

Universally Available Provision

Supporting children and young people who have additional needs in mainstream schools

October 2023

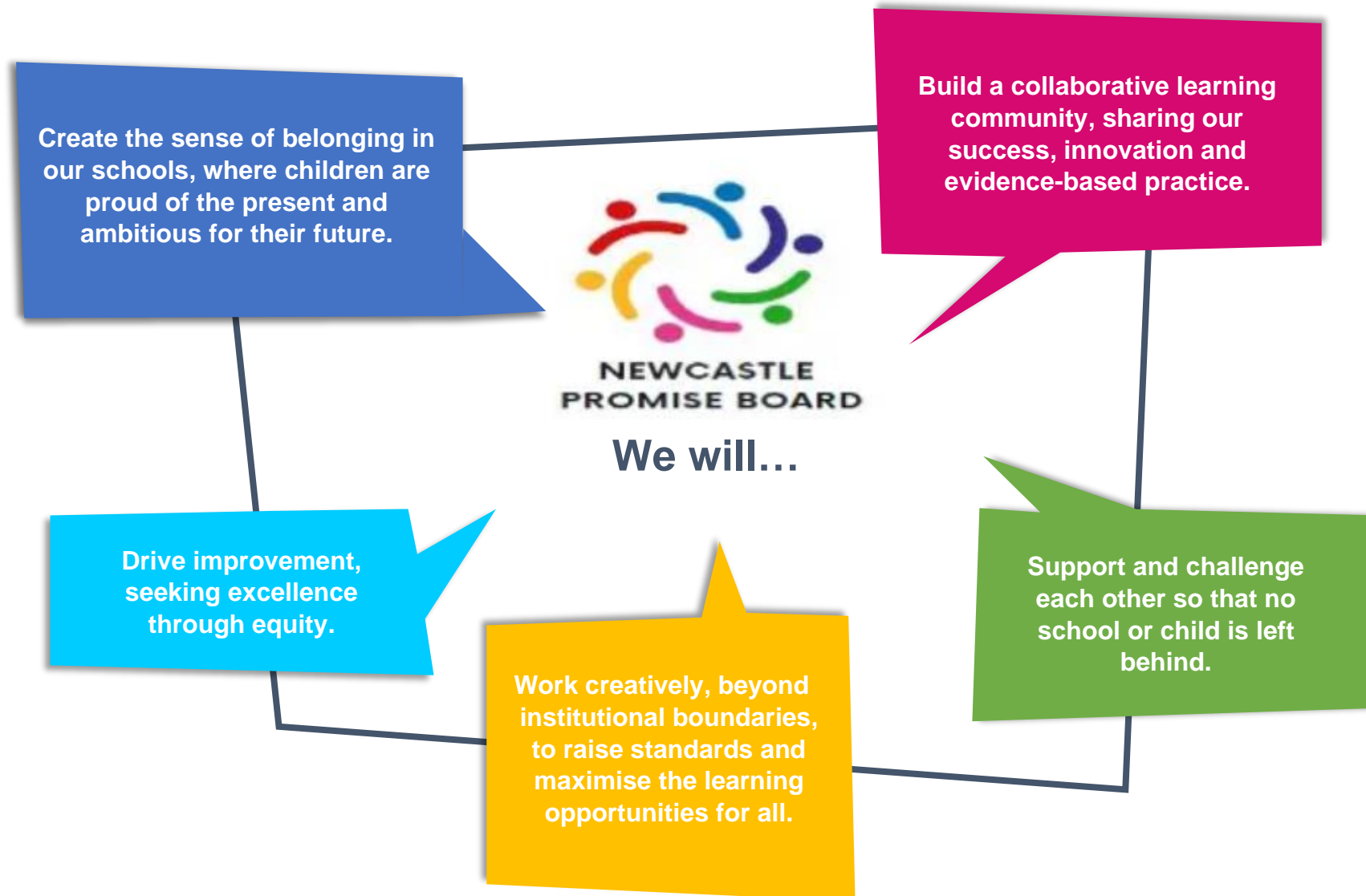


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The Newcastle Promise

A city where we all share responsibility for providing the best educational opportunities for all our children and young people.



Introduction

Newcastle's vision is that all learners have the best start in life and are supported through highly effective and inclusive educational provision. This document describes the provision that should be normally available across all mainstream schools and settings. The voice of the individual child/young person must be at the heart of all provision. This will be captured within SEND support plans. This document has been produced in collaboration with representatives from SEND Outreach Service, SEND Sensory Service, Newcastle Educational Psychology Service, School Effectiveness Team, headteachers, school governors, SENCOs, parents/carers and young people.

