Learning and Achievement

SEND Support;

What Wokingham expects can be reasonably provided by early years education settings from the early years free entitlement funding available to them

Meeting the needs of children with Special Educational Needs and Disability in Wokingham

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Contents

SEND Support: a universal offer

This document sets out what could reasonably be expected to be available in all early years settings to meet the needs of children from the funding made available to settings without recourse to a statutory Education, Health and Care (EHC) needs assessment. Examples of the types of provision and resources which are reasonably expected are included in 'grids' at the end of the document.

Introduction

The Children and Families Act, supported by the funding reforms, has introduced a single pre-statutory stage called 'SEN Support' and this is relevant at all age levels. This now means that there is greater capacity for settings to respond and support the additional learning needs for children with Special Educational Needs and Disability (SEND).

All settings will have children who experience difficulties with their learning. A number will have significant health or other additional needs which require a level of support for their learning. The funding which is available to settings reflects that, for almost all children, their needs will be able to be met from a range of interventions from within the settings resources with advice from other practitioners when needed.

The local authority (LA), setting, and their governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children will be experiencing difficulties with learning. This guidance looks at two strands of support:

- Whole setting– universal support the setting uses to ensure learning for all children who have SEND
- targeted support which may be short or longer term interventions to support the learning needs of individuals and small groups.

The expectations described are a key part of the Local Offer for learning.

> The Local Offer is a description of support and services which are available to children who have SEND, and their families. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Wokingham's Local Offer can be accessed on: http://www.wokingham.gov.uk/our-local-offer/

Specific statutory responsibilities for all local authorities and settings.
Local authorities are required to:

- ensure sufficiency of provision for children with SEND and keep under constant review
- involve children, their parents/carers and young people in discussions and decisions about their individual support and local provision
- make arrangements for the statutory assessment of children, maintaining and reviewing EHC plans
- publish information on SEND funding and provision
- monitor the progress of children with EHC plans, taking appropriate action as required

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- provide information, support, advice and guidance to setting, parents/carers and children/young people with SEND, including the Local Offer

Governing body and setting are required to:

- identify children with SEND, ensure parents/carers are informed and provision is made in line with the SEN and Disability Code of Practice, and comply with the Children and Families Act
- publish the SEND policy and the settings Local Offer (in conjunction with parents/carers, children and the local authority) and review regularly
- appoint a SEND Coordinator (SENCo)
- consider SEND provision is integrated into the self evaluation form
- monitor progress of SEND children and ensure provisions specified in EHC plans are in place
- meet their duties under the Equality Act 2010 and ensure **all** policies take SEND into account
- keep under constant review the arrangements for children present and future with a disability
- willingly admit all children who meet admissions criteria, whether or not they have SEND

Core standards for all children in our early years settings

It is the responsibility of settings to provide good teaching and holistic support for **all** children. It is particularly important that all children who have difficulty with their learning are taught by good quality practitioners.

All children are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and; make a successful transition into adulthood, whether into employment, further or higher education or training.

Whole setting response to SEND

The setting aims to meet the needs of all the children in their community
 - all settings are expected to make reasonable adjustments to welcome all children and future children with SEND to access the setting and enable good progress in their learning - all of the staff have access to up-to-date information on all children's needs
Learner data is used to make sure all children make good progress
 - analysis of individual children's data is used to inform practice and ensure progress of all learners including those with SEND - effective systems in place for identification and monitoring of learners with SEND
The setting ensures smooth transitions within the setting and when moving on
 - appropriate support to meet individual needs is given for learners moving to a new group or the next phase of education

The curriculum meets the needs of all learners

- staff are well trained and the learning environment of the setting is supportive to all learners, offering a broad and differentiated curriculum which meet the diversity of needs

Practitioners make their teaching accessible & appropriate for all learners in their class

- all practitioners have basic understanding and a skill level that ensures they understand how to make their teaching accessible for learners with more frequently occurring SEND and a willingness to undertake training in less frequently occurring SEND should the need arise

- all children are regularly assessed during the year and their progress tracked. Where insufficient progress is noted and the quality of teaching is good, learners are given additional intervention that is agreed with parents/carers to secure their progress

The Equality Act 2010 is embedded in all policies and practice in the setting

- all staff understand the overarching teaching and learning policy which reflects all equalities legislation and accessibility requirements, including for out of setting activities

- all staff actively promote overcoming barriers to learning for all learners, taking into account individual differences (SEND or otherwise), while promoting understanding and acceptance within the peer group

