained and differentiated.
- Fails to complete tasks.
- Poor organisation.
- Copies/follow others.
- Poor organisation.
- Appears anxious and/or avoidant of tasks or activities.
- May not ask for help or is highly dependent on adult support.

What can help

- Give the 'big picture' and context at the start of a new topic and revisit throughout.
- Note-taking as an approach for all.
- Provide working walls, word maps, lists, checklists, task boards, templates and storyboards.
- Visual support/reminders – multisensory approach.
- Aim to provide 'check-in' support rather than constant individual attention.
- Provide opportunities for repetition and overlearning.
- Memory activities and games to support the development of strategies to support memory.

What you will see

Specific learning difficulties affecting one or more aspects of learning including reading, spelling, writing, handwriting, arithmetic, or mathematical reasoning and/or memory which significantly impacts their ability to learn and demonstrate their learning.

(N.B. a small number of children may have a ormal diagnosis/educational determination, for example, dyslexia, dyscalculia or dyspraxia. For all areas of need any provision or support should be provided in line with the needs of the child or young person and is NOT dependant on any formal diagnosis.)

Difficulty with (some or all of the following):

- Auditory processing.
- Phonological awareness – segmenting and blending phonemes.
- Decoding words.
- Difficulties with learning phonics beyond the simple alphabetic code.
- Reading - Inaccurate or slow.
- Visual processing.
- Poor word recognition skills.
- Writing - requires much effort.
- Frequent and inconsistent spelling errors.
- Handwriting and formatting on the page.
- Copying from a worksheet, screen or board.
- Acquisition and retention of mathematical concepts e.g. Place Value.
- Remembering number facts and inability to use efficient calculation strategies to solve number problems e.g. counting on fingers rather than using number facts.
- Mathematical reasoning.
- Working memory.

What can help

- Acknowledge and encourage good oral contributions whenever possible.
- Metacognition approaches – learning to learn by trying to understand the learner's difficulty and asking them what helps.
- Use strategies and approaches recommended in advice from assessments and consultations.
- Evidence-based interventions to develop skills
- Make simple adaptations e.g. font, line spacing, coloured paper, lighting etc.
- Encourage the learner to celebrate their strengths and achievements in all areas of life.

Reading

- Allow extra time to read and absorb information.
- Avoid asking the child to read in front of others unless they want to.
- Teach strategies to help track words on the page.

Spelling

- Mark written work on content rather than spelling.
- Highlight/tick the correct parts of the word rather than errors.
- Provide high frequency word / topic word lists.
- Use inbuilt accessibility features of tablets, phones or laptops e.g. speech to text functions.
- Use dyslexia friendly software e.g. CLICKER.
- Use colour to highlight spelling patterns.

What you will see

- Avoidant or disruptive behaviour when being asked to engage in literacy- or numeracy-based tasks.
- Variation in performance day by day.
- Poor organisation skills.
- Anxiety when asked to read out loud.
- Poor written expression with a limited quantity of writing when compared to verbal expression.

What can help

Writing / Handwriting

- Reduce written homework requirements.
- Substitute an alternative task (e.g. work on NESSY or Wordshark) for spelling test.
- Allow and encourage alternative methods other than handwriting when recording work.
- Use of a scribe or voice recording for some tasks.
- Teach touch-typing.
- Encourage and support word processing for written work where possible.
- Check suitability of chair/desk, posture and paper placement.
- Provide with left/right-handed pens and pencils as appropriate.

Working memory

- Chunk instructions one step at a time and check understanding throughout task.
- Allow extra time for the pupil to write down written instructions or give assistance.
- Provide and teach how to use working walls, word maps, lists, checklists, task boards templates and story boards as appropriate.
- Provide opportunities for repetition and over-learning.
- Support pupils to copy from the board allowing extra time or provide a personal copy to have on their desk.
- Aim to provide "check-in" support rather than constant individual attention.
- Give homework tasks and important instructions in pictoral or written form.
- Encourage use of different coloured pens to highlight work and provide markers.