Code of Practice, DfE, 2015

A child of compulsory school age or a young person has a learning difficulty or disability if they:

1. have a significantly greater difficulty in learning than the majority of others of the same age; or
2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Equality Act 2010

Schools also have a range of duties under the Equality Act 2010.

Key points:

- The Equality Act 2010 provides a single source of discrimination law
- The Act requires that schools must not unlawfully discriminate against learners because of their sex, race, disability, religion or belief or sexual orientation.
- The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled learners or those with additional educational needs.



Descriptors of Need

This document should be used in conjunction with [Descriptors of Need](#) (DoN) (September 2022)

The DoN document was co-produced with parent/carers and representatives from Education, Health and Social Care at a series of workshops held in 2021 and 2022. A range of principles were identified which provide the foundations of the Newcastle Descriptors of Need.

The SEND Descriptors of Need or ranges have been developed:

- to ensure a common language to describe the support expected for children/young people with SEND
- to provide a core framework for all practitioners working with children/young people to help assess and identify the needs of children/young people, and to put in place appropriate support
- to give greater clarity for parents and carers about their child/young person's needs and how their child/young person should be supported at school.

Descriptors of Need at various levels or ranges can be a useful tool for SENCOs, families and schools/services to assess and identify the needs of a child/young person. This assessment can provide information about what support to put in place to support the child/young person's progress. It is important to consider a child/young person's needs within the context of their strengths



The Local Authority (LA)

The LA is responsible for securing the provision of services which address the needs of all children and young people, including the most disadvantaged and vulnerable and their families and carers. A priority of the LA is to ensure that education is of utmost importance in realising positive futures for all children and young people in Newcastle. As part of achieving this aim, all schools are expected to provide for children and young people with SEND, and those who are vulnerable, within their own locality area. This is also in accordance with the Education Act and all partners in the education community have a role to play:



There are many statutory functions that the LA carries out but in relation to children and young people with SEND, priorities include:

- Ensuring a sufficiency of provision for pupils with SEND and reviewing this annually (place planning).
- Publishing information on SEND funding and provision.
- Monitoring the progress of children/young people with SEND.
- Providing information, advice and support to parents of children/young people with SEND and young people themselves, including the provision of a statutory information, advice and support service (SENDIASS) along with mediation and resolution services.
- Planning for the statutory assessment of pupils, where agreed, and maintain and review education, health and care plans (EHCP).

In addition, a duty for local authorities is that of the [Local Offer](#). This requires the LA to publish information about what goes on every day to support children and young people with SEND and how quality of provision is ensured. The local offer must include details of provision (both locally and outside the local area) that the LA expects is likely to be used by children and young people with SEND for whom they are responsible. The local offer has two key purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review.
- To further promote the local offer, the Children & Families Act 2014 also obliges schools to include information on where the local offer is published, on their own websites

Governing bodies

All boards have legal duties in relation to pupils with SEND and these are set out in the Children & Families Act 2014 and statutory guidance on the SEND Code of Practice, jointly published by the department for education and the department of health.

Boards are also under a duty 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service. Boards providing auxiliary aids and services is part of the 'reasonable adjustments' duty.

In practice, the functions these duties require of the board can be delegated to a committee, an individual or to the executive leader; although the responsibility is still with the board itself to ensure that the functions are carried out. It should decide, with the executive leader, the school's policy and approach to meeting children and young people's SEND requirements, including those with and without Education, Health and Care (EHC) plans.

All boards have legal duties under the Children & Families Act 2014 and must have regard to the statutory guidance, 'The SEND Code of Practice: 0 to 25 years'. Academies must also meet these requirements by their funding agreement.

Boards providing extended services must also consider their duties under the Equality Act 2010; whether proposed extended services affect their functions and responsibilities towards their pupils, the users of these services or their employees.

When services are provided by a third party on schools' premises, either independently of the school or on behalf of the school, boards should establish who would be regarded as the service provider with the responsibility to make 'reasonable adjustments' and/or access improvements for disabled users, pupils or employees.

Governors are also accountable for raising the questions about how their school is going to raise standards for all children/young people, including the most and least able, those with special educational needs, those receiving free school meals and those who are more broadly disadvantaged, boys and girls, those of ethnicity and any who are currently underachieving.