Parents/carers know where to go for advice and support in the setting

- the setting inspires parental confidence by establishing a positive relationship as partners in their child's learning and development through good exchange of information and through a person centred approach

- families have an identified person to go to if they have concerns, who can also signpost parents/carers to the local offer for accessing information

Staff can implement an Individual Health Care plan for learners with health needs

The setting environment is positive with staff able to respond flexibly to meet unpredictable needs

- the setting provides a warm, safe and empathic ethos where children have the confidence to share their concerns with staff, and know that their concerns will be addressed, in order to support their emotional well-being
- practitioners are able to respond to unpredictable needs by flexible use of the environment (e.g. access to a safe space to calm)

SEN Support for individuals and small groups - short term interventions

In addition to the whole setting response to SEND:

Small groups/interventions set up using information from a whole setting perspective

- at the whole setting level, additional assessment/information is used to understand any lack of progress across particular areas; this informs which provision is put in place including the choice of intervention and composition of groups
- early years intervention plans show a range of possible small group interventions

- the location of any group work will be carefully considered to provide the best conditions for the learners

Staff have relevant training to support and implement interventions appropriate for the range of SEND in their setting

- staff have access to training to implement short term interventions to secure improved progress for learners, enabling them to benefit from whole class teaching and promote social development
- some staff have undertaken specific training in areas of SEND that occur less frequently in order to understand the range of the most effective strategies to support learning, and provide individual and group interventions where indicated
- staff make timely and effective use of outside agencies

All interventions are regularly monitored by senior leaders/SENCO

- the effectiveness of interventions is evaluated by the practitioner and monitored by senior leaders to determine the impact on child's progress and personal development
- the intervention should have the impact of accelerated progress

Interventions match the learner's needs

- any external advice given in reports for individual learners has been taken into account and implemented by the setting, as appropriate
- time-limited, evidence-based interventions to achieve outcome-based SMART targets focussed on the child's needs
- the selection of targeted interventions for any individual learner will be complementary to the teaching offered at whole setting level

Personalised/individualised learning - long term interventions

In addition to whole setting response and SEND Support for individuals and small groups:

For learners with a need which is long term and does not occur frequently with no peers requiring the same intervention, the planning for intervention is personalised and specifically formulated to take account of the unique individual need.

Learners requiring long term interventions with personalised learning may require:

- **An EHC plan** which describes the strategies required to meet needs, some of which may need to be delivered on an individual basis. This will include detailed planning on the use of individual funding and delegated funding with an agreed joint action plan. Annual review will be required to show tracked progress towards outcomes in EHC plans
- An **Individual Health Care plan** to maintain their health, which is then monitored by specialist staff and medical professionals and written in collaboration and monitored by setting staff

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Appendix A: Detailed provision grids

Areas of need
This document mirrors the categories of need set out within the Code of Practice. Children cannot and should never be 'defined' by a category of need. Whilst the local authority is required to describe their main presenting need, a pupil may have needs crossing a number of areas.

Areas of support
The grids which follow are not a blueprint; rather they describe the types of support which are evidenced based approaches to meeting needs in different areas. The grids have an expectation regarding two key principles:

- All practitioners are practitioners of children with SEN
- High quality teaching is the basis of progress for all children

Where settings decide to

- request a statutory EHC assessment for a pupil
- submit a request for exceptional needs funding or other funding streams for support e.g. early years inclusion funding

there is an expectation that they will have used appropriate and robust strategies appropriate to SEN Support. EHC plans are for those children who require resources which cannot reasonably be provided from the resources normally available to mainstream providers.

How to use the grids
The grids support a graduated response to meeting needs. There are some approaches and organisational patterns which are appropriate across all areas of need and these are listed as 'universal'. They are the bedrock of meeting needs for all children and the list is meant to be illustrative rather than exhaustive. The grids then take each of the areas of need as set out in the Code of Practice to show the types of evidence based approaches which have been found to be effective in meeting different types of need. These approaches are 'Targeted' interventions which are specific interventions to address the needs of individuals or small groups. Some of these interventions may also support the learning of other learners in the group/class. Each area of need has a range of strategies which reflects the differing levels of need which will be present at 'SEN Support'.

Some interventions are very specific whilst others are more general, for example 'home-setting liaison'. It is common to list 'home setting diary' in general advice, but this example is only one strategy. For some, this is very effective, for others it can be counterproductive. It is important that discussion has taken place between staff, families, and the pupil about how this takes place, and has included relevant professionals where appropriate.

