



City of  
Doncaster  
Council

# Ordinarily Available Provision in Doncaster



*Logo created by "Doncaster Young Advisors"*

## Foreword

**Improving the outcomes for our children and young people (CYP) with Special Educational Needs and Disabilities (SEND)** is at the heart of our **inclusive ambitions** to tackle key inequality issues in Doncaster. By investing in and working with our learners and their families at the earliest opportunity, this will support us to help them in achieving the best possible outcomes. **This guidance sets out local expectations for Doncaster mainstream settings**, in accordance with the Children and Families Act 2014, the SEND Code of Practice 2015 and The Equality Act (2010).

Every teacher will encounter learners with SEND. Supporting those with additional requirements can be challenging and yet there are many **approaches and adaptations to day-to-day teaching** that, when consistently applied within a whole setting approach, can enable them to access learning, participate more fully in learning opportunities and achieve better outcomes.

The Special Educational Needs and Disabilities (SEND) Code of Practice emphasises that **‘Special educational provision is underpinned by High Quality Teaching and is compromised by anything less.’** (DfE, 2015, Pg.25) and that ‘High quality teaching, differentiated for individual learners, is the first step in responding to learners who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching’ (DfE, 2015, Pg. 99)

The Centre for Studies on Inclusive Education asserts that ‘Special needs education incorporates proven methods of teaching from which all learners can benefit; it assumes human differences are normal and that **learning must be adapted to the needs of the child, rather than the child fitted to the process.**’(Nov 2020)

# Introduction

All settings **MUST** apply the principles of the SEND Code of Practice 2015 and the Equality Act 2010.

**In line with the SEND Code of Practice all settings MUST take into account:**

- The views, wishes and feelings of the children, young people and their families.
- The importance of the children, young people and families participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the children, young people and their families in order to facilitate the development of the child or young person and to help them achieve the best possible outcomes and prepare them effectively for adulthood.

**Applying best endeavours reasonable adjustments considers what might be reasonably expected of a mainstream setting's overall provision, including SEND provision, in order to meet its responsibilities with respect to the legislative expectations.**

Setting will use their best endeavours to:

- Take a personalised approach to identifying need
- Value the learners' strengths
- Build practice of identifying need where every member of staff in the setting has a role to play
- Value the whole child or young person and take a holistic approach
- Use knowledge about a child or young person to make decisions around provision and support
- Listen to and value the views, experiences and perspectives of children, young people and their families
- Value effective partnership team working for children and young people with Special Educational Needs and Disabilities
- Seek to continually develop understanding of high incidence needs to ensure they are best placed to identify and respond to them at the earliest opportunity, ensuring children, young people have a sense of belonging and can thrive in their setting

**Any provision or support should be provided in line with the needs of the learner and is not dependent on any formal diagnosis.**

## Terminology used in this document

Throughout this document we will refer to:

- Children and young people as **CYP/learner**
- Adults who support learners as **staff**
- Educational settings including early years provision, schools and colleges as **settings**
- Special Educational Needs and Disabilities as **SEND**

## Sections in this document

[Section One: Expectations of all setting](#) P5

[Section Two: Support for each broad area of need](#) P45

**For details of services and support in Doncaster please visit:**


[The SEND Toolkit for professionals](#)

[Doncaster Local Offer for SEND](#)



# **Section One:**

## **Expectations of all settings**



Section One of this document outlines the expectations on all educational settings to provide suitable educational provision according to the needs of children and young people.

It outlines **provision and strategies** expected at the **UNIVERSAL LEVEL** including **adaptive teaching, differentiation and reasonable adjustments**, that are expected as part of **HIGH-QUALITY TEACHING** that may be needed for children and young people with SEND but will be of **benefit to all children and young people**.

This section is broken down into:

1. [Leadership and Management](#) p8
2. [The Physical and Sensory Environment](#) P11
  - [Use of Space](#) P12
  - [Learning Materials and Resources](#) P13
  - [Environment Design](#) P14
3. [Assessment and Identification of Need](#) P16
4. [Teaching and Learning](#) P19
  - [Setting Culture](#) P20
  - [Curriculum and Planning](#) P22
  - [Teacher Input](#) P25
  - [Resources](#) P28
  - [Additional Adults](#) P29
5. [Staff Skills and Training](#) P30
6. [Transitions and Change](#) P32
7. [Relationships](#) P35
  - [Building Adult- Learner Relationships](#) P36
  - [Building Peer Relationships](#) P37
  - [Community and Belonging](#) P38
8. [Parent, Carer and Learner Voice](#) P39
9. [Wellbeing](#) P42

## Foundations for High Quality Teaching

Difference and diversity are valued

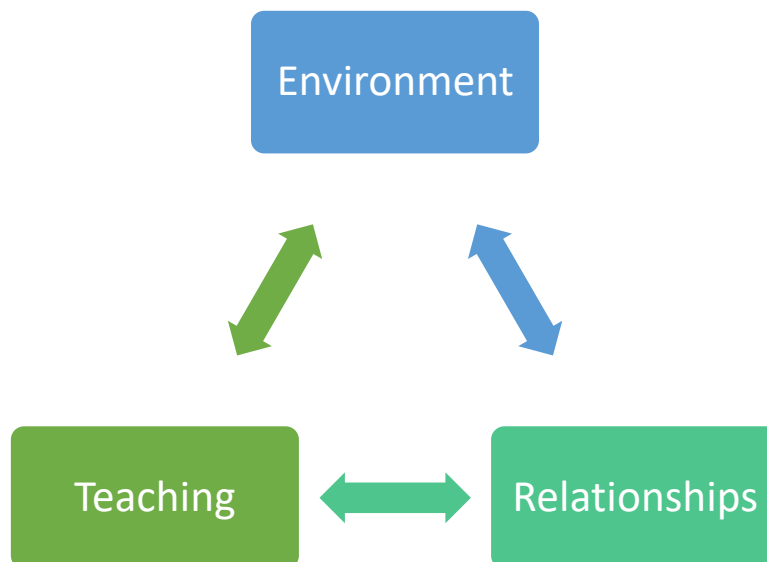
All staff take responsibility for the success of all learners

Courage to try new practices to meet the needs of all learners

Peer support to facilitate collaboration between staff

Understanding the influence of the local community and collective values

**ALL LEARNERS COUNT AND COUNT EQUALLY**



# Leadership and Management

**The settings provision for Special Educational Needs and Disabilities is well-led and managed.**

# Leadership and Management

Expectation	Further Guidance
<b>Provision is well-led and managed.</b>	<ul style="list-style-type: none"> <li>➤ The setting has a shared comprehensive SEND and inclusion training programme that enables all staff to understand their statutory responsibilities regarding SEND legislation and the Equality Act 2010. Staff must have an understanding of children, young people and their families with protected characteristics as outlined in the Equality Act 2010 and proactively seek to support inclusion of all.</li> <li>➤ Governing bodies/trusts and the leadership team ensure that all staff are supported through effective professional development to support learners with SEND.</li> <li>➤ The senior leadership team, including governing bodies/trusts, are knowledgeable about inclusion of all children and young people and that this is reflected in the vision, values and practice of the setting.</li> <li>➤ The senior leadership team takes a supportive, pro-active stance towards inclusion on a day to day basis and actively problem solves to overcome barriers to enable all children and young people to achieve their potential.</li> <li>➤ The leaders of the setting, as well as the SENDCO, act as champions for inclusion of all children and young people</li> <li>➤ The setting has a SEND Policy which details the setting's approach to supporting CYP with SEND. This is published on the setting's website and is updated annually.</li> <li>➤ The setting has a SEND Information Report that details how the setting implements their SEND Policy. This is published on the setting's website and is updated annually.</li> <li>➤ All staff understand the content of the setting's SEND Policy and SEND Information Report and are involved in the development of new policies/ annual review.</li> <li>➤ All staff understand that governing bodies/trusts have a responsibility to monitor attendance and exclusions for all children and young people to ensure equality of access to education. Staff contribute to this process by providing accurate information in a timely manner.</li> <li>➤ The settings' inclusive ethos is reflected in all policies and procedures.</li> </ul>

# Leadership and Management

Expectation	Further Guidance
<p><b>Every setting has a nominated SENDCO</b></p>	<ul style="list-style-type: none"> <li>➤ The setting has a nominated Special Educational Needs and Disabilities Co-ordinator (SENDCO), who is either part of the school's leadership team or liaises regularly with it.</li> <li>➤ The SENDCO supports all staff to develop their inclusive practice, for example, by supporting class teachers to assess, identify and meet needs as part of Assess, Plan, Do, Review cycles.</li> <li>➤ Within the private, voluntary and independent (PVI) early years sector there are Area SENCOs. The Area SENCOs provide advice, support and challenge to PVI settings in order to enable the inclusion of all children.</li> </ul>
<p><b>Leaders are ambitious for children and young people with additional needs and this ambition is shared by staff.</b></p>	<ul style="list-style-type: none"> <li>➤ Staff know that they work in an inclusive school / setting, where diversity is valued and welcomed, and can provide examples of how they establish and maintain an inclusive environment within day to day practice.</li> <li>➤ Leaders ensure that the curriculum is well planned to give all children and young people the knowledge and skills they need to be independent, achieve their goals and contribute to their community. In early years settings, the early years foundation stage informs the curriculum.</li> <li>➤ The curriculum is planned to meet the needs of the children and young people within the setting, considering intent, how plans will be implemented and reviewed to determine the impact on individual children.</li> <li>➤ The curriculum design and implementation consistently reflect leaders' high aspirations for all children and young people.</li> <li>➤ The setting regularly reviews its provision and the experiences offered to ensure that no CYP is disadvantaged by not being able to access the full range of experiences as a result of SEND.</li> <li>➤ Staff provide information in a timely manner to enable leaders to evaluate the provision and participation in after-school and extra-curricular activities, to ensure that children and young people, including those with SEND are benefiting from these experiences.</li> </ul>

# The Physical and Sensory Environment

The physical environment comprises the use of space, materials and environment design.

The physical learning environment and its elements are directly linked to numerous outcomes for children and young people including social and academic learning and skill development (Copple & Bredekamp, 2009; DeVries, 2012; Miller & Cunningham, 2009).

***A positive, supportive and inclusive learning environment for all learners without exception should be the aim.***

What does an effective learning environment look like?

Is natural lighting maximised?

Does seating suit the learning activities?

Are all areas accessible to all learners?

Are materials organised and independently accessible?



Are furnishings used to add warmth and comfort?

Is there access to quiet/low stimulus spaces?

Are activities, materials and equipment physically and sensorily accessible and usable by all?

Are acoustics, noise, lighting, visual clutter and ventilation considered?