What you will see

What can help

Mathematics

- Use manipulatives such as Numicon.
- Talk through number concepts out loud, communicating thinking in a verbal, diagrammatic and written form.
- Use number games.
- Use of visual programmes such as Number Shark to target gaps in learning.
- Follow a structured approach to build understanding of concepts.
- Acknowledge and encourage good oral contributions whenever possible.
- Metacognition approaches – learning to learn by trying to understand the learner's difficulty and asking them what helps.
- Use strategies and approaches recommended in advice from assessments and consultations.
- Evidence-based interventions to develop skills.
- Make simple adaptations e.g. font, line spacing, coloured paper, lighting etc.
- Encourage the learner to celebrate their strengths and achievements in all areas of life.

Social, emotional and mental health difficulties

Child or young person's voice as told to professionals

Whole school approaches

A positive and proactive approach to the social and emotional wellbeing and resilience of the whole school community.

The school has achieved or is working towards the Kent School Award in Resilience and Emotional Wellbeing.

Whole school de-escalation training is provided regularly as part of the whole school CPD programme.

Adverse Childhood Events (ACEs) and Attachment Theory training provided to all staff.

Restorative Approaches are used to build, maintain and repair relationships.

Support is available to staff working with pupils with SEMH needs through group or individual supervision sessions.

What you will see

(The difficulty/barrier, how this presents and the impact on the learner)

All of the descriptions provided represent how behaviours or presentation can be perceived by others. It is important to see these behaviours in the context of anxiety and possible language and or learning needs.

'Fight responses':

- Verbal and physical aggression.
- Violence towards property and/or people.
- Inappropriate language.
- Blaming others.
- Pushing friends away.
- Inflexibility and/or unable to follow rules or instructions.
- Disrespectful.
- Self-harming/self-sabotaging behaviours.
- Refusal to follow instructions or comply with behavioural norms.
- Stealing.
- May appear to be being dishonest.

'Flight' responses:

- Moving to another area without notice or permission (absconding).
- Hiding.
- Inability to manage unstructured/free time.
- Avoiding tasks and activities.
- Hyperactive.
- Hypervigilant.
- Agitated.
- Fidgety.
- Immature behaviours, tone of voice.

What can help

(Provision – strategies, interventions and resources)

- Provide a secure base (safe and predictable environment).
- Consider the reason/purpose of behaviour – what is the context/history?
- Routines and changes are communicated in advance.
- Careful consideration of seating position.
- Where possible, make tasks relevant and interesting, linked to the learner's strengths and development needs.
- Think carefully about lesson content in relation to learner's known previous life experiences.
- Use of strategies and approaches to develop understanding of presenting behaviours, e.g. ABC charts and the Iceberg approach.
- Use of Boxall Profiling.
- Consider movement breaks.
- Support co-regulation.
- Consider learning breaks.
- Adopt a Key Person approach.
- Provide support and/or organised activities during unstructured times.
- Exit cards.
- Backward chaining.
- Develop risk assessments with parents and the pupil.
- Ensure consistent rules, boundaries and schedules whilst remaining willing to offer some flexibility.
- Offer a safe place within the classroom and offer to co-regulate when necessary.
- Offer a 'safe' and familiar task when emotions are heightened.
- Support verbal input with visuals (demonstration, images, objects, key words).

What you will see	What can help
'Freeze' behaviours: • Forgetful. • Distracted; difficulties with concentration and engagement. • Not listening or interacting. • Appears confused. • Clumsy. **'Fold' behaviours:** • Withdrawal from social engagements. • Passive with neutral expression. • Compliant – which can lead to vulnerability. • Providing only 'yes' and 'no' answers. • Self-harm. • Unable to accept praise. • Unable to show enjoyment of seemingly positive experiences.	• Assessment through teaching, e.g. are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence. • Small group work, e.g. friendship or social skills, nurture groups. • Backward chaining – bringing learner in at the end of assembly or school day. • Play-based activities. • Establish interests. • Buddying/Peer Mentoring. • Giving responsibility for looking after someone else. • Unpicking the behaviours – negative and positive behaviours – what lies behind them? • Seek advice around self-harming or risk-taking behaviours – a multi-professional approach. • Identifying what is not right through engagement with the learner. • Looking back, when did the behaviour start to change? • Liaison and collaboration with home is essential to understand the wider picture. • Provide substitutes for self-harming behaviours, e.g. elastic bands.
Physical symptoms that are medically unexplained, e.g. soiling, stomach pains.	• Provide activities that are stress reducing, e.g. games, dance, colouring, gardening, animals, forest school. • Keep a log and analyse pattern or trends to identify trigger. • Liaison with School Health (Kent).