Governing bodies

Boards must (SEND Code of Practice references provided):

1. Co-operate with the LA in reviewing the provision that is available locally (Chapter 3) and developing the local offer (Chapter 4);
2. Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND (para 6.2);
3. Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND (para 6.2);
4. Inform parents when they are making special educational provision for a child/young person (para 6.2) ;
5. Ensure that arrangements are in place in schools to support pupils at school with medical conditions. (para 6.11);
6. Provide access to a broad and balanced curriculum (para 6.12);
7. Ensure that pupils from Year 8 until Year 13 are provided with independent careers advice (para 6.13);
8. Have a clear approach to identifying and responding to SEND (paras 6.14 – 6.63);
9. Provide an annual report for parents on their child/young person's progress (paras 6.64 – 6.51);
10. Record accurately and keep up to date the provision made for pupils with SEND (paras 6.52 – 6.58);
11. Publish information on their websites about the implementation of the board's policy for pupils with SEND, the School SEN Information Report 28; (paras 6.59 – 6.83);
12. Publish information about the arrangements for the admission of disabled children/young people, the steps taken to prevent disabled children/young people being treated less favourably than others, the facilities provided to assist access of disabled children/young people, and their accessibility plans.
13. Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school. (paras 6.84 – 6.94);
14. Determine their approach to using their resources to support the progress of pupils with SEND (paras 6.95 – 6.99).
15. In addition, there should be an individual on the board or a committee with specific oversight of the school's arrangement for SEND.
16. When considering an appeal from a parent or young person the First – tier Tribunal (special educational needs and disability) must have regard to SEND Code of Practice 2015. The Tribunal will expect LAs, early education settings, schools and colleges to be able to explain any departure from the Code, where it is relevant to the case it is considering.

Governors Handbook, 2019

Schools

Schools have numerous responsibilities in relation to children and young people, the following being specifically in relation to those with SEND:

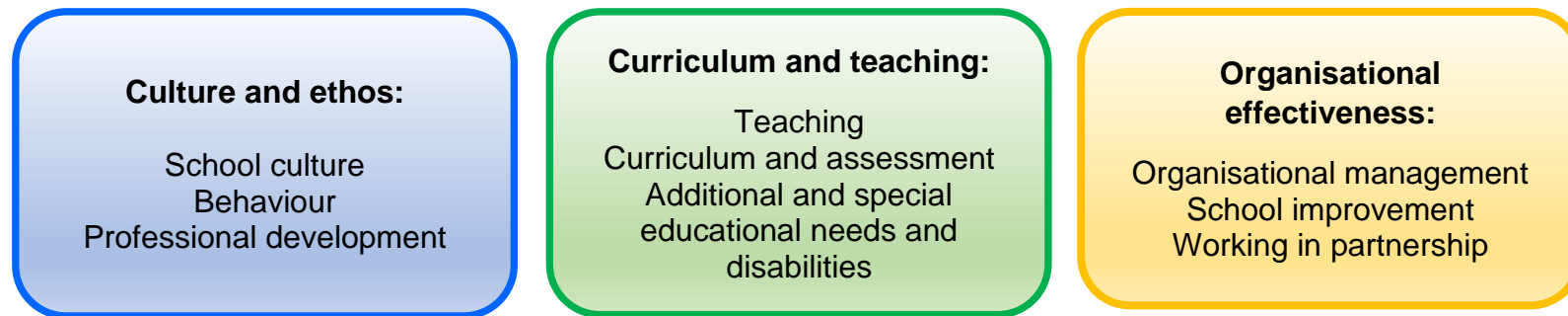
- Appoint a SEND governor, or a sub- committee with specific oversight of the school's arrangements for SEN and disability to have oversight of the arrangements for SEND in school
- Identify how many pupils in the school have SEND and ensure provision is made in accordance with the SEND CoP
- Know how much money the school receives in SEND funding and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEND and/or disabilities
- Review and approve the SEND policy and any other relevant policies
- Monitor the progress of children and young people with SEND and ensure that the provisions specified in EHCPs are made
- Ensure that SEND provision is integrated into the school improvement plan
- Publish on their website the school SEND policy and a description of the arrangements and specialist provisions made for children and young people with SEND
- Appoint a SENCO who is a qualified teacher
- Invest in whole school and targeted training for staff
- Ensure inclusive teaching and support is embedded throughout the school and that all teachers understand that they are responsible for pupils with SEND
- Provide information on school arrangements for SEND to parents and governors
- Consider pre-emptive arrangements for pupils (present and future) with a disability