# The Physical and Sensory Environment

	Expectation	Further Guidance
Use of Space	<b>The physical and sensory environment is accessible for all learners</b>	<ul style="list-style-type: none"> <li>➤ There is enough space for all CYP to easily move throughout the learning environment.</li> <li>➤ Reasonable adjustments are made if needed for CYP with physical and sensory disabilities.</li> <li>➤ The furniture is the appropriate size/height for the CYP (so that both feet can be placed flat on the floor and desk is at elbow height).</li> <li>➤ A designated quiet/low stimulus space is provided (e.g. workstation, calm space) for those who need a quiet area to work or take a break.</li> <li>➤ Access to outdoor spaces is provided.</li> <li>➤ The environment must offer children a flexible space appropriate for their age and stage of development.</li> <li>➤ In early years settings the learning environment should be responsive to young children's needs, natural desires, and interests.</li> </ul>
	<b>The learning environment is well organised</b>	<ul style="list-style-type: none"> <li>➤ All areas are well-defined as to their design and purpose; they are labelled using text, imagery, object of reference as appropriate to the needs of the CYP. (Bilingual labels if appropriate) (Scott, Leach, &amp; Bucholz, 2008).</li> <li>➤ Equipment and resources are clearly and consistently labelled with text, imagery, object of reference as appropriate to the needs of the CYP (Bilingual labels if appropriate).</li> <li>➤ Equipment and resources are located for independent access, including individual specialist items, and kept in the same place .</li> <li>➤ Elements are specifically designed and/or located to meet the needs of CYP and personalised by the CYP to promote ownership and responsibility e.g. coat pegs, lockers, named drawers .</li> </ul>
	<b>Seating arrangements maximise the impact of learning opportunities</b>	<ul style="list-style-type: none"> <li>➤ Seating is arranged so that all learners can see and hear the teacher and appropriately receive communication as well as have appropriate access to the board.</li> <li>➤ Seating is arranged to suit the learning activity.</li> <li>➤ Grouping desks is considered to encourage cooperative learning and build a sense of class community (Patton, Snell, Knight, Willis, and Gerken, 2001).</li> <li>➤ Seating arrangements are considered to meet individual CYPs needs in line with any recommendations made by specialist services.</li> <li>➤ All CYP are working in comfort and have enough space around them (e.g. ensure left- and right-handed CYPs arms are not knocking into each other).</li> </ul>

# The Physical and Sensory Environment

	Expectation	Further Guidance
Learning Materials and Resources	<b>All activities, materials and equipment are accessible for all</b>	<ul style="list-style-type: none"> <li>➤ All materials are reader friendly:               <ul style="list-style-type: none"> <li>- Use of a Sans Serif font such as Arial and Comic Sans as letters appear less crowded. Alternatives include Verdana, Calibri, Open Sans</li> <li>- Size 12-14 point</li> <li>- Size 24+ points on presentations</li> <li>- Dark coloured texts on light (not white) backgrounds</li> </ul> </li> <li>➤ Considerations are made for CYP who have a Visual Impairment and / or Hearing Impairment and follow the recommendations made by specialist teachers.</li> <li>➤ Access to ICT / different means of recording is considered.</li> <li>➤ Materials are physically accessible and promote independence E.g. PE and maths equipment. Consideration is given to CYP who are left-handed with fair access to equipment, e.g. scissors, position of the mouse at the computer.</li> <li>➤ Materials are age/stage/interest appropriate. For example, age-appropriate content in low level reading book:</li> <li>➤ Handwriting on the board and in CYP's books is clear and legible and follows the setting's handwriting policy with the opportunity for flexibility where specialist advice is given (e.g. for a child with VI who's QTVI has recommended writing in a printed, non-cursive style).</li> <li>➤ Text is presented alongside meaningful visuals and/or tactile objects to aid coding of information.</li> <li>➤ In early years settings resources should be freely available, well-organised, and regularly refreshed.</li> <li>➤ In early years settings children should have access to resources that facilitate independent choices.</li> </ul>

# The Physical and Sensory Environment

	Expectation	Further Guidance
Learning Materials and Resources	All activities, material and resources reflect learner's background and individual differences sensitively	<ul style="list-style-type: none"> <li>➤ Materials are created with equality, diversity and individual needs in mind.</li> <li>➤ Materials and displays reflect CYP's backgrounds, e.g. multicultural, religiously diverse, not age/gender/able bodied specific.</li> <li>➤ Materials and displays reflect people from different cultures and family groupings and with disabilities to promote belonging, identity and inclusion.</li> </ul>
	A routine/ timetable/ visual timetable is routinely used	<ul style="list-style-type: none"> <li>➤ The timetable communicates structure over the day and/or within a lesson.</li> <li>➤ The timetable is referred to regularly and is accessible for all learners through the use of visuals, objects of reference and/or now and next indicators.</li> </ul>
Environment Design	The learning environment is calm and welcoming	<ul style="list-style-type: none"> <li>➤ The learning environment is calm and low arousal. Experience of nature is promoted e.g. outdoor views, natural elements in the learning environment such as plants, wooden furniture, outdoor classes, etc. (Kuo, Barnes &amp; Jordan, 2019).</li> <li>➤ Colour is used effectively: <ul style="list-style-type: none"> <li>❑ Red and orange can make learners feel nervous and unsettled while blue and green can help learners feel calm.</li> <li>❑ Dark colours are not used – these draw natural sunlight out of a room and can make learners feel drowsy and listless (Hathaway, 1987).</li> </ul> </li> <li>➤ As many distractions as possible are removed e.g. displays and visuals around the main teaching area are not overly busy and support attention and focus.</li> <li>➤ The learning environment is welcoming e.g. plants, soft chairs, rugs, and pillows are used to add warmth and comfort to a class environment (Rutter, Maughan, Mortimore, &amp; Ouston, 1979).</li> <li>➤ The learning environment is personalised to the CYP. Emphasis is placed on the unique interests, styles, motivations, and capabilities of individual learners e.g. CYP's work is displayed to enhance ownership.</li> <li>➤ The environment should be thoughtfully designed to provide the best developmental opportunities for children.</li> </ul>

# The Physical and Sensory Environment

	Expectation	Further Guidance
Environment Design	<b>The design and content of displays is carefully considered</b>	<ul style="list-style-type: none"> <li>➤ Displays are purposeful and interactive, acting as cues or resources for learning.</li> <li>➤ The displays are visually accessible and are designed to minimise sensory overload.</li> </ul>
	<b>Sensory considerations are made</b>	<ul style="list-style-type: none"> <li>➤ Lighting in the room and how it can impact learners is considered e.g. natural lighting; awareness of glare from sunlight/whiteboard with the option to minimise with blinds/window coverings; avoiding standing with bright light behind you to help lip reading, best reception of speech, facial expressions and body language.</li> <li>➤ Acoustics and noise levels are considered e.g. sound absorbing materials are used where possible, rubber feet on moveable furniture, small carpeted/rug areas.</li> <li>➤ Background noise is minimised (Vander Ghinst et al, 2019).</li> <li>➤ The learning environment is well ventilated and the temperature is cool but comfortable (Haverinen-Shaughnessy &amp; Shaughnessy, 2015).</li> <li>➤ Considerations are made for environmental smells e.g. classroom next to the dinner hall.</li> <li>➤ CYP who have a vision and/or hearing impairment are encouraged to wear any prescribed glasses/hearing aids and are seated in the optimum position according to the specialist advice of a QTVI/ToD</li> <li>➤ Environmental auditing tools are used to ensure the learning environment is suitable for all.</li> </ul>

# Assessment and Identification of Need

Robust assessment of both a formative and summative nature is a means to ensure effective planning, teaching and learning. When assessment is effective it identifies strengths and needs of a learner to ensure appropriate support and provision is put in place at the earliest opportunity.

***Understanding children and young people and their learning needs is essential if teachers are to effectively support them to make progress and is especially important for learners with SEND.***

## Resources

See Identifying Needs section of [SEND Toolkit](#)

### Key Teaching Standard

6. Make accurate and productive use of assessment

[Teachers' Standards guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

# Assessment and Identification of Need

Expectation	Further Guidance
<p><b>Learners' starting points are identified</b> (Teacher Standard 2)</p>	<ul style="list-style-type: none"> <li>➤ Key information is gathered on CYP from formal sources that can impact on learning e.g. ASQ scores, transition documents, prior learning test results, standardised scores, specialist reports and medical requirements.</li> <li>➤ Key information is gathered on CYP from informal sources that can impact on learning e.g. the CYP themselves, their families, other professionals working with the child/family, speaking with previous staff particularly around developmental, social and emotional wellbeing.</li> <li>➤ Assessment information is drawn upon to develop a holistic profile of the CYP's strengths and needs.</li> <li>➤ CYP's strengths and needs are identified and monitored in a range of contexts and this information is used to inform planning.</li> <li>➤ Consideration is given for each individual learner's unique journey.</li> </ul>
<p><b>Assessment and feedback are integral to teaching and learning</b></p>	<ul style="list-style-type: none"> <li>➤ Regular opportunities are provided for retrieval practice.</li> <li>➤ A wide variety of inclusive assessment strategies are used to ensure a comprehensive understanding of the learner.</li> <li>➤ Formative approaches to assessment are inclusive and enable all CYP to show what they can do and understand.</li> <li>➤ Formative assessment is used efficiently to plan lessons and adapt teaching during lessons.</li> <li>➤ CYP have regular opportunities for self –assessment.</li> <li>➤ Reasonable Adjustments are made to assessment arrangements and are part of everyday practice reflective of a usual way of working e.g., use of a reader/scribe, extra time, use of a laptop</li> </ul>

# Assessment and Identification of Need

Expectation	Further Guidance
<p><b>Learners making less than expected progress given their age and individual circumstances are quickly identified</b></p>	<ul style="list-style-type: none"> <li>➤ A wide range of assessment strategies are used to build a profile of strengths and needs e.g., observation, individualised assessments and checklists to identify gaps and barriers.</li> <li>➤ Information gathered is used to inform planning on what needs to be taught next and how.</li> <li>➤ Staff remain alert to emerging needs and remain curious (see Identifying Needs and Needs Descriptors documents on <a href="#">The SEND Toolkit</a>).</li> <li>➤ Staff reflect on own teaching as part of the process of identifying and removing barriers to learning.</li> <li>➤ Where needs persist, they are reviewed with the SENDCO and other staff to identify next steps.</li> <li>➤ Regular cycles of Assess, Plan, Do, Review are completed with the involvement of families for CYP with SEND to ensure they are making progress.</li> <li>➤ The impact of provision and interventions is closely monitored and critically evaluated. Staff look to see whether progress CYP make within targeted intervention is evident 'back in class'.</li> <li>➤ Alternative approaches are explored and considered where better outcomes may be achieved for the CYP.</li> </ul>

# Teaching and Learning

Teaching refers to the attitudes, skills and behaviours that support children and young people's learning and personal development . Teachers can ensure effective teaching and learning occurs by using a variety of teaching methods and teaching styles, providing learners with multiple ways to excel (Vaughn & Baker, 2001).