The grids use four areas to describe support. This is not an exact science and users of the grids may feel that an element is 'in the wrong column'. Settings may choose to use and adapt the grids for wider use to describe their provision or define quality provision and standards. This document uses the following areas:
- assessment, planning, do and review
- learning environment and group characteristics
- curriculum and teaching methods
- partners and resources

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The strategies listed in assessment, planning, do and review are universal across all areas of need so, to avoid repetition, have not been added to the grids which look at individual types of need.

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SEN Support

Universal elements for all learners who require SEN Support

Assessment, planning and review	Learning environment and group	Curriculum and teaching	Partners and resources
• SEN policy in place • Ongoing review of the needs of the individual children • All planning is outcomes focussed • Outcomes have been decided in partnership with parents/carers, children • Records kept and used as a basis for individual planning • Evaluation of children's work and play should value the content and their ideas • Children have regular opportunities to evaluate their performance in learning activities • Provision mapping • Clear systems to ensure effective communication between parents and staff • All setting trips and visits are planned with individual needs in mind and conform to the legal requirements	• Materials/resources are available and appropriate and all equipment is labelled and well organised • Children's views on their learning sought and acted on regularly • Calm atmosphere, predictable routines and consistency of expectations • The teaching environment is organised to encourage learning and participation of all children • Appropriate learning and behaviour is noticed and acknowledged • Active promotion of listening skills with clear rules for listening established • Active promotion of childrens emotional/social wellbeing • Behaviour policy: Clear boundaries and setting wide system of meaningful rules,	• Staff are skilled at selecting appropriate methods and materials into their planning to ensure access across the curriculum for children • Promotion of multi-sensory learning • Whole setting awareness of a range of learning difficulties and needs • Curriculum differentiation to reflect individual needs • Awareness of any social pressures, teasing/bullying/ labelling • Quiet places • Opportunities to access social extra-curricular activities when available • Approaches that consider social and emotional needs	• Parents/carers and children are equal partners in learning • Positive home/setting partnership with clear lines of communication which make clear how parents/carers can express any views and experiencenes • Curriculum content and key concepts shared with home on a regular basis • Effective transition arrangements

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	incentives and consequences with consistent and fair application		
	• Staff trained and able to implement strategies to support positive behaviour		
	• Consideration of the appropriateness of the environment for any intervention		

In addition

Targeted interventions for learners who require SEN support

Assessment, planning and review	Learning environment and group	Curriculum and teaching	Partners and resources
• Detailed analysis of strengths and weaknesses. • Specialist assessments completed by external professionals including specialist early years inclusion advisors and practitioners and, Educational Psychologist, Speech and Language Therapist (SALT) and other health professionals following a referral process • Outcome focussed intervention plans to be set following involvement and consultation with parents/carers and external professionals	• Specific environmental adaptations i.e. well defined and labelled using writing and drawings, visual timetables etc. • Grouping arrangements or additional support in the setting used flexibly to promote progress. • Use of prompt and "scaffold" for tasks to promote independent working • Opportunities for small group teaching to address outcomes • Opportunities to facilitate peer awareness and support	• Pre-teach topic specific vocabulary • Use of alternative forms of communication/recording where appropriate • Class practitioner/practitioner to plan/ deliver differentiated activities to ensure full access to all • Simplified language reinforced by visual materials and modelling to compensate for language delay • A system of negotiated rewards or strategies to improve motivation embedded into day to day learning experience	• A key member of staff to act as a stable reference point • SENCO/ class practitioner facilitates assessment, planning and monitoring and oversees additional support provided for the child • Opportunities for the child to understand and cope with the impact of their SEN • Access to advice and training from external agencies. This might include Specialist Practitioners (Learning), Educational Psychologists • Parents/carers to be consulted

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• Outcome focussed intervention plans include; positively phrased SMART targets, which reflect the child's priority needs and will specify teaching arrangements and resources required with clearly defined success criteria. They will include strategies that reflect the child's preferred learning styles • Child's progress will be subject to systematic monitoring, including their response to interventions outlined in the outcome focussed intervention plan • Outcome focussed intervention plans will be reviewed at least termly • Parents/carers are involved in target setting and review and where able children should have an understanding of the outcomes they are working to achieve • There should be an on-going cycle of identification, assessment, planning, implementation, monitoring and review • Settings use a range of observational checklists, play		• A suitable mix of challenge and success across the curriculum to develop confidence and self-esteem. • Staff are aware of/understand and able to provide for the needs of individual children • Staff are aware of the implications of a range of SEND needs e.g. Autism • Practitioners adapt curriculum planning and delivery to accommodate preferred learning styles • Individual outcomes addressed through individual/small group and whole class work within the curriculum framework	regarding involvement of outside agencies • Staff skilled and able to manage and implement changes and adaptations to the learning environment