Headteachers

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the nation's schools

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers. The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain:



additional and special educational needs and disabilities:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities[footnote 10] of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

Headteachers' Standards, 2020

For full standards please see: [Headteachers' Standards, 2020](#)

Teachers

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

Teachers Standards, 2011 (updated 2013, 2021)

For full standards please see: [Teachers' Standards guidance](#)

Special Educational Needs Coordinators (SENCOs)

All schools are required to have a special educational needs coordinator (SENCO). The SENCO must be a qualified teacher working at the school. A newly appointed SENCO, where they have not previously been a SENCO, must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

The SENCO has an important role to play, along with the headteacher and governing body, in determining the strategic development of SEND policy and provision in school.

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEN, including those who do and do not have EHC plans.

Schools should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching, to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within a school. SENCOs will be most effective in their role if they are part of the school leadership team.

Key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet needs effectively
- Being a key point of contact with external agencies, especially the LA and its support services
- Working with the headteacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements (Equality Act, 2010)
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Liaising with:
 - ✓ Designated teachers where a looked after pupil has SEND
 - ✓ Parents of pupils with SEND
 - ✓ Early years providers
 - ✓ Other schools
 - ✓ Health and social care professionals
 - ✓ Independent or voluntary bodies
 - ✓ Potential next providers of education to ensure smooth transition

Teaching Assistants

The Education Endowment Foundation (EEF) 2015 reports on the best use of teaching assistants, usefully outlining these seven evidence-based recommendations:

7 GOLDEN RULES

1. Teaching assistants should not be used as substitute teachers for low-attaining pupils
2. Use teaching assistants to add value to what teachers do, not replace them
3. Use teaching assistants to help pupils develop independent study skills and manage their own learning
4. Ensure teaching assistants are fully prepared for their role in the classroom through out of class liaison with teachers
5. Use teaching assistants to deliver high quality one-to-one and small group support using structured interventions
6. Adopt evidence-based interventions to support teaching assistants in their small group and one-to-one instruction
7. It is important what students learn from teaching assistants complements what they are being taught in the classroom.

Making Best Use of Teaching Assistants, EEF 2015, updated 2021

[Making Best Use of Teaching Assistants | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants)

Graduated Response

The SEND Code of Practice (CoP) suggests that there is a continuum of SEND and that, where necessary, increasingly specialist expertise should become involved.

The SEND CoP describes this as a graduated approach to addressing SEND. Where a child/young person does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions.

Most needs in relation to SEND can be met within mainstream settings out of schools' own resources. If little or no progress is made through the 'assess, plan, do, review' approach school staff should consider seeking external support. At that stage, external support services should be helping to develop interventions aimed at addressing continuing barriers to achievement.

However, the SEND CoP is clear that the involvement of external specialists can also play an important part in the very early identification of SEND and in advising schools on effective provision designed to prevent the development of more significant needs.

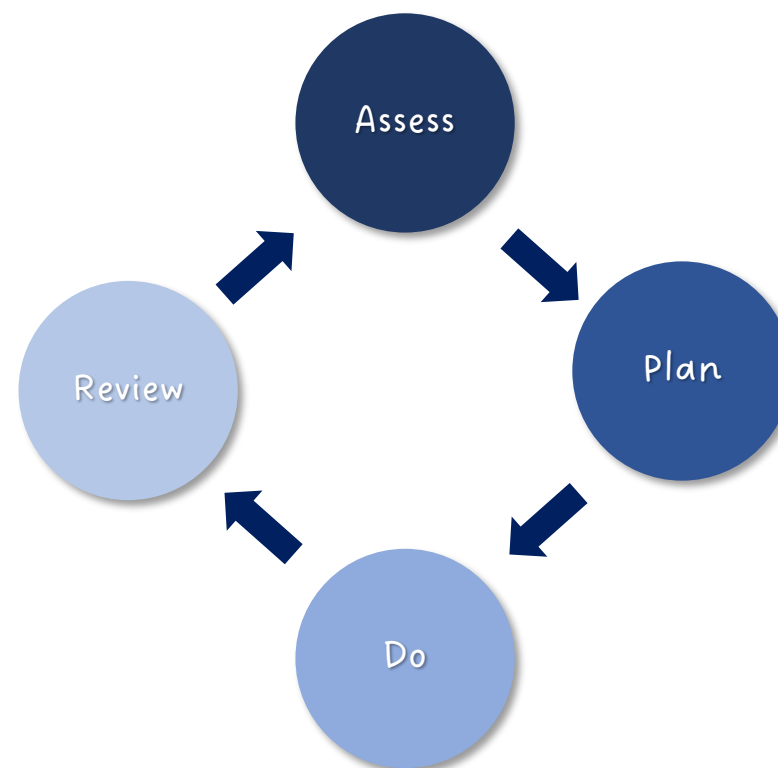
Where a child with SEND continues to make little progress over time, even with the support of external specialists, the school may consider asking the LA to undertake a statutory assessment of the child's SEND, through a request for an education, health and care assessment.