***Improving High-Quality Teaching for all learners will improve outcomes for learners with SEND.***

## Key Teaching Standard

*5. Adapt teaching to respond to the strengths and needs of all learners*

[Teachers' Standards guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

## So what is High Quality Teaching?

High Quality Teaching is a style of teaching that emphasises **inclusive teaching for all learners** in a class. HQT includes **differentiated learning strategies** to support SEND CYP's learning in class, **on-going formative assessment** and many others.

**High Quality Teaching, differentiated for individual learners, is the starting point in responding to learners who have or may have SEND.**

**Additional intervention and SEND support cannot compensate for a lack of good quality teaching.**

(SEND code of practice, 2015)

# Teaching and Learning

	Expectation	Further Guidance
Setting Culture	<b>A positive setting culture is promoted</b>	<ul style="list-style-type: none"> <li>➤ CYP's basic needs are met (physical health, wellbeing, safety, etc.), in order for learning to be accessible (Maslow, 1943).</li> <li>➤ Learners are encouraged to:               <ul style="list-style-type: none"> <li>o Take risks and be proud to say they found a task difficult,</li> <li>o Problem solve and be unafraid to get things wrong,</li> <li>o See mistakes as a natural part of learning and as a positive learning opportunity,</li> <li>o Demonstrate independence and take responsibility for their own learning,</li> <li>o Be actively involved in all activities,</li> <li>o Ask questions about their learning (Chin &amp; Osborne, 2008).</li> </ul> </li> <li>➤ Learning environment rules are created collaboratively with the CYP focusing on expectations of how to act towards one another, maintain a safe environment, and participate in learning.</li> <li>➤ Rules are clearly explained and modelled. Expectations are rehearsed with CYP and they are offered opportunities to be successful in meeting the expectations.</li> <li>➤ Clear strategies and explanations are given around listening and being prepared to learn; these are displayed, taught, modelled and regularly reinforced.</li> </ul>

# Teaching and Learning

	Expectation	Further Guidance
Setting Culture	<p><b>Clear routines are in place and explicitly taught</b></p> <p>(Teacher Standard 7)</p>	<ul style="list-style-type: none"> <li>➤ Clear routines are in place and these are explicitly taught to learners, e.g. for transitions, stopping the class, etc. <i>Routines empower CYP to be more responsible for their own behaviour and learning (Covino &amp; Iwanicki, 1996).</i></li> <li>➤ Non-verbal signals are identified that learners can use to indicate when they wish to contribute/when they do not understand (e.g. green/amber/red cards).</li> <li>➤ A relational approach to behaviour regulation is used, rather than reliance on rewards, sanctions and consequences. <i>The purpose of a behaviour policy should be to teach behaviour regulation, not punish (Siegel, 2018).</i></li> <li>➤ A growth mindset is encouraged (Dweck, 2008) by:             <ul style="list-style-type: none"> <li>• Modelling a growth mindset (truly believe that all CYP will achieve and improve),</li> <li>• Praising a CYP's effort rather than the person, the end piece of work or results ('You have worked so hard on this'; 'You're persevering brilliantly through tough new concepts'),</li> <li>• Avoiding fixed mindset labelling that praises intelligence or talent ('You're so clever'; 'You're so talented') – praise effort and perseverance.</li> </ul> </li> <li>➤ Notions of fixed ability are not held on to and there are high expectations for the attainment and progress of <b>all CYP</b>.</li> <li>➤ Staff listen with care, seeking to understand emotions and use skills that help manage conflict. <i>Staff use more learner-centred practices (i.e., practices that show sensitivity to individual differences among CYP, include learners in the decision-making, and acknowledge CYP's developmental, personal and relational needs) (Daniels &amp; Perry, 2003).</i></li> </ul>

# Teaching and Learning

	Expectation	Further guidance
Curriculum and Planning	<b>Learning is well planned and meets the needs of all learners</b>  (Teacher Standard 4)	<ul style="list-style-type: none"> <li>➤ Learning builds upon previously taught skills and knowledge e.g. start a lesson with a class mind-map of what CYP already know about a subject, provide visual 'learning journey'.</li> <li>➤ Planning makes links between common themes across subjects to support generalisation of learning.</li> <li>➤ Learning is accessible, meaningful and relevant for all, taking into account the CYP's prior knowledge, experiences and contexts (Bruner, 1986) .</li> <li>➤ Experiential learning is promoted wherever possible across the curriculum e.g. plan for examples of new concepts from CYP's own real-life experiences rather than talking in the abstract.</li> <li>➤ At the lesson planning stage, careful task analysis is undertaken to ensure that task demands are matched to the learner's current learning profile, addressing their learning needs and promoting their growth in independence.</li> <li>➤ Learning is pitched just above the learner's current level of independent mastery and within their 'zone of proximal development' (Vygotsky, 19878), i.e. at a level where they can succeed with scaffolding.</li> <li>➤ Key learning outcomes are used from earlier programmes of study where gaps in key areas of learning have been identified.</li> <li>➤ Learning is broken down into small, manageable steps. <i>Any new knowledge should increase CYP's level of understanding. Where gaps start to form in knowledge this can lead to lack of understanding</i></li> <li>➤ Tasks are broken down into constituent stages and sequenced verbally and visually through provision of checklists or a task management board. CYP are taught to plan and work through tasks independently, where possible.</li> <li>➤ Scaffolding approaches to teaching are used to structure and develop independence over time, not impede it.</li> <li>➤ Opportunities are provided to allow CYP to demonstrate or record understanding and information in different ways, e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, text to speech software, writing frames, models and images, art.</li> </ul>

# Teaching and Learning

	Expectation	Further Guidance
Curriculum and Planning	<b>Learning is well planned and meets the needs of all CYP</b>	➤ Teaching is learner-centred. CYP are supported to set educational and learning goals for themselves, develop plans to reach those goals, self-reflect, and monitor their progress toward those same goals (Opdenakker & Van Damme, 2006; Palmer & Wehmeyer, 2003).
		➤ Short bursts of physical activity and movement are incorporated into learning (Mahar et al, 2006). e.g. sensory breaks, movement breaks, fiddle toys, wobble cushion etc.
		➤ Any homework tasks are relevant, accessible, appropriately differentiated and of good quality.
		➤ Extra-curricular activities and educational visits are planned to fully include CYP with SEND (in line with the Equalities Act 2010), including those with SEMH, physical disabilities and/ sensory disabilities.
		➤ Recommendations made by specialist services are carried out in relation to individual CYP. Any advice given is also used for any other children (current or future cohorts) that may benefit from it.

# Teaching and Learning

	Expectation	Further Guidance
Curriculum and Planning	<b>Learning is engaging and promotes communication</b>	<ul style="list-style-type: none"> <li>➤ Regular opportunities for alternative means of learning are planned e.g., construction and drawing, journaling, video blogging, gamification, inquiry learning, etc.</li> <li>➤ Practical multi-sensory approaches and activities are used where possible to underpin concepts and promote engagement, rather than over-reliance on worksheets e.g. learning from pictures, diagrams, mind maps, using practical equipment, handling objects, moving and doing rather than sitting.</li> <li>➤ Activities are planned and facilitated to promote social speaking and listening skills and cooperative learning e.g. role play and drama.</li> <li>➤ Opportunities are provided for making choices throughout the day to encourage use and development of speech.</li> <li>➤ In early years settings the curriculum and planning should focus on:               <ol style="list-style-type: none"> <li>1. Communication &amp; Language Encourage two-way interactions and language-rich communications between staff and children right from the outset. Introduce new vocabulary regularly and help children to understand it and use it themselves through activities like story-telling, role play and question-and-answer sessions.</li> <li>2. Physical Development Provide opportunities to develop skills like balance, gross and fine motor skills, coordination, spatial awareness, hand/eye coordination, strength and agility.</li> <li>3. Personal, Social &amp; Emotional Development ('PSED') Children are supported and support one another as they learn how to manage emotions and behaviours, how to eat healthy diets, look after themselves physically, and independently manage their own personal needs.</li> </ol> </li> </ul>

# Teaching and Learning

	Expectation	Further Guidance
Teacher Input	<b>Instructions are clear and modelling is explicit</b>	<ul style="list-style-type: none"> <li>➤ Explicit instruction is used which begins with detailed explanations, followed by extensive practice, later moving on to independent work. ( I do, we do, you do).</li> <li>➤ Clear, concise instructions are used with written or visual prompts.</li> <li>➤ Tasks and methods are modelled explicitly (Zimmerman &amp; Dialessi, 1974).</li> <li>➤ Exemplars are provided (e.g. 'What a good one looks like').</li> </ul>
	<b>Pre- and post-teaching is used effectively</b>	<ul style="list-style-type: none"> <li>➤ Individual pre- and post- learning activities to be used to meet specialist sensory and communication needs as recommended by specialist services.</li> <li>➤ Texts are pre-prepared e.g. highlighting tricky words, summarising paragraphs, discussing pictures or context before the CYP is required to read.</li> <li>➤ Pre-teaching is used to develop interest, introduce vocabulary, ideas or skills needed for the lesson. This is particularly useful for CYP with low prior knowledge, poor working memory or a significant sensory loss.</li> <li>➤ New vocabulary is introduced in context and across a variety of learning tasks.</li> <li>➤ New vocabulary is connected to previous concepts. Knowledge and origins of words are explained to help emphasise the structure and meaning.</li> </ul>
	<b>Formative assessments and feedback are used efficiently to support learning and future planning</b> (Teacher Standards 5 and 6)	<ul style="list-style-type: none"> <li>➤ CYP are supported to plan, monitor and evaluate their learning e.g. ask questions to encourage revision and meta cognitive strategies such as asking, "What have we learned? What helped you to remember that?"</li> <li>➤ Specific verbal praise and feedback is given which recognises progress and effort, not just goal oriented and focused on achievement of outcomes and academic attainment (Sisk et al, 2018). Where verbal praise is not appropriate, alternative praise is offered through visual or tactile methods. e.g. a thumbs up</li> <li>➤ Meaningful feedback is given that shows adults care about the CYP and their learning.</li> <li>➤ Opportunities for regular retrieval practice are planned through low stakes formative assessments .</li> </ul>