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based forms of assessment which may involve:			
- observing and recording responses in different environments - identifying learning rates and learning styles - Assessments focus on the reasons for any slow progress; more in-depth analysis of strengths/weaknesses and progress in relation to time - Other factors in the child's family or environment may also need to be considered as part of the assessment process. - Consider whether other assessments, would be appropriate (MARF)			

Communication and interaction

Targeted support for learners who have speech, language and communication needs (SLCN)

Learning environment and group	Curriculum and teaching	Partners and resources
• Grouping arrangements should provide opportunities for peer support; the development of social understanding and inference and structured opportunities for conversation and sharing of ideas • Consideration to seating arrangements to ensure role models for speaking/listening, minimise distractions, ensure uninterrupted view of the practitioner • Verbal instructions, explanations will require simplification and visual or concrete support • Specific environmental adaptations i.e. well defined and labelled using writing and drawings etc. • A range of setting supports that may include the use of visual timetable, prompts/cues • Peer support both in setting to facilitate social interaction. These will change according to the activity to provide a variety of social and learning experiences	• Child's strengths and weaknesses in expressive and receptive language are observed and recorded. This may include reference to the child's understanding and use of vocabulary, grammatical structure, conversational skills and speed of language processing • Teaching methods may include the use of visual aids, signalling and signing and practitioner explanation should be consistent and use repetition to support understanding in activities • Differentiation to reflect individual needs in relation to the curriculum, speaking and listening and social and emotional development • Visually identified expectations and teaching outcomes • Targeted interventions may address: o specific SLCN (e.g. vocabulary comprehension and inference, use of language, sentence structures, the speech sound system, sequencing and active listening skills) in line with	• Whole setting information/training as appropriate. Staff should feel confident in their ability to prepare resources and implement a range of approaches etc. • Input/involvement from external professionals to inform intervention programmes and/or provide specific advice about environmental adaptations • Staff skilled/experienced in supporting child with SLCN • A wide range of concrete objects of reference and visual supports maximise child's potential for learning • A Speech and Language Therapist referral considered (if not already made) • Parent/carer to be consulted on levels of concern and actively involved in programmes/interventions at age appropriate levels

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	advice from a SALT	
	○ social communication skills	
	○ oromotor co-ordination difficulties	

In addition

Learning environment and group	Curriculum and teaching	Partners and resources
• Frequent visual supports for teaching including signalling and signing	• Opportunities for targeted individual or small group intervention following the advice of the SALT to inform teaching and learning tasks and may include direct intervention from a SALT • Setting support and teaching methods include a variety of visual materials to aid comprehension, support speaking and the use of language • Pre and post teaching • Significant use of equipment to support learning	• Key practicitioners may access specific training • Detailed analysis of the child's strengths and weaknesses in receptive and expressive language • An SLT will be the key professional involved in this. Key practitioners may access specific training

Targeted support for learners who have Autistic Spectrum Disorders

Learning environment and group	Curriculum and teaching	Partners and resources
• Routines taught and practised • Extra care with the language used with clear, simply expressed instructions • Practical support sessions to prepare for transitions, e.g. following a routines • Grouping arrangements or additional support in the setting are used flexibly	• Children on the autism spectrum will access strategies and resources typically available in the ordinary setting e.g. time taken by practitioner to explain change in routine; visual prompts for tasks; visual timetables, • Planned opportunities for social and emotional development	• Whole setting information/training as appropriate. Staff should feel confident in their ability to prepare resources and implement a range of autism friendly approaches e.g. access to a quiet area and calming activities, social skills programmes and a range of visual approaches etc.