There is an expectation that interventions have been implemented for a significant period, e.g., two cycles of assess, plan, do, review (APDR), before a request for additional

resources is made. Once this has been submitted, however, it does not necessarily lead to assessment and an education health care plan (EHCP).

This will be contingent on evidencing the support provided through the school's SEND provision over time, including external support and advice.

There should also be evidence that the child has needs that cannot be met within the resources ordinarily available to school (Elements 1 & 2).

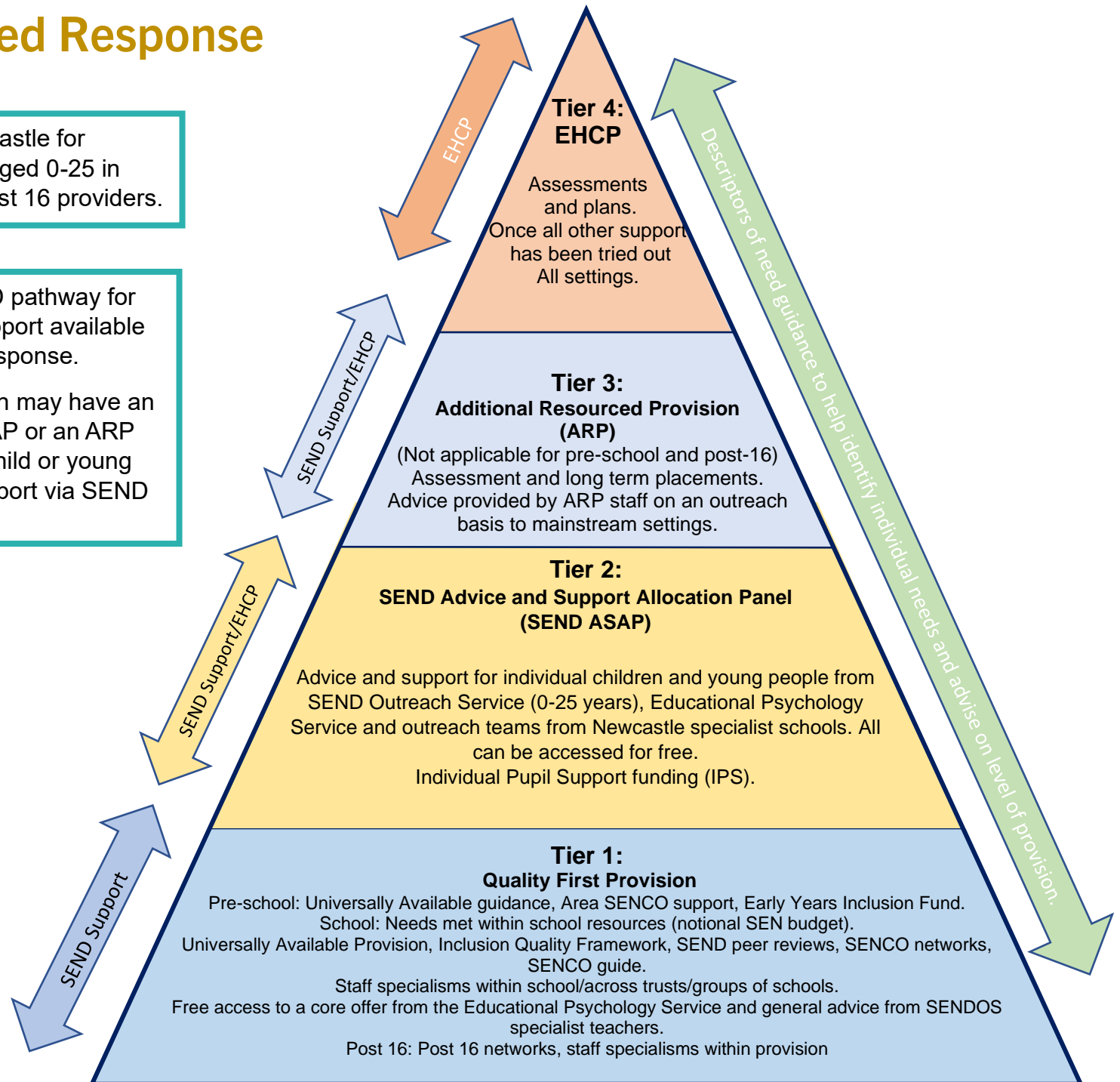


Newcastle Graduated Response

How we meet SEND needs in Newcastle for Children and Young People (CYP) aged 0-25 in early years settings, schools and post 16 providers.

This is not intended to show a SEND pathway for individual support. It outlines the support available at various levels of the graduated response.

For example, a child or young person may have an EHCP without accessing SEND ASAP or an ARP placement. It is also possible for a child or young person with an EHCP to access support via SEND ASAP.



Links to useful websites

Childcare Act 2006	http://www.legislation.gov.uk/ukpga/2006/21/contents
Children and Families Act 2014	http://www.legislation.gov.uk/ukpga/2014/6/contents
Children and Families Act 2014 (Part 3)	http://www.legislation.gov.uk
Special Educational Provision: functions of governing bodies and others	http://www.legislation.gov.uk
Department for Education	https://www.gov.uk/government/organisations/department-for-education
Schools: Statutory Guidance	https://www.gov.uk/government/collections/statutory-guidance-schools
Education Endowment Foundation: Making Best Use of Teaching Assistants	https://educationendowmentfoundation.org.uk
Equality and Human Rights Commission: Technical Guidance for Schools in England	https://www.equalityhumanrights.com
Gov.UK Legislation	http://www.legislation.gov.uk/
NASEN	http://www.nasen.org.uk/
Newcastle SEND Local Offer	https://www.newcastlesupportdirectory.org.uk/what-local-offer
Newcastle SENCO Guide	https://www.newcastlesupportdirectory.org.uk/school-effectiveness-sen
SEND Code of Practice	https://www.gov.uk/SEND_Code_of_Practice_January_2015.pdf
Whole School SEND- SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges	https://www.wholeschoolsend.org.uk

Four Broad Areas of Need (Taken from SEN Code of Practice, 2015)

Communication & Interaction

CoP 6.28: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

CoP 6.29: Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Sensory & Physical

CoP 6.34: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

CoP 6.35: Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Social, Emotional & Mental Health