# Teaching and Learning

	Expectation	Further Guidance
Teacher Input	<b>Teaching is differentiated and adapted to meet the needs of all learners</b>  (Teacher Standard 5)	<ul style="list-style-type: none"> <li>➤ CYP with SEND have at least the same amount of time working with the teacher directly as their peers do.</li> <li>➤ Learners are provided with adequate time to rehearse and consolidate new skills, key facts and concepts to support learning to become more fluent and accurate. This includes additional time where advised by specialist services, for those with a sensory, physical or processing need.</li> <li>➤ Opportunities are given for repetition and overlearning by revisiting previous learning combined with spaced learning practice to promote optimal retention of knowledge and skills.</li> <li>➤ CYP are given 'thinking time' ("I'm going to come back to you in a minute for your idea") or opportunities to work with 'talk partners' before answering a question.</li> <li>➤ Pace and order of activities is varied to maintain interest and attention of all learners (Goldsmith, 2009).</li> <li>➤ Awareness is given to CYP who may be disengaging in their learning because they are in need of a movement or sensory break.</li> <li>➤ Additional time is given to complete tasks where needed. This includes additional time where advised by specialist services, for those with a sensory, physical or processing need.</li> <li>➤ Some learners are excused from tasks which are not part of the learning objective, such as writing down dates and titles, so that they can focus on the key elements of the activity.</li> <li>➤ Examples are given of CYP's previous successes to prepare and encourage them to engage in the next level of challenge.</li> <li>➤ Flexible grouping is used, including mixed ability, to take account of individual needs, opportunities to access role-models for conversation, sharing of ideas and collaborative learning.</li> </ul>
	<b>Cognitive and metacognitive strategies are taught explicitly</b>  (Teacher Standard 2)	<ul style="list-style-type: none"> <li>➤ Strategies are taught such as chunking and memorisation techniques (e.g. mnemonics, use of rhythm, verbal categorisation, visualisation techniques), and use of checklists to make information easier to process.</li> <li>➤ Learners' attention is drawn to the priority elements of the task e.g. providing success criteria</li> <li>➤ Study skills explicitly taught e.g. note taking, summarising etc.</li> <li>➤ CYP are encouraged to reflect on how a strategy helps them to solve the problem or complete the task successfully.</li> </ul>

# Teaching and Learning

	Expectation	Further Guidance
	<p><b>Language and communication strategies are carefully considered</b></p>	<ul style="list-style-type: none"> <li>➤ Language and strategies used are accessible and at an appropriate developmental level e.g. complimented by visuals or objects of reference.</li> <li>➤ CYP's names are used and eye contact is established (if appropriate) to make sure attention has been gained before giving an instruction.</li> <li>➤ CYP are given time to process information before being asked to respond.</li> <li>➤ Clear and simple instructions are given, using repetition if necessary, rather than re-phrasing.</li> <li>➤ Consideration is given to how CYP process information and the speed at which they are able to by:               <ul style="list-style-type: none"> <li>• Adapting volume of speech;</li> <li>• Adapting speed of speech;</li> <li>• Consideration of accents and how this can affect understanding;</li> <li>• Adapting use of language to suit learners' prior knowledge and experiences;</li> <li>• Adapting the amount of information/number of instructions provided;</li> <li>• Using visuals/body clues to support speech.</li> </ul> </li> <li>➤ Dual coding is used where appropriate to support use of key vocabulary and key concepts being explained.</li> <li>➤ Key words are emphasised and clearly explained.</li> <li>➤ Non-verbal gestures/communication are used to aid language comprehension e.g. pointing and natural gesture etc.</li> <li>➤ Idioms, jokes and irony are explained to avoid misunderstandings.</li> <li>➤ Varied questioning techniques are employed and over-questioning is avoided.</li> <li>➤ Listening times are kept short.</li> <li>➤ Open body language is used and an active listening environment is promoted. Attempts by CYP to communicate are always valued and responded to.</li> <li>➤ Modelling, commenting and pausing are used and questioning is reduced where appropriate to promote the development of the CYP's language and talking.</li> <li>➤ When CYP use single words, staff repeat and expand to model language.</li> <li>➤ Staff take into consideration the possibility of sensory overload (it is hard for some CYP to process visual and auditory information at the same time).</li> </ul>

# Teaching and Learning

	Expectation	Further Guidance
Teacher Input	<p><b>Learner's understanding is checked and consistency of learning is monitored</b></p> <p>(Teacher Standard 2)</p>	<ul style="list-style-type: none"> <li>➤ Learner's understanding is checked to ensure they know what they need to do before starting activities e.g. by asking them to repeat back instructions (<i>ideally, in their own words as this will demonstrate processing</i>).</li> <li>➤ Check-ins with learners are used whilst they are working to ensure they understand processes and content.</li> <li>➤ Consideration is given to CYP's attention and concentration levels which can be affected by age, stage of learning and other needs, such as hunger, well-being etc.</li> <li>➤ Learner-led discussions are encouraged, e.g. use of talk partners, learner-led presentations, etc.</li> <li>➤ Feedback from activities is sought from a wide range of learners to ensure staff fully understand progress of their whole class. e.g. using a 'no hands up' policy, use of lolly pop sticks, use of random name generator etc.</li> </ul>
Resources	<p><b>Technology is used effectively to support learning</b></p>	<ul style="list-style-type: none"> <li>➤ Technology is used to assist modelling and explanation e.g. a visualizer to model worked examples in English.</li> <li>➤ CYP are supported to use IT equipment, programmes and apps that makes learning more accessible.</li> <li>➤ Tablets / laptops are available to record ideas e.g. word processing, use of software such as Clicker.</li> </ul>

# Teaching and Learning

	Expectation	Further Guidance
Resources	<b>A variety of resources are used to scaffold learning and to promote greater access to the curriculum</b>	<ul style="list-style-type: none"> <li>➤ Support is provided for CYP with word/ number finding-difficulties e.g. word wheels, working walls, word mats, number lines, phonics and alphabet strips.</li> <li>➤ Learners have prompts they can refer to, to check how to correctly form letters and numbers.</li> <li>➤ Key vocabulary is displayed with visuals (bilingual where needed).</li> <li>➤ A range of practical and supportive aids/equipment are provided to support personal organisation e.g. visual timetable, personal planner, labelled equipment etc.</li> <li>➤ Resources are provided to support working memory and short-term memory e.g. coloured pens, post-its, mind maps, writing frames, whiteboards etc.</li> <li>➤ A variety of resources are provided to support speech, language and communication e.g. talking books, talking pens/tins, concrete objects and visual images etc.</li> <li>➤ Resources are provided to support CYP with sensory seeking needs such as wobble cushion, weighted blankets, chew toys etc. In line with external advice if appropriate.</li> <li>➤ Resources are provided to support with the physical act of writing e.g. writing slopes, pencil grips etc.</li> <li>➤ Recommendations made by specialist services are followed when preparing resources e.g. font size, specialist paper, electronic versions</li> </ul>
Additional Adults	<b>Effective planning for and efficient deployment of additional staff</b> (Teacher Standard 8)	<p>Additional adults in class:</p> <ul style="list-style-type: none"> <li>➤ Add value rather than replace teaching from a teacher;</li> <li>➤ Are deployed to maximise learning and promote independence;</li> <li>➤ Focus on supporting learning and not task completion;</li> <li>➤ Have appropriate information about the CYP's needs and the learning intentions/objectives;</li> <li>➤ Offer opportunities for bilingual CYP to use their first language to activate prior knowledge, and learn new vocabulary, skills and concepts;</li> <li>➤ Give time to learners having difficulties communicating or who need additional time to process information;</li> <li>➤ Scaffold learning through the appropriate use of questioning, modelling and explaining, knowing when to step back to ensure increased independence;</li> <li>➤ Use effective questioning alongside an emphasis on learning through talk and discussion;</li> <li>➤ Provide specific verbal praise and feedback which recognises progress and effort;</li> <li>➤ Have adequate time for joint planning and to share CYP's progress with the teacher in order to inform future planning.</li> </ul>

# Staff Skills and Training

Regardless of the role of the staff member, appropriate training supports those working with children and young people to feel informed, confident and empowered.

***Effective ongoing professional development is crucial to improving outcomes for children and young people.***

## Key Teaching Standard

*8. Fulfil wider professional responsibilities: take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues*

[Teachers' Standards guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

# Staff Skills and Training

Expectation	Further guidance
<p><b>Skills, knowledge and practice is proactively developed</b></p>	<ul style="list-style-type: none"> <li>➤ Critical reflection occurs upon the impact of teaching on CYP with SEND.</li> <li>➤ Professional development opportunities are actively sought.</li> <li>➤ Staff are aware of the stages of typical language development; the impact of speech, language and communication difficulties in the learning environment; and the importance of the language environment on the CYP's ability to access academic, social, personal and extra-curricular opportunities.</li> <li>➤ Staff engage in programmes of ongoing CPD in relation to SEND across high incidence needs:               <ul style="list-style-type: none"> <li>- Autism</li> <li>- Supporting girls with autism</li> <li>- Speech language and communication</li> <li>- General learning difficulties</li> <li>- Specific literacy difficulties including dyslexia</li> <li>- Specific maths difficulties including dyscalculia</li> <li>- Specific co-ordination difficulties including dyspraxia</li> <li>- Social, emotional and mental health including: attachment, ACEs (adverse childhood experiences), ADHD, ADD</li> <li>- Sensory processing</li> <li>- Visual impairment</li> <li>- Hearing impairment</li> </ul> </li> <li>➤ Staff reflect upon context and outcomes for current cohort of SEND learners and seek out appropriate CPD opportunities.</li> </ul>
<p><b>Collaboration and effective links are encouraged with other staff and relevant outside agencies</b></p>	<ul style="list-style-type: none"> <li>➤ Staff know when and who to refer to for pedagogical advice within school e.g. subject leads, heads of department, SENDCO etc.</li> <li>➤ Staff are aware of and communicate with other professionals who are involved with CYP with SEND e.g. educational psychologists, speech and language therapists etc.</li> <li>➤ Advice received from other professionals is used to inform teaching.</li> </ul>

# Transitions and Change

Everyone finds transition and change challenging. This is particularly true for children and young people with Special Educational Needs and Disabilities.

Children and young people with Autism Spectrum Disorder (ASD) or Social Emotional and Mental Health needs tend to be groups that find change most difficult due to a need for predictability, familiarity and safety.

A child or young person with a physical disability, hearing impairment or visual impairment may experience worry around accessing their new environment.

Children and young people with a learning difficulty may struggle to benefit from typical transition planning.

Adapting and differentiating transition plans for children and young people with Special Educational Needs and Disabilities can ensure smoother, more successful transitions. Therefore, they are more likely to achieve their outcomes.