What you will see

Attention difficulties including ADHD and ADD.

Inattentiveness

- Having a short attention span and being easily distracted.
- Appearing forgetful or losing things.
- Being unable to stick to tasks that they perceive as tedious or time-consuming.
- Appearing to be unable to listen to or carry out instructions.
- Constantly changing activity or task.
- Having difficulty organising tasks.

Hyperactivity and impulsiveness

- Being unable to sit still, often fidgeting.
- Struggling to concentrate on tasks.
- Poor working memory.
- Excessive physical movement.
- Excessive talking.
- Being unable to wait their turn.
- Appearing to act without thinking.
- Interrupting conversations.
- Appearing to have little or no sense of danger.

What can help

- Understanding the reasons - is there a pattern?
- Allowing plenty of time for movement or frequent small concentration periods.
- Have a clear structure to the day.
- Provide clocks and timers on desk.
- Have clear expectations regarding behaviours and a clear and consistent response to behaviours.
- Being aware of times of the day that may be more difficult.
- Consideration of discipline procedures/ behaviour policies and any reasonable adjustments that need to be made in line with Equalities legislation.
- Use known interests or hobbies to engage in activities and discussion.
- Provide regular opportunities for exercise.

What you will see	What can help
Attachment Difficulties (including Attachment Disorder) • Appears anxious. • Appears withdrawn. • May experience intense and overwhelming emotions exhibited as anger or 'loss of control'. • May appear to lack inhibitions e.g. hugging people they don't know or appearing to be 'over friendly' towards children and adults. • Finding it difficult to join in with play or interactive games. • Appearing to 'sabotage' situations where things are going well. • May avoid eye contact. • Struggles with impulse control. • Struggle with 'cause and effect' thinking. • Lacks self-belief and confidence (has low self esteem).	• Nurture group/nurture ethos. • Liaise with parents and carers for shared understanding. • Robust and careful transition when the child starts school, which includes consideration of life history. • All staff trained and aware of any child with attachment difficulties and how to respond to them (at a single child level). • Consideration of reasonable adjustments to and changes that could be made to the discipline procedures/behaviour policies. • Consideration of family context and the range of children that may have attachment difficulties, e.g. adopted, forces children, previously CIN, LAC. • Liaison with VSK for training and advice including working as part of the attachment aware project.
Low level disruption or behaviours that appear to want to draw attention, e.g. talking out of turn, frequent interruptions to learning, fiddling with objects.	• Differentiated use of voice, gesture and body language. • Focus on reducing anxiety and thereby behaviours. • Flexible and creative use of rewards and consequences. e.g. 'catch them being good'. • Positive reinforcement of expectations through verbal scripts and visual prompts. • Time out/quiet area in the setting.
Difficulty in making and maintaining healthy relationships.	• Small group/nurture group activities to support Personal Social and Emotional development. • A range of differentiated opportunities for social and emotional development, e.g. buddy systems, friendship strategies, circle time. • Restorative approaches.

Sensory, physical disability and complex medical needs

Child or young person's voice as told to professionals

I like having an exit card so I can get to lessons on time and use the loo.

I like learning Braille

I like having my own laptop-I can keep up with my friends who write

I always have to sit by the door

I feel tired, I'm not lazy

I can get my lunch before it gets busy

I can get anxious, I like it when people notice and try to help

My teacher helps me if I make a mistake

I can speak for myself

My hearing aids help me hear, especially when I sit at the front near my teacher

They let me use my phone to take photos of the homework task

Having my work in the correct font size helps me to do my work

Physical disability and complex medical needs

Whole school approaches

- School maintains a regularly reviewed Accessibility Plan (see Valance School's Speciality Teaching and Learning Service website).
- Any plans for improving accessibility are included in the school's development plan.
- Discussions around accessibility are included in the school council's agenda.
- PSHE promotes embracing difference.
- Specialist training and support is sought as appropriate for specific conditions where staff do not have relevant experience or qualification.