CoP 6.32: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

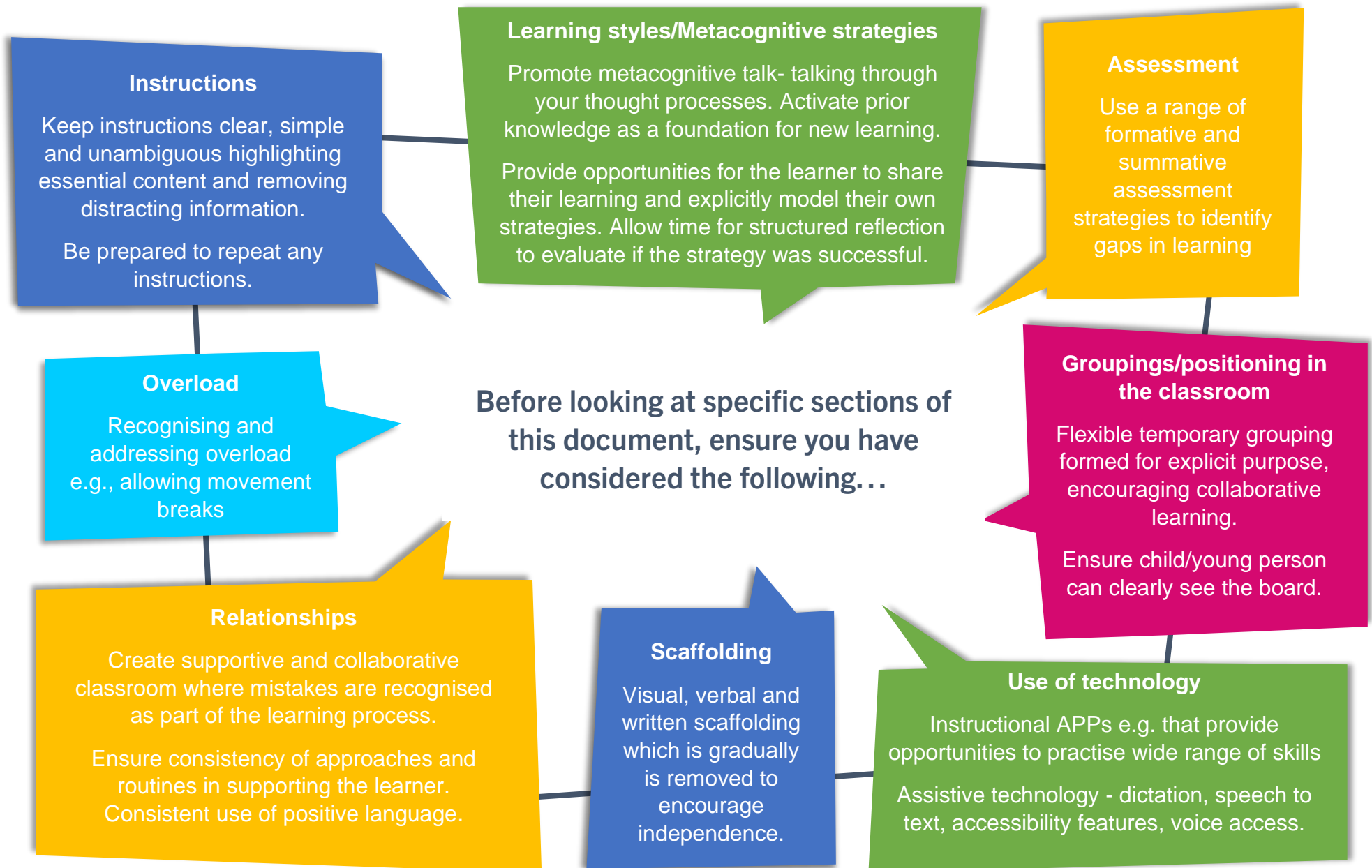
CoP 6.33: Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Cognition & Learning

CoP 6.30: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

CoP 6.31: Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Have you considered the following ...?



Communication & Interaction

SUPPORTIVE STRATEGIES


- Make sure you are face to face when talking to the child/young person
- Ensure the child/young person has a quiet space to work in with background noise at a minimum
- Consider groupings with sympathetic/appropriate peers
- Support to develop peer relationships when intelligibility is an issue
- Attention/Listening activities – developing skills (see receptive language section)
- Total communication approach (symbols, Makaton, signs, gestures)
- A 'translation list' of common or helpful words may be useful if people find it difficult to understand when the child/young person says these.
- Communication book to and from school to share news/important information
- Modelling (not correcting) – repeat the word back clearly to the child/young person
- Value contributions made
- Praise production of targeted sounds
- Allow time to respond
- Oral rehearsing
- Offer a choice/forced alternatives if you are finding it difficult to understand what the child/young person is saying
- Ask the child/young person to show you or point if you are finding it hard to understand what they are saying
- Have access to sound symbols during literacy activities if a child/young person can't articulate – point to letters
- Refer to NHS Speech and Language Therapist (SALT) if there are significant concerns about their speech. Consult the 'Typical patterns of speech sounds' before referring: <https://www.newcastle-hospitals.nhs.uk/services/speech-and-language-therapy/childrens-speech-and-language-therapy/>
- If already known to SALT, follow specific programmes and guidance



Communication & Interaction

SUPPORTIVE STRATEGIES

- Develop child/young person's letter sound knowledge using a multi- sensory approach (actions, symbols, sand, dough etc)
- Compound words – (e.g. pancake, what comes first/last)
- Syllables - clapping
- Initial sound identification
- Final sound identification
- Understanding of first, middle, last sound (language concepts)
- Blending and segmenting CVC and CVCC/CCVC words
- Practise identifying sounds and words that rhyme
- If already known to SALT, follow specific programmes and guidance
- See the Newcastle NHS SALT website for further information and how to refer: <https://www.newcastle-hospitals.nhs.uk/services/speech-and-language-therapy/childrens-speech-and-language-therapy/>