## **Resources**

[EEF Blog: Getting transition right \(part 1 of 2\) – four... | EEF \(educationendowmentfoundation.org.uk\)](#)

[EEF Blog: Getting transition right \(part 2 of 2\) – how my... | EEF \(educationendowmentfoundation.org.uk\)](#)

[EEF Blog: Supporting pupils through transitions – a trio of... | EEF \(educationendowmentfoundation.org.uk\)](#)

# Transitions and Change

Expectation	Further Guidance
<p><b>Support is in place for daily transitions</b></p>	<ul style="list-style-type: none"> <li>➤ Prior warning is given when an activity is about to change (this is especially important when the CYP is enjoying/engrossed in the activity).</li> <li>➤ Visual support systems are used such as timetables, lists, schedules, calendars and objects of reference to help CYP prepare emotionally for change.</li> <li>➤ Consideration is given to transitions during the day to avoid sensory overload and reasonable adjustments are made e.g. allowing CYP to leave the class first/last to avoid busy corridors or cloakrooms.</li> <li>➤ Timetables/Visual timetables are used and events are removed or ticked off when finished.</li> <li>➤ Timers/ visual timers are used to show CYP how long they have to work for/ how long they have to left.</li> <li>➤ Opportunities are provided for periods of respite e.g. withdrawal to smaller groups, self-directed / individual calm time, access to calm spaces etc.</li> <li>➤ Social stories are used to explain transitions when appropriate.</li> <li>➤ Support from a key adult is provided as appropriate.</li> <li>➤ Plans are made for unstructured times e.g. calm spaces are available; structured alternatives offered such as games, clubs or use of the library; playgrounds may be zoned.</li> <li>➤ Staff are aware of CYP who may struggle with transitions and put appropriate support in place e.g. CYP who have insecure attachment, including but not limited to: Looked After Children; Children who are subject to Child in Need or Child Protection Plan; Service Pupils; have social communication difficulties; are neuro-divergent (ND); have suffered trauma, loss, or bereavement; are anxious.</li> </ul>

# Transitions and Change

Expectation	Further Guidance
<b>Procedures are in place for ensuring smooth progression within and between settings and for significant life events</b>	<ul style="list-style-type: none"><li>➤ Information about the CYP is gathered and used to support successful transitions and manage change both within the setting and beyond.</li><li>➤ This information is available for families, other colleagues within the setting and receiving or previous settings as required.</li><li>➤ Awareness is given to CYP who need additional support with transitions, and adjustments are made, e.g. additional visits to a new setting/learning environment with a familiar trusted adult, additional transition time, creating social stories, transition book, transitional objects etc.</li><li>➤ For CYP with additional needs, a SEND Transition Plan should be co-produced by the exiting setting, receiving setting, specialist services, family and learner.</li></ul>

# Relationships

Learning is a social process, it takes place through social interactions where knowledge is co-constructed between a more and a less knowledgeable individual (Vygotsky, 1987).

Staff in educational settings are a significant other in a child or young person's life, they can influence their understanding of themselves, psychosocial development, and educational outcomes (Myers, Pianta, 2008).

Positive, supportive relationships between learners and educational staff, peers and other adults have been found to increase connection and interest in education, with higher teacher-learner closeness linked with lower behavioural difficulties (McGrath, Bergen, 2015).

***Staff attitudes towards the inclusion of children and young people with Special Educational Needs and Disabilities is reflected in the quality of their interactions.***

## Key Teaching Standard

7. Manage behaviour effectively to ensure a good and safe learning environment: maintain good relationships with learners  
[Teachers' Standards guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/441212/teachers-standards-guidance.pdf)

# Relationships

	Expectation	Further Guidance
Building Adult-Learner Relationships	<b>Strong, positive relationships with learners are built and maintained</b>	<ul style="list-style-type: none"> <li>➤ Learners are greeted positively when they enter (in a personalised manner).</li> <li>➤ Time is given to get to know learners and to invest in relationships showing genuine interest.</li> <li>➤ Closeness in relationships with learners is promoted by being in tune with their developing needs.</li> <li>➤ A 'label' of SEN or disability does not affect the view of a CYP's strengths and needs, effort is given to seek understanding of the learner's unique profile of needs.</li> <li>➤ Staff interact with CYP in a responsive and respectful manner (Rimm-Kaufman &amp; Sandilos, 2010).</li> <li>➤ Staff actively work to be solution-focused.</li> <li>➤ Positive language and verbal reinforcement is used often, catching CYP doing the right thing. <i>Learners are recognised and praised for the progress they make more than they are criticised (Taylor &amp; Parsons, 2011)</i> with a ratio of at least 5:1 positive: negative interactions.</li> <li>➤ Conflict is effectively managed with an agreed repair process e.g. a restorative approach to conflict management.</li> <li>➤ A gradual move from co-regulation to Self-regulation is used. Self-regulation strategies are modelled and explained to CYP to increase their independent learning skills, e.g. self-evaluation, goal setting and planning etc. (Zimmerman, 1989).</li> </ul>

# Relationships

	Expectation	Further Guidance
Building Peer Relationships	<b>Strong, positive relationships with peers are built and maintained</b>	<ul style="list-style-type: none"> <li>➤ Staff take into account that peers make inferences about an individual's likability, academic competence and social competence based on observations of the way the teacher interacts with them (Hughes, 2001).</li> <li>➤ Positive peer relationships are encouraged by incorporating cooperative activities into learning.</li> <li>➤ Opportunities are provided for peer support and mentoring</li> <li>➤ CYP are encouraged to be caring and respectful to one another.</li> <li>➤ Social skills are taught in small group and whole class group situations e.g. circle time.</li> <li>➤ Discussions are lead about individual interests and experience so that CYP can have a better understanding of each other and shared interests are identified (Kemple &amp; Hartle, 1997).</li> <li>➤ Staff participate in and guide conversations to help CYP recognise and celebrate each other's strengths.</li> <li>➤ Staff participate during some social interactions to model, guide, and encourage respectful conversation and sharing behaviour (Kemple &amp; Hartle, 1997)</li> <li>➤ Staff observe learners' social interactions to gain awareness of the setting's social context including potential learner conflicts (Kemple &amp; Hartle, 1997).</li> </ul>

# Relationships

	Expectation	Further Guidance
Community and Belonging	<b>A sense of community and belonging is actively promoted</b>	<ul style="list-style-type: none"> <li>➤ A learner-centred approach is adopted by:               <ul style="list-style-type: none"> <li>- CYP's unique cultural strengths being identified and nurtured to promote a sense of well-being about their place in the world;</li> <li>- Learning about the backgrounds of the CYP in the setting;</li> <li>- Staff reflecting upon any of their own cultural biases and working hard to ensure these are overcome in order to appreciate the traditions and values of other cultures (Ladson-Billings, 2014).</li> </ul> </li> <li>➤ Emotional literacy is promoted through a variety of means (for example):               <ul style="list-style-type: none"> <li>- Setting up One Page Profiles/ All About Me for every member of the setting community, including staff, not just for CYP with SEND.</li> <li>- Providing opportunities for CYP to access support e.g. access to a mentor, ELSA, etc.</li> </ul> </li> <li>➤ Staff work collaboratively with setting colleagues and families.</li> <li>➤ Awareness is given to CYP who may need alternative methods of communication and they are actively integrated within the community (e.g. sign language, Symbols, etc.).</li> <li>➤ Effective conflict resolution is adopted based on relationships e.g. restorative justice.</li> <li>➤ CYP are given opportunities and are encouraged to have a say in what happens in their setting e.g. School Council.</li> <li>➤ Young children / those with SEND may be able to have a voice through the use of visuals/ augmentative / alternative communication/observations by adults and advocated by parents / carers.</li> </ul>

# Parent, Carer and Learner Voice

The importance of working in partnership with families is reflected within current policy and frameworks, which places a legal responsibility on staff and settings.

The SEND Code Of Practice (2015) emphasises the responsibility of staff to work in partnership with families to ensure that they are provided with opportunities to collaborate and contribute towards learning and development. Furthermore, it highlights that families should be included in all decision-making processes, understand their right to choose and control the level of support they receive and be enabled to express their views and opinions.

## Key Teaching Standard

*8. Fulfil wider professional responsibilities:* communicate effectively with families with regard to learners' achievements and well-being

[Teachers' Standards guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

# Parent, Carer and Learner Voice

Expectation	Further Guidance
<p><b>Positive working relationships are formed with families</b></p>	<ul style="list-style-type: none"> <li>➤ The importance of developing positive, reciprocal and respectful working relationships is valued and all parents and carers are welcome, listened to and equally valued.</li> <li>➤ A range of communication channels are provided for families such as Class DoJo / text / email to share information about their CYP in line with the setting's policy.</li> <li>➤ Successes, achievements and progress are regularly communicated both formally and informally with families and contact does not only relate to negative information.</li> <li>➤ Effectiveness of communication with families is reviewed and adjusted accordingly.</li> <li>➤ Records are kept of family consultations and follow-up appointments are made where needed.</li> <li>➤ Staff are alert to and advocate for parents and carers who may have learning needs themselves.</li> <li>➤ A particular effort is made to include families at points of transition for the CYP e.g. new schools, new staff, new Key Stages etc.</li> <li>➤ Parents and carers are respected and listened to. Their unique perspectives on their CYP's strengths and needs are valued.</li> </ul>
<p><b>Families are actively involved in decision making</b></p>	<ul style="list-style-type: none"> <li>➤ Knowledge of the family is used to sensitively share with parents and carers any difficulties that their CYP is experiencing so that a plan can be co-constructed.</li> <li>➤ Families are involved in setting and reviewing targets for their CYP.</li> <li>➤ Families are aware of the SEND status of their learner and what support has been put in place.</li> <li>➤ Opportunities are provided for families to share their views in relation to SEND provision.</li> <li>➤ Termly meetings should be held with families for learners on the SEND register.</li> </ul>

# Parent, Carer and Learner Voice

Expectation	Further Guidance
<p><b>Learner voice is encouraged and valued</b></p>	<ul style="list-style-type: none"> <li>➤ Learner voice is encouraged, actively sought and acted upon across the curriculum.</li> <li>➤ CYP are supported to set and review their own targets.</li> <li>➤ CYP understand their targets and how to achieve them.</li> <li>➤ CYP are supported to identify their own barriers to learning.</li> <li>➤ CYP are supported to identify learning strategies that work for them and removes barriers to their learning.</li> <li>➤ CYP are encouraged to talk about their aspirations and help them to understand how their learning in their current setting prepares them for adulthood.</li> <li>➤ CYP are supported to value and celebrate their achievements.</li> <li>➤ CYP voice is valued in relation to having things done with them not to them</li> <li>➤ There is a recognition of what is important TO the CYP as well as what is important FOR them.</li> </ul>

# Wellbeing

Wellbeing refers to a state of positive mental health and wellness (Partnership for Wellbeing and Mental Health in Schools, 2015).

Evidence suggests that each child and young person's environment can have a profound impact upon their social, emotional and mental health.