What you will see

(The difficulty/barrier, how this presents and the impact on the learner)

ACCESS AND ENVIRONMENT

Learners may experience not being able to:

- get around the school building easily or at all, e.g. past furniture in the classroom, down corridors, into all outside areas with friends.
- having to go to a different place from friends because of need to:
  - keep warm
  - avoid sunlight
- be safe in case of a fire (not using lift)
- going to a care suite for personal care because learner needs:
  - to be hoisted by an adult
  - to use special toilet equipment
  - to take a long time in the toilet
  - help with catheterisation
  - to hold onto rails.

What can help

(Provision – strategies, interventions and resources)

- Complete school accessibility plan – Plan (see Valance School's Speciality Teaching and Learning Service website).
- Ensure access is on the school development plan.
- Make this a school council agenda item
- provide alternative social areas, e.g. indoor rooms for breaktimes.
- Ensure student has practised emergency evacuations and that all staff are trained and aware of the procedures (PEEP completed for individual students).
- Consider peer awareness-raising activities and approaches.
- Building resilience approaches.
- Complete an intimate care agreement with the child or young person Plan (see Valance School's Speciality Teaching and Learning Service website).
- Trust the child or young person to be RADAR key holders in school and fit RADAR locks to all disability toilets and care suites.
- Seek advice from Occupational Therapy on suitability of equipment.
- Listen to the pupil voice and provide a toilet pass if needed.
- Timetable so that pupil is not always missing key teaching

What you will see

Curriculum

Have difficulties with written work:

- recording ideas may be very slow
- may be difficult to read
- never be finished
- full of mistakes
- may need to use assistive technology.

During learning tasks, learners may:

- appear confused
- not able to copy from the board
- be very tired
- unable to get started.

Difficulties with the sport/PE curriculum means the learner may:

- refuse to join in
- be very self-conscious
- get angry or upset
- take a long time to change
- fall over easily
- get left behind during games.

May have gaps in learning due to:

- illness and/or medical appointments
- time out of class for personal care or therapy needs

What can help

- Consider consultation with the STLS PD team for alternative methods of recording (CAT team IT assessment is for pupil with most complex needs).
- Plan and provide opportunities for success with a focus on the learner's strengths and areas of interest. Consider multi-sensory learning opportunities.
- Ensure that learners have easy access to the equipment they require.
- Ensure that differentiation of tasks and adaptation of resources is undertaken with close collaboration between the learner, teacher and any support staff.
- Check in with the learner regularly.
- Take account of activities that the learner cannot participate in during planning to avoid exclusion.
- Ask the learner and their family what helps at in the classroom and at home.
- Where possible, reduce homework tasks to help manage fatigue.

- Share what is planned with the learner and ensure that they are able to be included in all activities in a way that is purposeful for them.
- Build in routines that take account of time taken for changing.
- Ensure that participation in sporting activities has been included within the risk assessment document.
- Disability sport taster days.
- Inclusive school clubs, e.g. Boccia.

- Provide catch up teaching time during timetabled lesson time – not lunchtime or break time.
- Provide on-line access to learning where possible if out of school for a long period.
- In liaison with the learner and parents/ carers, consider reducing the curriculum load.

What you will see

Social and emotional impact of difficulties:

- May seek out adults.
- May play with younger pupils.
- May be socially isolated.
- May to get away from my close adult support.
- May negatively impact on approach and attitude to learning experience varied mood because:
  - their condition is getting worse
  - sometimes have a lot of pain
  - friends have 'moved on' leading to a sense of being left behind.
- Find that alternative activities are offered that are not fun.
- Feel sad that they cannot travel, meet with friends or have them to stay out of school.

What can help

- Consider, in liaison with the child or young person and their parents/carers, providing peer awareness training.
- Circle of friends approach.
- Buddy system.
- Mentoring.
- Allocation of a key person/worker.
- Close liaison with parents/carers in relation to overall well-being and mood.
- Seek guidance and advice from other professionals involved in the care of the learner to ensure a full understanding of the impact on the 'whole person' of the condition or disability.
- Provide hobby/interest activities during unstructured times.
- Seek the child or young person's views about their inclusion in special events and school trips.