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• There should be consistency within the setting in terms of organisation, structure, routines, space and place, with identified areas and pathways
• Setting supports may include; the use of visual timetable; prompt and cues; visually identified expectations and teaching outcomes; frequent visual supports for teaching. Practitioners will be expected to use several or all of these strategies
• Child may need access to a range of individualised approaches. This might include a workstation, augmentative and alternative communication strategies e.g. PECS
• Environmental audit and Access Strategy/Survey and shared with staff
• Reasonable adaptations agreed and made as necessary. This might include controlled lighting, good listening conditions, seating arrangements etc.
	• Rules specifically taught with reminders/prompts
	• The structured promotion of social interaction/communication, flexible thinking and independence should be integral within the content and delivery of the curriculum
	• An approach that incorporates routines, structured tasks, immediate reward systems
	• Outcome focussed intervention plans will be addressed through small group and class work across the curriculum. Support would consider:
	   ○ use/understanding of language
	   ○ acquisition of core skills for early literacy/ numeracy
	   ○ use of alternative means of communication
	   ○ social use of language to support personal organisation and developing independence
	• Practitioner explanation should be explicit and consistent
	• Setting should consider the function of a child's behaviour (e.g. non-compliance as a difficulty with flexible thinking)
	• Vocabulary, inference, active listening and active response to general instruction may need to be specifically taught
	• Providing structures for unstructured times, e.g. giving a safe place to go, training in play skills
		• A wide range of written or drawn visual supports for tasks and/or personal organisation. Such supports may also be used to manage change
		• A wide range of objects, visual supports and vocabulary lists to support and maximise child's potential for learning
		• Withdrawal facilities should be provided for times of stress. Child may require individual support/debrief following incident
		• Use of a home-setting diary to aid communication
		• Regular advice and input from external agencies
		• Parent/carer to be consulted on levels of concern and actively involved in programmes/interventions at age appropriate levels

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	• Pre and post teaching • Life skills at the appropriate level	

In addition

Learning environment and group	Curriculum and teaching	Partners and resources

• Considerable opportunities for individual or small group work within the setting or on a withdrawal basis to address specific needs identified in the child's IEP/provision plan
• Access to individual work station/ ICT resources
• Setting awareness that child on the autism spectrum remain vulnerable to bullying and provide support/monitoring in place
• Suitably equipped areas available to enable individual and small group teaching and/or therapeutic programmes
• Peer awareness and sensitivity for child with ASD
• Peer support may be used both in and out of the setting
	• Daily meet and greet with known member of staff
	• Detailed analysis of the child's strengths and weaknesses in social communication/interaction, flexible thinking/behaviour, environmental intolerance and basic skills levels
	• Additional access to ICT
	• Individualised visual timetable consistently implemented to support curriculum access /engagement
	• Approaches such as TEACCH
	• Use of rule based learning, immediate feedback and structured reward systems
	• Sensory Diet programme to reduce stress producing factors (e.g. sensory or social overload)
	• Strategies/support and targeted intervention to:
	  o support movement around setting
	  o a familiarisation book of photos of the new environment
	  o promote social thinking, social success/appropriate behaviour
	• Considerable preparation for changes in
		• Key staff/TAs may access specific training
		• Detailed analysis of the child's strengths and weaknesses in social communication/ interaction, flexible thinking/behaviour, environmental intolerance and basic skills levels
		• On-going multi-agency support and intervention may be required due to the overlap of educational/care and health needs.

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Cognition and Learning

Targeted support for learners who have cognition and learning needs

Learning environment and group	Curriculum and teaching methods	Partners and resources

• Access to peer supported learning (e.g. cross/same age peer modelling, use of buddy schemes etc.)
• Provide a safe environment in which children are taught and can practice a range of social and life skills
• Arrangements to support the use and delivery of approaches
• A range of setting supports that may include:
   o use of visual timetable
   o prompt and/or instruction sheets
   o visually identified expectations and teaching outcomes
   o frequent visual supports for teaching including signalling and signing
• Specific links made to previous lessons and the real world
	• Small group and/or individual teaching using structured cumulative materials to develop basic skills with opportunities for over learning
	• Access to specialist teaching and learning programmes, which are multi-sensory, well-structured with opportunities for repetition and consolidation of skills
	• Strategies and targeted interventions (as required) to:
	   o develop personal organisation
	   o develop curricular skills
	   o extend concentration and attention to task
	   o support weak spatial and perceptual skills
	   o support problem solving
	   o assist with developing fluent handwriting
	   o and/or opportunities to develop word processing skills
	   o use of alternative forms of recording where appropriate
	• Children are given the opportunity to access information in a variety of ways other than by reading text
	• Texts and equipment are at children' instructional level and matched to their age,
		• Staff trained and able to support child with MLD. This might include support from external professionals
		• ICT equipment/software to develop and support basic skills and alternative approaches to recording
		• Parent/carer to be consulted on levels of concern and actively involved in programmes/interventions at age appropriate levels