This is true of their educational environment where the influence of setting culture, ethos and staff upon Social Emotional and Mental Health cannot be understated. It is the quality of everyday experiences and interactions that form the basis of each learner's educational experience.

***Ensuring we are doing everything we can to support the physical and emotional welfare of learners provides the vital foundation for their readiness to learn.***

## Key Teaching Standard

*5. Adapt teaching to respond to the strengths and needs of all learners: have a secure understanding of how a range of factors can inhibit learners' ability to learn, and how best to overcome these*

[Teachers' Standards guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672112/teachers-standards-guidance.pdf)

# Wellbeing

Expectation	Further Guidance
<p><b>Considerations are made for the mental health and wellbeing of all learners</b></p>	<ul style="list-style-type: none"> <li>➤ Awareness is given to cultural and religious differences within the learner population and inclusive practice is demonstrated.</li> <li>➤ The use of comfort objects and behaviours is encouraged especially when the CYP is experiencing stress.</li> <li>➤ Risk and resiliency factors around mental health are understood and considered to achieve positive outcomes.</li> <li>➤ Staff are able to identify potential early indicators of mental health concerns in CYP.</li> <li>➤ A key adult (preferably identified by the CYP) provides a stable point of reference when required.</li> <li>➤ Staff understand the impact of loss, separation and trauma on CYP, including those who are Looked After, and know how to support them.</li> <li>➤ The language used in the learning environment demonstrates unconditional positive regard for learners.</li> <li>➤ Emotional reassurance is provided which is comforting for the learner.</li> <li>➤ A calm space is created within the learning environment or an identified area of the setting.</li> <li>➤ It is recognised that every CYP is different and capable of learning effectively if the 'way in' can be found.</li> <li>➤ Staff have an awareness that CYP with SEND may experience difficulties with aspects of their health, wellbeing, safety and relationships (including social isolation) and be particularly vulnerable to bullying, abuse and exploitation. Knowing this, teaching is adapted and CYP's understanding is carefully checked to ensure an appropriate level of support and monitoring is in place.</li> </ul>

# Wellbeing

Expectation	Further Guidance
<p><b>The function of behaviour is considered</b></p>	<ul style="list-style-type: none"> <li>➤ Understanding that behaviour is a form of communication</li> <li>➤ Consideration is given to identifying the function of the behaviour (e.g. SEAT: sensory, escape, attention/ relationship, or tangible/ reward driven) in order to understand behaviour CYP are displaying and put appropriate support in place.</li> <li>➤ Staff stay open minded, calm and reflective. Behaviour is not taken personally by adults.</li> <li>➤ 'Growth mindset' is encouraged to support self-efficacy, engagement and independence in learning.</li> </ul>
<p><b>Positive social behaviours are promoted</b> (Teacher Standard 7)</p>	<ul style="list-style-type: none"> <li>➤ Social issues are addressed in PSHE and circle time and appropriate social behaviour is explicitly taught using drama and demonstration (e.g. personal space).</li> <li>➤ Visual cues are used to remind CYP about socially appropriate behaviours e.g. turn taking reminders, carpet spot, inside/outside voice cue cards etc.</li> <li>➤ Opportunities are created throughout the week where CYP feel comfortable and safe to discuss issues they are worried or feel anxious about e.g. use of a worry box checked weekly, circle time etc.</li> <li>➤ Peer awareness and sensitivity towards difference is promoted across the curriculum and tailored to the current cohort.</li> <li>➤ Peer support and buddy systems are encouraged especially at break times.</li> <li>➤ Negative attitudes, beliefs and perceptions towards individuals and groups are challenged without exception and are reported to SLT.</li> </ul>



# **Section Two:**

## **Support for each broad area of need**



This section is separated into the four areas of need set out in the Code of Practice 2015.

- [Cognition and Learning](#) P47
  - [Communication and Interaction](#) P53
  - [Social, Emotional and Mental Health](#) P58
  - [Physical and Sensory](#) P64
- 
- Many children and young people may have needs across more than one area.
  - When reviewing and managing special educational provision, the four broad areas of need may be helpful as a guide to ensure you can provide support across these areas.
  - The following section outlines provision which extends the Universal Level but remains within what is expected to be provided by every setting.
  - Use the [Needs Descriptors](#) to support the identification of area and level of need.

**This provision should be in addition to the expectations in Section One**



# Cognition and Learning

## Approaches, Provision and Strategies

- Appropriate differentiation and scaffolding
- Additional time to process information and complete tasks
- Appropriate training for staff in line with needs of current cohort
- Approaches and materials to support CYP with specific learning difficulties e.g. multi-sensory teaching strategies
- Break tasks down into small, clear manageable steps
- Regular opportunities to practice and build in time for consolidation as well as new learning
- Frequent repetition of important information
- Use technology effectively to support learning
- Consistent strategies and routines
- Complete Dyslexia Friendly and Communication Friendly Environmental Audits
- For Early Years specific strategies see Early Years Needs Descriptors on [Early Years Inclusion Team](#)

Identified barrier and/ need	Provision and Strategies
<p><b>Difficulties with learning</b></p> <p>Despite appropriate differentiation and adaptations, the learner is making less than expected progress over time in one or more areas of the curriculum and working below age related expectations</p>	<ul style="list-style-type: none"> <li>• Adjustment, modification and differentiation of the curriculum, right across the board, to enable the CYP to fully access the curriculum - teach the curriculum appropriate to the CYP not their chronological age (e.g. Year 5 learner may be accessing Year 1 objectives in the same context)</li> <li>• Clear and simple instructions, using key words, breaking down longer instructions and giving one at a time if needed</li> <li>• Visual timetable and / Now and Next board</li> <li>• Visual cues and prompts</li> <li>• Social stories</li> <li>• Give time before response is needed</li> <li>• Pre- and post-teaching –Consideration given to whole class, small group and individual pre- and post-learning e.g. provision of staff to help prepare the CYP for the new learning</li> <li>• Active learning, multi-sensory strategies and concrete resources</li> <li>• Support to manage self-esteem – celebration of strengths, reinforcement of success with specific praise to support independence and build intrinsic motivation</li> <li>• Backward chaining to teach and reinforce new skills -break the task down into small steps and build the sequence so that the CYP completes the last part of the task so that they feel success and then gradually work back to increase more elements to complete the task</li> <li>• Present materials in a variety of contexts to support the CYP to make links</li> <li>• Opportunities for open-ended, learner-initiated tasks</li> </ul>

Identified barrier and/ need	Provision and Strategies
<p><b>Specific learning difficulties affecting one or more specific aspect of learning</b></p>	<ul style="list-style-type: none"> <li>• Assessment through teaching to identify the areas of need in consultation with the CYP or observation if more appropriate</li> <li>• Metacognitive approaches – learning to learn e.g. by trying to understand the CYP’s difficulty and asking them what helps</li> <li>• Recognising and celebrating success in other areas of their life</li> <li>• Appropriate adaptations e.g. font, coloured paper, line spacing, lighting, overlays, adaptation, technology - led by the needs of the CYP and what they find helpful</li> <li>• Appropriate assessment in order to secure effective access arrangements for examinations</li> <li>• Evidence based interventions to develop skills e.g., spelling, handwriting, literacy, numeracy</li> <li>• Support from specialist and outreach teams e.g. Visual Impairment, Hearing Impairment, Educational Psychology Service Pyramid Planning meetings</li> </ul>
<p><b>Memory difficulties</b> e.g. struggle to get started, missing out words/ letters, abandoning their task</p>	<ul style="list-style-type: none"> <li>• Time to rehearse and practice new information</li> <li>• Information is relevant and interesting</li> <li>• Explicitly teach the use of memory strategies to reduce cognitive load</li> <li>• Pre-teaching to develop interest, introduce vocabulary, ideas, skills needed for the lesson</li> <li>• Provide resources such as coloured pens, post-its, mind map frames, whiteboards, jotter, memory jogger cards</li> </ul>

Identified barrier and/ need	Provision and Strategies
<p><b>Attention difficulties</b></p> <p>e.g. may take longer to complete tasks</p>	<ul style="list-style-type: none"> <li>• Ensure knowledge is secure before moving on</li> <li>• Regular check ins and support to refocus</li> <li>• Check understanding e.g. CYP to repeat back what activity they are going to do</li> <li>• Chunking and breaking down tasks and new information</li> <li>• Have a clear structure to the day- use of visual timetables, visual timers</li> <li>• Clear expectations of behaviour and a consistent response</li> <li>• Effective use of checklists, post its, highlighters, prompts and cues etc</li> <li>• Vary the pace and order of activities to maintain interest and attention of all learners</li> <li>• Remove unnecessary distractions e.g. visual and auditory, overly busy displays, excess equipment, position in learning environment</li> <li>• Incorporate short bursts of physical activity and movement into learning e.g. sensory breaks, sensory equipment, sensory circuits etc</li> <li>• Use CYP's name and establish eye contact (if appropriate). Make sure attention has been gained before giving an instruction.</li> <li>• Consideration is given to a CYP's attention and concentration levels which can be affected by age, stage of learning and other needs, such as hunger, well-being etc.,</li> <li>• Consider any reasonable adjustments that may need to be made e.g. standing for learning</li> <li>• Backward chaining – break the task down into small steps and build the sequence so that the CYP completes the last part of the task. This allows them to feel success and then gradually work back to increase more elements to complete the task.</li> <li>• Teach strategies for CYP to notice when they are distracted and how to refocus quickly</li> </ul>

Identified barrier and/ need	Provision and Strategies
<p><b>Difficulties with cognitive flexibility</b></p> <p>e.g. may decide they 'know' something and do not need to continue</p>	<ul style="list-style-type: none"> <li>• Work closely with family to establish strategies that work</li> <li>• Visual timetable including a 'change' / ? Symbol</li> <li>• Concrete resources</li> <li>• Social stories</li> </ul>
<p><b>Difficulties with organisation and planning</b></p>	<ul style="list-style-type: none"> <li>• Teach how to organise their learning materials</li> <li>• Use of scaffolds to organise writing</li> <li>• Use of notebook or jotter to organise ideas</li> <li>• Teach note taking skills</li> <li>• Teach organisational skills for assessments</li> <li>• Teach step by step approach to problem solving</li> <li>• Prompts to focus attention on tasks and switch attention when multi-tasking (aim to reduce support over time)</li> <li>• Break tasks into manageable chunks</li> <li>• Teach time awareness and budgeting time effectively</li> <li>• Teach and support use of resources e.g. diary, watch, checklists, timetables</li> </ul>
<p><b>Difficulties with metacognition and self-regulated learning</b></p>	<ul style="list-style-type: none"> <li>• Planning and writing frames</li> <li>• Checklists</li> <li>• Ask CYP questions about their learning e.g. what do you know about this task? What strategies could we use?</li> <li>• Give opportunities for self and peer assessment</li> </ul>

## Resources, Advice and Consultation Available

- GP/Zone 5-19
- Visual Impairment Service
- Hearing Impairment Service
- Educational Psychology Service
- Local Authority and Special School Outreach Teams
- Early Years Inclusion Team
- Health Visiting
- Early Help Co-ordinators Team
- Virtual school

See [Training and Resources: Removing Cognition and Learning barriers](#) on The SEND Toolkit for links and resources.