Hearing impairment

Whole school approaches

- Planning promotes access to the learning environment and supports good progress for learners with hearing impairment (HI).
- Planning reflects an understanding of the needs of learners with HI.
- Planning ensures optimum conditions to all school activities for learners with HI.
- There is a whole school approach to incorporate different teaching and learning styles that support the full range of HI.
- Positive role models of disability are used within the curriculum.
- Staff understand the implications of differentiation of language.
- Pupil-centred planning to ensure optimum engagement and support the development of communication, social and independence skills.
- The school accesses awareness level training provided by STLS Sensory Service through the core offer - Online Training for Hearing Impairment.
- Staff training promotes the development of pupils with HI to be independent learners and decision makers.
- Training opportunities for HI are supported, e.g. "Supporting Inclusion of Pupils with HI".

What you will see

(The difficulty/barrier, how this presents and the impact on the learner)

ACCESS TO THE LEARNING ENVIRONMENT

Learners may not be able to:

- hear what everyone else can hear
- hear in noisy environments
- hear announcements or instructions about where to go and what to do
- respond to fire alarms.

What can help

(Provision – strategies, interventions and resources)

- Consideration is given to good listening conditions for all children, e.g. lowering ceilings, sound absorbent flooring, silent heating, lighting and audio-visual systems.
- Staff have a positive approach towards the use of amplification. and the use of hearing aids, supplied by Health, is supported.
- Learners with HI should be encouraged to develop positive attitudes towards amplification.
- Schools to encourage the use of sound field systems.
- Staff have an awareness of background noise levels and reduce this wherever possible, e.g. by closing doors.
- Rooms are well lit.

What you will see

ACCESS TO THE CURRICULUM

Learners may have difficulties with:

- hearing the teacher
- hearing in a noisy classroom or when chairs are being moved
- sitting next to noisy equipment such as heaters or data projectors
- accessing spoken information when the teacher is facing away
- hearing their peers in class discussions
- understanding what is being said on DVDs or TV
- understanding new or complicated language.

Learners may:

- appear confused or unable to start a task
- mishear instructions
- be very self-conscious
- get angry or upset
- get left behind in PE.

What can help

- Curriculum delivery is pitched at appropriate language level and uses a range of communication strategies to take account of their HI.
- Visual and written support is provided and used to aid understanding.
- Key vocabulary is provided in advance.
- Subtitles are used with DVD and online video materials, if appropriate.
- School staff have awareness of the effect of hearing loss on language development.
- Considerations of the physical elements of task to focus on key concept/objective.
- Peer support and sensitive grouping/ pairing for a range of activities.
- Staff repeat verbal contributions from other learners to ensure clarity.
- Modified or adapted materials to provide immediate access to learning activities.
- Teachers implement appropriate strategies to support communication in teaching and assessment (including ensuring lipreading cues are available; use of good voice levels; language used is at appropriate levels).
- Monitoring of outcomes supports the next stage of planning.
- Special arrangements applied for internal/ external learning assessments.
- Signpost to training opportunities, e.g. Online training for HI, 'Supporting Inclusion for Pupils with HI' course.
- Seek specialist advice from a Qualified Teacher for HI.

What you will see

ACCESS TO COMMUNICATION

Learners may:

- seek out adults and support from adults
- play with younger pupils
- be socially isolated
- wish to get away from close adult support
- lack independence and resilience
- express sadness about their deafness
- feel sad that they cannot do some things independently.

What can help

- Good reinforcement of learner's verbal contributions.
- Learners are directed to task by using their first name.
- Appropriate regular checks on amplification equipment.
- Checks are undertaken to ensure the information has been correctly understood by learners with HI.
- Good voice levels and clear speech are always used.
- Teachers remain in a favourable position in the classroom that optimises access to lipreading cues.
- Positive language is used to promote self-esteem.
- Provide opportunities for learners to gain the language to express their concerns.
- Provide opportunities for learners to learn to talk about their hearing impairment.
- For learners who require specialist equipment or who use BSL please seek advice from a Qualified Teacher for HI.

Multi-sensory impairment

Whole school approaches

- School access policy reflects the needs of sensory impairment, including deafblindness.
- Positive role models of disability are used within the curriculum.
- Planning demonstrates an awareness of deafblindness needs in relation to the additional curriculum, environment, mobility and signage, road safety awareness, stranger danger.
- Planning reflects understanding of the needs of a learner with deafblindness, including the use of programmes such to reduce social isolation.
- Provision for disability awareness-raising training, with particular reference to the impact of sensory impairment including deafblindness.
- Staff training promotes the development of pupils to be independent learners and decision makers.
- SENCO accesses sensory impairment awareness training, e.g. STLS Sensory Service core offer - Online Training for Multi-Sensory Impairment (MSI).