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	ability and dignity	

In addition

- **An additional adult to provide weekly support for some of the following:**
  - **Develop language and communication skills**
  - **Develop attention and listening skills**
  - **Support practical work with concrete/visual materials to establish concepts and skills**
  - **To support over learning**
  - **To support child who has difficulty with recording**
  - **To develop personal organisation**

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Social, emotional and mental health

Targeted support for learners who have social, emotional and mental health difficulties

Learning environment and group	Curriculum and teaching methods	Partners and resources

• Grouping arrangements or additional support in the setting are used flexibly to promote behavioural progress
• Frequent changes by practitioners to support positive behaviour and learning
• On-going analysis and recording of behaviours to provide baseline(s) to include:
   o functional analysis of behaviour
   o use of assessment tools that consider developmental issues (e.g. Boxall Profile)
• Recording should enable clear analysis of antecedents, behaviours, consequences (ABCs). This should include lunchtimes/breaks
• Opportunities for small group teaching to address appropriate behavioural expectations and/or social and emotional skills
• Opportunities for individual discussion and support, when necessary, to be available daily
• An enhanced level of pastoral support may complement established pastoral arrangements. This could be available daily from the early years practitioner/SENCO
• Use of peer support strategies. This may include Circle of Friends, Discussion Groups, Social
	• Outcome focussed interventions addressed through small group and class work within the curriculum framework and may address behavioural and social/emotional skills. These will be in addition to and more targeted than the behaviour management techniques used throughout the setting
	• Child's strengths and weaknesses in emotional and behavioural development considered using behavioural checklists
	• Provide evidence-based interventions that focus on developing skills e.g. social skills group, circle of friends, emotional management
	• Implement individualised mediation strategies e.g. specific praise, gratitude diary, daily check-in, etc.
	• Child and parent involvement in the behavioural programmes is clearly defined
	• Adaptations to teaching delivery to accommodate child/young person's needs (e.g. shorter practitioner input, multisensory learning/delivery, adapt pace, intensity and/or non-verbal aspects of teaching
		• Collaborative working between parents/carers, child, practitioner, support staff and other relevant professionals in setting and reviewing targets
		• Seek support and advice from Educational Psychologists and other relevant professionals (e.g. training, consultation, delivery of intervention, assessment, monitoring and reviewing targets)
		• The SENCO or early years practitioner facilitates assessment, planning and monitoring and oversees additional support provided for the child
		• Parent/carer to be consulted on levels of concern and actively involved in programmes/interventions at age appropriate levels
		• Use of ICT, audio visual support, self-directed time out (as required) to support child's access to the curriculum
		• Staff trained and able to implement strategies to support positive behaviour

Support Groups, Buddying systems, Peer Mentoring/Mediation • Awareness of children' emotional/social concerns • Rules & routines specifically taught with reminders and prompts • Opportunities to improve social skills, interaction and self-esteem	style/approach) • Adaptations to task to increase attention, concentration and motivation (e.g. chunking and breaking down tasks, multi-sensory tasks) • Use of supported group work within the setting • A structured behaviour management programme developed in conjunction with relevant external professionals	

In addition

Learning environment and group	Curriculum and teaching methods	Partners and resources

• Small group and within class support to teach/reinforce understanding of rules, rewards and sanctions
• Opportunities for periods of withdrawal to smaller groups. This might include self-directed/individual time-out
• Systems to ensure effective communication between Staff
• Access to a Nurture Group
• Use of restorative approaches to conflict resolution
• Use of Team Teach (or similar approach)
	• Flexible adult/child ratios in class
	• Additional targeted teaching in small groups or individually, for significant parts of the day to address outcomes
	• Evidence based interventions include more specialist strategies:
	   o skills based programmes
	   o therapeutic input/mentoring
	   o more focused rewards/sanctions
	• A flexible timetable (as appropriate) within the context of an inclusive curriculum
		• Staff trained and able to implement strategies to support positive behaviour SEMH and its impact on curriculum access
		• Other additional/specialist training for key staff (Behaviour Management, Attendance, targeted SEMH interventions etc.)
		• Individual counselling and/or therapeutic support from external agencies/ appropriately qualified professionals
		• Frequent review of interventions in collaboration with support agencies
		• Regular home-setting liaison

Physical/Sensory

Targeted support for learners who have physical difficulties

Learning environment and group	Curriculum and teaching methods	Partners and resources