See [Training and Resources](#) on The SEND Toolkit for training and intervention lists.



# Communication and Interaction

## Approaches, Provision and Strategies

- Whole setting awareness and understanding of communication and interaction needs
- Appropriate training for staff in line with needs of current cohort
- Learner to access strategies and resources typically available, with an emphasis on visual teaching aids to support learning and social activities
- Consider differentiation by level/ outcome/pitch/pace and grouping
- Adjust pace and order of activities to maintain interest and attention
- Complete Communication Friendly Environment Audit
- Small group work with the settings Communication Champion
- Awareness of the stages of typical language development and the impact of speech language and communication difficulties in the environment
- Use the CYP's name first to draw their attention, followed by key word instructions e.g. Jamie, stop
- Use simple instructions (avoiding idioms)
- Using literal language (avoiding sarcasm and figures of speech)
- Awareness to own body language (70% of what we communicate is non-verbal)
- Awareness to tone of voice (calm, not too loud)
- Ensure language use is developmentally appropriate for the CYP
- For Early Years specific strategies see Early Years Needs Descriptors on [Early Years Inclusion Team](#)

Identified barrier and/ need	Provision and Strategies
<b>Difficulties saying what they want to and being understood.</b>	<ul style="list-style-type: none"> <li>• Modelling language</li> <li>• Small group or individual language sessions</li> <li>• Support from Communication Champion in setting</li> <li>• Allow time for the CYP to process and respond (10 second rule)</li> <li>• Introduce new language through rhymes, songs, good quality texts etc.</li> <li>• Support and value all attempts to speak</li> </ul>
<b>Difficulties understanding what is being said to them.</b>	<ul style="list-style-type: none"> <li>• Check you have engaged the CYP's attention before talking to them, use their name</li> <li>• Consider how many information carrying words a CYP can manage when giving instructions</li> <li>• Tailor delivery style according to the CYP's needs e.g. assertive language (give name and clear short instruction) or language modification techniques</li> <li>• Provide visual prompts including key vocabulary and visual timetables e.g. now and next</li> <li>• Use dual coding if appropriate</li> <li>• Use kinaesthetic methods of teaching</li> <li>• Allow extra time to process what has been said</li> <li>• Check understanding</li> <li>• Review and adapt the environment and limit any distractions</li> <li>• Check that hearing has been tested</li> <li>• Pre-teach key vocabulary</li> </ul>
<b>CYP does not understand or use social rules of communication.</b>	<ul style="list-style-type: none"> <li>• Modelling/role play</li> <li>• Small group sessions (e.g. circle of friends, Time to Talk, Socially Speaking etc)</li> <li>• Social stories</li> <li>• Visual prompts</li> <li>• Awareness raising with peers</li> <li>• Calm learning environment</li> <li>• Clear communication of expectations</li> <li>• Awareness that not making eye contact when someone is talking to you may be a sign of cultural respect or difficulties processing visual and auditory information at the same time.</li> <li>• See SEMH section</li> </ul>

Identified barrier and/ need	Provision and Strategies
<b>Difficulties with imagination</b>	<ul style="list-style-type: none"> <li>• Role play and drama, use of props (e.g. puppets)</li> <li>• Modelling</li> <li>• Story telling</li> <li>• Photos to talk through what might be happening</li> <li>• Identify and utilise CYP's interests</li> </ul>
<b>Anxiety in busy unpredictable environments</b>	<ul style="list-style-type: none"> <li>• Preparation for change of activity or routine</li> <li>• Small group activities</li> <li>• Calm learning environment</li> <li>• Clear communication of expectations</li> <li>• Regular mentor support, adults or peers</li> <li>• Visual timetable</li> <li>• Social stories</li> <li>• Access to calm space/break out space</li> <li>• Access to transition object if appropriate</li> <li>• Planning for unstructured times of the day</li> <li>• Make regular links with families to identify strategies that work</li> </ul>

Identified barrier and/ need	Provision and Strategies
<b>Physical outbursts</b>	<ul style="list-style-type: none"> <li>• A consistent approach to behaviour with reasonable adjustments made</li> <li>• Recognise that behaviour is communication and understand the CYP's unmet needs e.g. use of behaviour analysis tools</li> <li>• Analyse the frequency and location of triggers</li> <li>• Communicate with families about what might be happening at home (e.g. divorce, bereavement, illness), strategies that work/don't work and relay this information to staff</li> <li>• Ensure preventative strategies are in place</li> <li>• Use of calm space</li> <li>• Appropriate de-escalation and regulation strategies in place</li> <li>• Access to outdoor space</li> <li>• Access to physical activities e.g. trampoline</li> <li>• See SEMH section</li> </ul>
<b>Difficulties with sensory processing</b>	<ul style="list-style-type: none"> <li>• Complete individual sensory profile</li> <li>• Staff work together with other professionals to share strategies and advice to support the CYP's sensory diet</li> <li>• Sensory or regulatory breaks e.g. sensory circuit, movement breaks etc.</li> <li>• Sensory resources</li> <li>• Access to calm space</li> <li>• Flexibility with uniform policy</li> <li>• Consideration to the environment e.g. noise, room temperature, visual stimuli, proximity etc.</li> <li>• Flexible approach to transitions e.g. between lessons and to and from the setting</li> </ul>

## Resources, Advice and Consultation Available

- GP/Zone 5-19
- Visual Impairment Service
- Hearing Impairment Service
- South Yorkshire Talking Together
- Speech and Language Team
- Educational Psychology Service
- Local Authority and Special School Outreach Teams
- Early Years Inclusion Team
- Health Visiting
- Early Help Co-ordinators Team
- Virtual school

See [Training and Resources: Removing Communication and Interaction barriers](#) on The SEND Toolkit for links and resources.

See [Training and Resources](#) on The SEND Toolkit for training and intervention lists.



# Social, Emotional and Mental Health

## Approaches, Provision and Strategies

- Learning needs should be reviewed using the setting's own screening tools e.g. Boxall, thrive, Strengths and Difficulties Questionnaire (SDQ), Social, Emotional Adjustment Scale, Measuring and monitoring CYP's mental health
- Appropriate training for staff in line with needs of current cohort
- All behaviour should be understood as a form of communication and appropriate tools used to identify function of behaviour
- Use of and access to whole setting approaches to promote wellbeing and resilience
- Policy and practice underpinned by relational approaches
- Use of restorative practice to build, maintain and repair relationships
- Identification of key adult to build positive and trusting relationship
- Support from and access to the settings pastoral team
- Small group work with ELSA/Learning Mentor or equivalent
- Support available for staff working with CYP with SEMH via group or individual supervision or debrief sessions
- Emphasis on choice rather than control and "take up time" to respond to choice whenever possible
- Use distraction techniques and giving responsibility
- Use trauma informed approaches e.g. PACE, WINE vocabulary
- Explicit teaching of de-escalation and self-regulation strategies – adults as stress and shame regulators through co-regulation
- Explicitly teach rules and routines, build self-esteem and develop social and emotional skills for all CYP including through use of PSHE, circle time and curriculum approaches
- Use nurture principles
- Develop attachment aware strategies
- Personal check ins with CYP
- For Early Years specific strategies see Early Years Needs Descriptors on [Early Years Inclusion Team](#)

Identified barrier and/ need	Provision and Strategies
<b>Difficulties participating and / or presenting as withdrawn or isolated</b>	<ul style="list-style-type: none"> <li>• Assessment through teaching – e.g. are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence</li> <li>• Small group work e.g. friendship or social skills, nurture groups</li> <li>• Backward chaining – bringing CYP in at the end of assembly or school day and build up</li> <li>• Play based activities</li> <li>• Establish interests, create opportunities for CYP to practise new things</li> <li>• Buddying/peer mentoring</li> <li>• Giving responsibilities e.g. for looking after someone else</li> <li>• Develop relationship with key adult - using relational practice and the PACE approach, attune to understand, share and acknowledge the CYP's experiences</li> <li>• Flexibility in curriculum and routine</li> <li>• Try to understand the basis for the behaviour-what is the history/context? Are they having difficulties accessing the learning due to an unidentified need e.g. they can't read the writing on the board because it's too small.</li> </ul>
<b>Physical symptoms that are medically unexplained</b> e.g. soiling, stomach pains	<ul style="list-style-type: none"> <li>• Activities that are stress reducing e.g. games, dance, colouring, gardening, animals, outdoor activity and play, messy play, sensory activities</li> <li>• Keep a log and analyse pattern or trends to identify triggers</li> <li>• Liaison with school nursing team</li> <li>• Be curious and listen to the CYP</li> <li>• Input from setting ELSA, emotion coaching and pastoral support</li> </ul>
<b>Presenting as significantly unhappy or stressed</b>	<ul style="list-style-type: none"> <li>• Identify and build on preferred learning styles</li> <li>• Calm space in the setting</li> <li>• Use feedback to collaborate and plan with families, to ensure consistency between the home and setting</li> <li>• Use social stories to identify triggers and means of overcoming them</li> <li>• Ensure a key adult is available for support when needed</li> <li>• Try to understand the basis for the behaviour-what is the history/context? Are they having difficulties accessing the learning due to an unidentified need e.g. they can't read the writing on the board because it's too small.</li> </ul>

Identified barrier and/ need	Provision and Strategies
<p><b>Displaying behaviours that challenge</b> e.g. refusal to follow instructions, aggression, damage to property</p>	<ul style="list-style-type: none"> <li>• A consistent message but flexible approach, e.g. “I want you to be in class learning” is the consistent message, the approach to support this happening may vary or be flexible depending on individual needs</li> <li>• Make reasonable adjustments- ensure that we differentiate for SEMH in the same way that we differentiate for Cognition and Learning</li> <li>• Understand the basis for the behaviour e.g. what is the history/context? Are they having difficulties accessing the learning due to an unidentified need e.g. they can’t read the writing on the board because its too small.</li> <li>• Understand that behaviour is a method of communication e.g. what is the function of the behaviour for the CYP? (sensory, escape, attention/relationship, tangible object) What are they trying to tell us with their behaviour? What need are they trying to meet? What skills do they need to be taught?</li> <li>• Use tools to assess and understand behaviour e.g. Boxall, Thrive, STAR, Iceberg</li> <li>• Use choices to allow the CYP some control with the same end result e.g. would you like to complete this on the computer or write?</li> <li>• Teach the CYP different ways to get their needs met e.g. develop social skills, strategies to regulate their emotions</li> <li>• Develop readiness to learn through regulation strategies</li> <li>• Consideration of the routine, timetable, and transitions- make stress as predictable, moderate, and controllable as we can</li> <li>• Staff to be aware of and monitor their own regulation and swap with another staff member when needed</li> <li>• Detailed transition between year groups/phases of education</li> <li>• Draw on relational approaches, a culture of self-reflection to be encouraged, modelled and supported whereby staff can reflect on their own interactions and responses and consider whether an alternative response could lead to a different outcome</li> <li>• Communication with home/family e.g. what is going on at home, other agency involvement etc.</li> <li>• Whole setting approach to support strategies – consistency</li> <li>• Use of trauma informed approaches e.g. PACE, WINE vocabulary</li> </ul>