What you will see

(The difficulty/barrier, how this presents and the impact on the learner)

ACCESS TO THE LEARNING ENVIRONMENT

Learners may not be able to:

- see or hear what everyone else can see and hear
- get around the school building or classrooms easily or at all
- to engage positively with the outside space
- hear in noisy environments
- find things or specific people
- participate fully in some sports activities
- respond to instructions or announcements
- respond to fire alarms.

What can help

(Provision – strategies, interventions and resources)

- Staff have a positive approach toward the use of amplification, and the use of hearing aids, supplied by Health, is supported.
- Signage has good clarity and contrast and routes are clearly signed.
- Handrails on stairs, marked steps and stairwells are well lit.
- Computer network used to enable curriculum access and supports accessibilities options.
- Teaching areas provide optimum learning conditions:
  - good lighting, blinds to reduce glare
  - good listening conditions and sound field systems
  - reduction of background noise
  - control of noise with carpets and curtains etc
  - positioning of teachers/peers to improve access information
  - awareness of posture and seating
  - worksheets available electronically
  - access to the interactive whiteboard through separate monitor
  - low tech equipment to support access, e.g. desk slopes, task lighting, audio recording, magnifiers.

What you will see

ACCESS TO THE CURRICULUM

Learners may have difficulties with:

- hearing their teacher
- hearing in a noisy classroom
- seeing work on the whiteboard
- reading regular size print
- seeing the details of pictures and illustrations
- accessing spoken information when the teacher is facing away
- hearing their peers in class discussions
- understanding what is being said on DVDs or TV
- understanding new or complicated language
- writing in cursive script and reading cursive script
- seeing fine detail such as mathematical signs
- seeing computer icons
- seeing the ball in PE games.

Learners may:

- appear confused or unable to start a task
- be very self-conscious
- get angry or upset
- take a long time to complete tasks
- get left behind in PE.

What can help

- Appropriate analysis of curriculum content to ensure learning outcomes are reached by using adapted curriculum materials, environment and information:
  - large, clear print
  - individual copies of books
  - additional verbal explanations
  - appropriate positioning in class
  - reduction in the number of examples needed to be completed
  - extra time for internal and external tests
  - access to tablets and e-readers
  - use of visual timetables.
- Appropriate classroom organisation including: alternative labelling, high visibility playground equipment, adapted PE equipment.
- School curriculum must include appropriate mobility training.
- Teachers accommodate all learners' preferred methods of recording/ communication in their teaching and assessment.
- Teacher uses a range of communication approaches in the presentation of the curriculum.
- Considerations of the physical elements of task so as to focus on key concept/objective.
- Peer support and sensitive grouping/pairing for a range of activities.
- Modified or adapted materials to provide immediate access to learning activities.
- Monitoring of outcomes supports next stage of planning.
- Good clarity and contrast used in the preparation of classroom materials.
- Careful consideration of the requirements of homework activities.
- Special arrangements applied for internal/ external learning assessments.
- Seek specialist advice from a Qualified Teacher for MSI.

What you will see

ACCESS TO COMMUNICATION

Learners may:

- seek out adults and support from adults
- play with younger pupils
- be socially isolated
- wish to get away from close adult support
- lack independence and resilience
- express sadness about their sensory impairment
- feel sad that they cannot do things independently.

What can help

- Good voice levels and clear speech are always used.
- Use of positive language to promote self-esteem.
- Use of a range of communication modes which are appropriate to engage all pupils.
- Opportunities for monitoring the success of communication mode.
- Opportunities for pre-teaching specific vocabulary.
- Provide opportunities for learners to gain the language to express their concerns.
- Provide opportunities for learners to learn to talk about their multi-sensory impairment.
- For learners who require specialist access equipment or for those who use Braille or BSL, please seek advice from a Qualified Teacher for MSI.

Visual impairment

Whole school approaches

- Planning promotes access to the learning environment and supports good progress for learners with VI.
- Planning reflects an understanding of the needs of a learner with VI, e.g. the use of programmes such as circle of friends to reduce social isolation.
- Positive role models of disability used within the curriculum.
- Planning demonstrates an awareness of VI needs in relation to the additional curriculum.
- The school accesses training provided by STLS Sensory Service through the core offer of awareness level training - online training for visual impairment (VI).
- Staff training promotes the development of pupils with VI to be independent learners and decision makers.
- Training opportunities for VI are supported, e.g. "Supporting Inclusion of Pupils with VI" course.