• Organised setting with flexible grouping/seating arrangements to promote independent learning
• Provision should aim to help the child in becoming a fully integrated member of the setting community
• Child with physical needs will access strategies and resources typically available in the setting
• An organised setting to allow for maximum independence
• Modification of setting organisation, routine and environment as advised by external professionals
• Audit of environment to consider reasonable adjustments such as:
  o access issues with adaptions to environment
  o some limited items of special equipment may be required to support learning/access to curriculum (desk, chair etc.)
  o setting organisation which takes account of social relationships
• Educational visits and extracurricular activities
	• Planned small group and individual work as necessary linked to tiredness or varying health/condition. This might also include timetabled learning breaks as required. Withdrawal from class should be kept to a minimum
	• Alternative methods of recording as advised
	• Curriculum differentiation and a degree of support to reflect individual needs (in particular in PE and other practical subjects and activities)
	• Pace of teaching takes account of impact of physical difficulty
	• An appropriately challenging educational curriculum
	• flexible support in setting to include, as required:
	  o dressing/undressing
	  o personal care
	  o assistance with physical aids
		• Some additional support may be required at unstructured times during the day. For social, medication, personal care and dietary needs
		• Regular liaison between parents/carers, external professionals and setting staff in relation to specific programmes and targets
		• A Health Care Plan to be devised, where appropriate
		• Access to specialist advice on ICT (equipment and use) may be required
		• Guidelines for Health and Safety and Risk Assessments available
		• Key staff trained and able to deliver individualised therapy programmes; specific learning programmes
		• Access to a range of equipment including a range of furniture/ storage and equipment to support the child
		• Parent/carer to be consulted on levels of concern and actively involved in programmes/ interventions at age appropriate levels

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- are planned to fully include the child with physical needs
- Additional support may be required during unstructured periods of the day to ensure safety and inclusion

In addition

Learning environment and group	Curriculum and teaching methods	Partners and resources
- Access to significant individual/small group in class support - Equipment such as a lift/stair climber, changing bed and shower (as appropriate) - Specialist software and technology to support access to the curriculum	- Opportunities and comprehensive resources for motor skill development offered within the setting curriculum and environment - Teaching methods which utilise appropriate ICT, specialist aids and adaptations to facilitate access to the curriculum - Significant individual/small group support with: - practical lessons - personal care - physiotherapy programmes - learning programmes - physical aids - movements around setting	- An identified key member(s) of staff, where appropriate, for personal care needs - Specialist transport arrangements may be required - Parents/carers to be consulted on levels of concern and to be asked for further advice - Specific training for early years practitioners, e.g. in Manual Handling (if required) - Access to specialist equipment to support communication and mobility - Advice and support on the potential emotional impact of the physical difficulty

Targeted support for learners who have a Hearing Impairment

Learning environment and group	Curriculum and teaching methods	Partners and resources

• Staff should be aware of the child's hearing loss and its implications in setting (e.g. language and vocabulary acquisition, poor attention and concentration skills)
• Child should be supported to independently use their hearing aid and be encouraged to follow the guidance of the audiologist or ENT consultant
• Quiet/private space for hearing aid test box checks and for management of personal hearing and radio aids
• Seating arrangements for child understood and implemented
• Use of setting display, pictures, word banks, visual dictionaries and specific software to introduce and reinforce new language and verbal concepts
• In class support to reinforce and support access to setting discussions
• Reduce background noise, consider listening conditions and develop an acoustic friendly setting environment
• Peer support both in class and in break times to facilitate social interaction, where required
• Audit of environment to consider reasonable adjustments such as:
  o access issues with adaptions to environment
  o some limited items of special
	• The practitioner will provide some differentiation and opportunities to practice/reinforce listening and other skills as necessary
	• Specific pre-teaching of subject based vocabulary and concepts
	• Careful monitoring of the development of language and literacy skills
	• Planned use of audio-visual materials
	• Teach active listening skills
	• The speaker should:
	  o identify themselves in some way so that the child can locate them before they begin to talk
	  o speak clearly
	  o check that the child has heard
	  o check that the child has understood all instructions
	  o cue in the child when someone else is speaking in a group discussion
	• Encourage variety in use of teaching approaches/senses to support learning
	• The advice of external professionals will inform teaching and learning tasks specific to curriculum need. This may include direct/indirect involvement from specialist staff (QTH)
	• Differentiation to reflect individual needs in
		• Staff with skills/experience in supporting child with Hearing Impairment (HI)
		• The child's hearing will be assessed by an appropriately qualified professional, who will refer on to other agencies if required
		• Reference to general guidance from the National Deaf Children's Society
		• Consideration of setting listening resources such as setting sound field systems
		• Staff with knowledge and understanding in the use of hearing and radio aids and in which situations it is most beneficial to the child
		• Key staff trained and able to complete daily functional tests of radio aids, personal hearing aids and sound field systems
		• Medical intervention and monitoring undertaken by the Audiology clinic and access to an Educational Audiologist (as required)
		• Parent/carer to be consulted on levels of concern and actively involved in programmes/interventions at age appropriate levels