Identified barrier and/ need	Provision and Strategies
<b>Developmental trauma and attachment difficulties</b>	<ul style="list-style-type: none"> <li>• Liaise with families for shared understanding</li> <li>• A good transition when the CYP starts a new setting – check the history</li> <li>• Supportive, structured curriculum</li> <li>• All staff trained and aware of any learners with attachment difficulties and how to respond to them</li> <li>• Consideration of teaching and reparative opportunities using natural consequences, rather than discipline procedures. Use relational influence rather than rewards.</li> <li>• Trauma informed approaches and PACE –make connections before correction</li> <li>• Nurture principles and ethos</li> <li>• Consideration of family context and the range of learners that may have attachment difficulties e.g. adopted, forces children, Child in Need, Looked After Children</li> <li>• Liaison with the Virtual School for training and advice on trauma and attachment</li> </ul>
<b>Patterns of non-attendance</b>	<ul style="list-style-type: none"> <li>• Use feedback to collaborate and plan with families, to ensure consistency between the home and setting</li> <li>• Maintain connection – let the learner know you are keeping them in mind</li> </ul>

Identified barrier and/ need	Provision and Strategies
<p><b>Low level disruption or attention needing behaviours</b></p> <p>e.g. frequent interruptions to learning, fiddling with objects</p>	<ul style="list-style-type: none"> <li>• Different use of voice, gesture and body language</li> <li>• Focus on reducing anxiety</li> <li>• Flexible and creative use of rewards and consequences e.g. 'catch them doing well'</li> <li>• Positive reinforcement of expectations through verbal scripts and visual prompts</li> <li>• Calm space in the setting</li> <li>• Sensory or regulatory breaks</li> <li>• Try to understand the basis for the behaviour-what is the history/context? Are they having difficulties accessing the learning due to an unidentified need e.g. they can't read the writing on the board because it's too small.</li> </ul>
<p><b>Difficulty in making and maintaining healthy relationships</b></p>	<ul style="list-style-type: none"> <li>• Small group/nurture group activities to support personal, social and emotional development</li> <li>• A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time</li> <li>• Relational approaches</li> <li>• Modelling</li> <li>• Peer awareness raising</li> </ul>
<p><b>Difficulties following and accepting adult direction</b></p>	<ul style="list-style-type: none"> <li>• Look for patterns and triggers to identify what may be causing behaviours</li> <li>• Positive scripts - positive language to re-direct, reinforce expectations e.g. use of others as role models</li> <li>• Calming scripts to de-escalate, including for example, use of sand timers for calming and de-escalation time</li> <li>• Limited choices to engage and motivate</li> <li>• Flexible and creative use of rewards and consequences e.g. 'catch them doing well' sticker charts</li> <li>• Follow-Lead-Follow activities (reciprocal interaction)</li> <li>• Provide structure and consistency</li> <li>• Visual timetable and use of visual cues e.g. sand timers</li> </ul>

## Resources, Advice and Consultation Available

- GP/Zone 5-19
- Visual Impairment Service
- Hearing Impairment Service
- Educational Psychology Service
- Local Authority and Special School Outreach Teams
- Early Years Inclusion Team
- Health Visiting
- Early Help Co-ordinators Team
- Virtual school
- Attendance Team
- Engagement and Behaviour Team

See [Training and Resources: Removing Social, Emotional and Mental Health barriers](#) on The SEND Toolkit for links and resources.

See [Training and Resources](#) on The SEND Toolkit for training and intervention lists.



## Physical and sensory

### Approaches, Provision and Strategies

- All staff are aware of individual learners' sensory/ physical disability and implications in all teaching and learning environments
- Appropriate training is provided for staff in line with needs of current cohort
- Favourable seating arrangements to be provided in line with specialist advice and pupil communication
- Staff are aware that for some learners, a sensory or physical disability could impact on their language and social interaction
- Staff are aware that sensory challenges may impact on all areas of development including physical, motor, cognition, communication, social and emotional
- Encourage learners to wear appropriate sensory equipment and use physical aids as necessary
- Ensure that all CYP have understood all instructions
- Ensure appropriate evacuation plans are in place
- Seek advice from Specialist Services e.g. Vision Impairment Service, Hearing Impairment Service for any CYP with an identified impairment or who presents with signs of a possible impairment
- For Early Years specific strategies see Early Years Needs Descriptors on [Early Years Inclusion Team](#)

Identified barrier and/ need	Provision and Strategies
<b>Physical disability</b>	<p>Whilst not all physical environments might allow for all of the provision below, settings are expected to use their best endeavours to make reasonable adjustments.</p> <ul style="list-style-type: none"> <li>• Staff to work together with other professionals to share strategies and advice to support the learner</li> <li>• Moving and manual handling training</li> <li>• Support equipment e.g. standing frames, walkers, wheelchairs, protective helmets, high low tables</li> <li>• Accessibility planning</li> <li>• Accessible transport</li> <li>• Accessible toilet</li> <li>• Use of technology e.g. iPad</li> <li>• Staff have appropriate training to meet physical needs</li> <li>• Adapted equipment e.g. cutlery, crockery, scissors</li> </ul>
<b>Complex medical needs</b>	<ul style="list-style-type: none"> <li>• Support equipment such as lockable medicine cabinets, first aid bags, fridges</li> <li>• Rotated medication/care training</li> <li>• Liaising with specialist colleagues and ensuring all necessary training is up to date</li> <li>• Regular home and setting contact when/if CYP is not able to attend, to maintain 'sense of belonging' with peers and the community</li> <li>• Risk assessment in place</li> </ul>

Identified barrier and/ need	Provision and Strategies
<b>Visual impairment</b>	<ul style="list-style-type: none"> <li>• Use strategies and approaches as advised by Qualified Teacher for the Visually Impaired (QTVI) to meet the needs of the individual e.g. stationary, modified resources, ICT etc.</li> <li>• Plan and deliver differentiated activities to reflect CYP's individual needs and ensure full access to all activities as well as support for social, emotional, communication and physical skills</li> <li>• Plan ahead and ensure time is given to adapt resources as advised by QTVI</li> <li>• Check learner understanding before task commencement</li> <li>• Adjust time to complete tasks with regular breaks as needed</li> <li>• Use auditory resources and verbal explanations of visual information e.g. read aloud as writing on the board</li> <li>• Provide uncluttered space and plain backgrounds to help the CYP focus on the appropriate object</li> <li>• Provide access to quieter learning environments if necessary</li> <li>• Use real objects to support concept development and understanding</li> <li>• Optimise contrast of colours e.g. furniture, steps and ramps, smart board background and font, worksheets, keep whiteboard clean, black fibre tip pen on cream/ white background etc.</li> <li>• Reduce visual clutter and consider amount of visual information presented e.g. on whiteboard, on smart board, on worksheets, in workbooks, on displays</li> <li>• Avoid unnecessary copying from the board</li> <li>• Consider length of visual activities and intersperse with less visually demanding tasks to avoid visual stress</li> <li>• Take account of mobility needs- ensure clear paths around the room and setting, follow advice from VI team about physical mobility needs</li> <li>• Use peer support/ work buddies</li> <li>• Teach skills to support curriculum access as advised by QTVI e.g. touch typing</li> <li>• Liaise regularly with home to ensure consistency of strategies and approaches.</li> <li>• Consider the impact of internal policies including Powerpoint colour schemes and formatting, handwriting policies and marking schemes on CYP who see or visually interpret information differently.</li> </ul>

Identified barrier and/ need	Provision and Strategies
<b>Hearing impairment</b>	<ul style="list-style-type: none"> <li>• Use strategies and approaches as advised by a Qualified Teacher of the Deaf (QToD) to meet the needs of the individual e.g. modified resources, ICT etc.</li> <li>• Plan and deliver differentiated activities to reflect CYP's individual needs and ensure full access to all activities as well as support for social, emotional, communication and physical skills</li> <li>• Plan ahead and ensure time is given to adapt resources as advised by QToD</li> <li>• Ensure staff working with the learner understand the use of hearing aids, radio aids and any other appropriate equipment. Training will be provided by the HI team.</li> <li>• Use CYP's name to gain their attention before speaking to them</li> <li>• Deliver instructions clearly and at normal conversational level</li> <li>• Encourage good listening behaviour: sitting still, looking and listening</li> <li>• Repeat/rephrase pertinent comments made by other members of the class</li> <li>• Seat CYP away from any source of noise e.g. window, corridor, fan heater, projector, the centre of the room etc.</li> <li>• Minimise background noise and maintain a quiet working environment, particularly for specific listening work</li> <li>• Provide access to quieter learning environments at times if necessary</li> <li>• Check the lesson content has been heard and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary</li> <li>• Be aware that during PE and practical subjects it will be more difficult to follow instructions</li> <li>• Have appropriate training i.e. Signing</li> <li>• Be aware the CYP may use lip-reading and visual clues to support their hearing (Ensure that they are face on and seated in an appropriate position when you are speaking and try not to move around the room whilst talking)</li> <li>• Provide visual reinforcement (pictures and handouts), to support learning including visual timetable and visual cues e.g. sand timers</li> <li>• Adjust time to complete tasks with regular breaks as needed</li> <li>• Liaise regularly with home to ensure consistency of strategies and approaches</li> <li>• Use peer support/ work buddies</li> </ul>

## Resources, Advice and Consultation Available


- GP/Zone 5-19
- Visual Impairment Service
- Hearing Impairment Service
- Educational Psychology Service
- Local Authority and Special School Outreach Teams
- Early Years Inclusion Team
- Health Visiting
- Early Help Co-ordinators Team
- Virtual school

See [Training and Resources: Removing Physical and Sensory barriers - City of Doncaster Council](#) on The SEND Toolkit for links and resources.

See [Training and Resources - City of Doncaster Council](#) on The SEND Toolkit for training and intervention lists.

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