What you will see	What can help
(The difficulty/barrier, how this presents and the impact on the learner)	(Provision – strategies, interventions and resources)
ACCESS TO THE LEARNING ENVIRONMENT Learners may not be able to: • see what everyone else can see • get around the school building or classrooms easily or at all • to engage positively with the outside space • to access information in the same way as their peers • find things or specific people • participate fully in some sports activities.	• Signage has good clarity and contrast, and routes are clearly signed with marked steps, handrails and the provision of a shaded areas in playground. • Whole school awareness of the importance of light control, e.g. window blinds, lighting in stairwells, reduction of glare. • Low tech equipment to support access, e.g. desk slopes, task lighting, audio recording. • Support the use of a range of magnifiers/Low Vision Aids. • VI-friendly school including the orderly approach to organisation of personal belongings and movement around the school. • School website and intranet fully accessible. • Generic accessibility options are used and a range of computer access devices, e.g. switches, keyboard commands, high visibility keyboard, simple speech output devices, appropriate font/colour. • Learners have internet access with individual log-in linked to accessibility options. • Worksheets available electronically. • Access to the interactive whiteboard through separate monitor. • Awareness of posture and seating. • Provision of specialist learning facilities, e.g. quiet area. • School to undertake risk assessment for practical subjects, sports, unstructured time and outside visits.

What you will see

ACCESS TO THE CURRICULUM

Learners may have difficulties with:

- seeing work on the whiteboard
- reading regular size print in books or on worksheets
- sharing books
- seeing the details of pictures and illustrations
- seeing text or icons on a computer or finding the mouse marker
- scanning work for information
- finding equipment and resources
- writing in cursive script and reading cursive script
- seeing fine detail such as mathematical signs
- seeing the ball in PE games.

Learners may:

- appear confused or unable to start a task
- be very self-conscious
- get angry or upset
- take a long time to complete tasks
- get left behind in PE.

What can help

- School staff have awareness of the effect of visual impairment on access to the curriculum.
- Ensure that the curriculum is adapted to promote full participation and the development of independence skills.
- Appropriate analysis of curriculum content to ensure learning outcomes are reached by using adapted curriculum materials, environment and information and independent learning:
  - large, clear print
  - individual copies of books
  - additional verbal explanations
  - appropriate positioning in class
  - reduction in the number of examples needed to be completed
  - extra time for internal and external tests
  - access to tablets and e-readers.
- Appropriate classroom organisation including alternative labelling, high visibility playground equipment, adapted PE equipment.
- Careful consideration of the requirements of homework activities, which will be differentiated by task.
- Modified or adapted materials to provide immediate access to learning activities.
- Special arrangements applied for internal/external learning assessments for modified papers.
- Signpost to training opportunities, e.g. online training for VI, 'Supporting Inclusion of Pupils with VI' course.
- Peer support and sensitive grouping/pairing for a range of activities.
- Monitoring of outcomes supports the next stage of planning.
- Seek specialist advice from a Qualified Teacher for VI.

What you will see

ACCESS TO COMMUNICATION

Learners may:

- seek out adults and support from adults
- play with younger pupils
- be socially isolated
- wish to get away from close adult support
- lack independence and resilience
- express sadness about their visual impairment
- feel sad that they cannot do things independently.

What can help

- Use of language which is appropriate to engage the learner.
- Support for a range of communication modes in the classroom situation.
- Learners are directed to tasks by using their first name.
- Use of language which is both descriptive and specific.
- Provide opportunities for learners to gain the language to express their concerns.
- Provide opportunities for learners to learn to talk about their visual impairment.
- Use of laptops and tablets to promote electronic communication and access to curriculum materials in appropriate electronic formats.
- For learners who require specialist access equipment or who use Braille please seek advice from a Qualified Teacher for VI.

For alternative formats, please email **alternativeformats@kent.gov.uk** or call **03000 42 15 53** (text relay service number 18001 03000 42 15 53). This number goes to an answering machine, which is monitored during office hours.

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