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equipment may be required to support learning/access to curriculum (desk, chair etc.)
  o setting organisation which takes account of social relationships
	relation to the curriculum and speaking and listening
	• Targeted interventions/support may address (for e.g.):
	  o specific HI needs (including use/ care/ security of equipment)
	  o SLCN (e.g.) vocabulary)
	  o comprehension and inference
	  o use of language
	  o sentence structures
	  o the speech sound system, and active listening skills
	  o social language skills
	  o motor co-ordination difficulties
	  o organisational strategies
	  o curricular skills (and may include more extensive teaching to specific gaps)
	• Timetabled learning breaks as advised by external professionals	

In addition

Learning environment and group	Curriculum and teaching methods	Partners and resources
• Environmental audit undertaken with appropriate adjustments • Additional specialist systems may be required to enhance listening	• Practitioner to check child's understanding of concepts throughout lessons • Opportunities for the child to learn sign language (as appropriate)	• Access to Communication Skills Advisor/appropriate Deaf role model (as required) • Key staff trained and able to support and include child with HI in all areas of the curriculum • Access to specialist staff skilled in supporting children with different types and levels of hearing loss

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Targeted support for learners who have a Visual Impairment

Learning environment and group	Curriculum and teaching methods	Partners and resources
- Staff aware of the child's Visual Impairment (VI) and functional vision and its implications and impact in the educational setting - Peer support both in class and in break times to facilitate social opportunities, where appropriate - Child should remain part of the mainstream class for activities except in exceptional circumstances - Audit of environment to consider reasonable adjustments such as: - lighting which maximises the visual opportunities - position in class to ensure access to visual stimuli - access issues - additional equipment may be required to support learning /access to curriculum (desk, chair etc.) - setting organisation which takes account of social relationships - clear signage - high contrast colour schemes - visually highlighting equipment - controlled lighting (including blinds) - overall setting layout - additional lighting needs - highlighted environmental features	- Specific consideration to curriculum presentation and recording methods should be given to: - use of IWB, ICT etc. - accessibility of printed materials - use of auditory/tactile stimuli - speed of work - physical position of child - The advice of external professionals will inform teaching and learning tasks specific to curriculum need. This may include direct/indirect involvement from a QTVI - Targeted interventions/support may be necessary to: - prepare child for a class activity/learning experience (pre and post teaching) - reinforce work - provide additional hands-on experience of materials or presentations - provide additional experiences of the environment to compensate limitations resulting from VI - develop specific skills to improve curriculum access (e.g. touch typing, use of magnifiers, distance aids and	- Advice from specialist staff (QTVI) on the use of specialist equipment/visual aids e.g. - sloping reading/writing boards - low power magnifiers - dark pens/pencils - dark lined books/paper - large print materials - bright PE equipment - ICT access (with advice from a Technical Support Worker) - larger computer monitor - separate TV monitor - lap-top - digital voice recorder - access to modified materials - physical access to the curriculum and/or existing setting facilities - Parent/carer to be consulted on levels of concern and actively involved in programmes/interventions at age appropriate levels

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	other specialist equipment)	
o good listening conditions	o teach age appropriate independence, organisational and mobility skills in the context of the learning community o support small group games and activities as an alternative to fast, large team games in PE and at break times incorporate timetabled learning breaks	

In addition

Learning environment and group	Curriculum and teaching methods	Partners and resources
• Independence and mobility training	• Regular opportunities to practice and use specialist equipment e.g. Brailler • Pupil's strengths and needs in relation to the child's VI, curricular skills, social/emotional development and mobility regularly assessed	• Access to key staff trained and able to support and include child with VI in all areas of the curriculum, including the preparation of appropriate resources/materials and the ability to implement more specialist strategies/interventions as advised by QTVI • Key staff trained in the use of specialist equipment • Advice and support on the potential emotional impact of the visual impairment

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