Sound
awareness
difficulties

Communication & Interaction

SUPPORTIVE STRATEGIES

- Ensure the child/young person is listening/attending by using their name before giving instruction (eye contact is not essential)
- Appropriate visual support used consistently (e.g. visual timetable, checklist, symbols, red and green board, Makaton)
- Repeat important information highlighting key language
- Checking understanding (e.g. show me/tell me what I asked you to do, traffic light cards, frequent learning check-ins)
- Allow processing time and time to formulate language and responses
- Be mindful of level of complexity and amount of language used (e.g. how many key words, concepts, abstract words are used)
- Chunk instructions to allow time to process each part
- Use explicit, developmentally appropriate language
- Use clear language to express sequences of learning or events (e.g. first and then)
- Avoid use of non-literal language, idioms, sarcasm and metaphors.
- Be mindful of the child/young person's ability to infer meaning
- Pre-teach vocabulary and concepts to ensure understanding (e.g. knowledge organisers, word banks, word webs, mind maps, new word jar/book)
- Explain when a word has multiple meanings and exemplify
- Encourage the child/young person to recognise when they do not understand and seek help in an agreed way
- Where possible provide instructions to refer back to (e.g. lists, voice recording)
- Refer back to child/young person's speech and language report where appropriate
- Be mindful of children/young people who speak multiple languages. Explore strengths/difficulties in their home language.
- If already known to SALT, follow specific programmes and guidance
- See the Newcastle NHS SALT website for further information and how to refer: <https://www.newcastle-hospitals.nhs.uk/services/speech-and-language-therapy/childrens-speech-and-language-therapy/>




Receptive
language &
understanding
difficulties

Communication & Interaction

SUPPORTIVE STRATEGIES

- Give thinking time for the child/young person to plan their ideas and organise the words
- Allow children/young people to rehearse/practise their response to join in class/group activities e.g., talk partners, role-play, supporting adults
- Allow time to respond for children/young people experiencing dysfluency (stammering)
- Use visual clues to help learners to formulate their responses
- If a child/young person makes a grammatical error model the correct sentence (repeat, extend, rephrase as necessary)
- Pre-teach key vocabulary and encourage its use, display key vocabulary to support expressive language
- Encourage them to explain the meaning of targeted words (e.g. word webs)
- Encourage them to request the first sound of the word or describe it if they are unable to retrieve it
- Use visuals and resources to develop their narrative skills (e.g. cue cards or narrative planner – who, where, when, what happened)
- Encourage them to think about what the character might be thinking or feeling
- Encourage use of alternative and augmentative communication methods (e.g: Makaton)
- Consider staff training (e.g. ELKLAN, Makaton, TalkBoost)
- For information on selective mutism see the SEMH section
- If already known to SALT, follow specific programmes and guidance
- See the Newcastle NHS SALT website for further information and how to refer: <https://www.newcastle-hospitals.nhs.uk/services/speech-and-language-therapy/childrens-speech-and-language-therapy/>



Expressive
language
difficulties

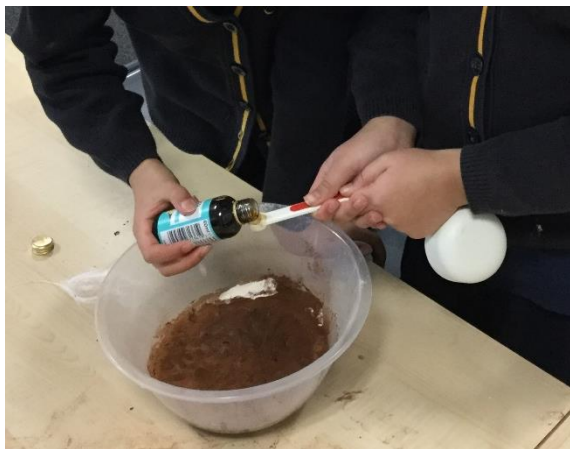
RESOURCES

- TalkBoost
- Black Sheep Narrative Programme
- Word Aware

Communication & Interaction

Links to useful websites


AFASIC (speech impaired children)	http://www.afasic.org.uk/
British Stammering Association	http://www.stammering.org/
Inclusive.co.uk (Talking buttons)	http://www.inclusive.co.uk/hardware/communicators-and-controllers
NAPLIC (language impairment)	http://www.naplic.org.uk/
RADLD (Raising Awareness of Developmental Language Disorder)	https://radld.org/about/dld/
Newcastle NHS Speech and Language – referrals and information	Speech and language therapy for children and young people - Newcastle Hospitals NHS Foundation Trust (newcastle-hospitals.nhs.uk)
Speech and Language UK	https://speechandlanguage.org.uk/talking-point/for-professionals/the-communication-trust
Speech Link	https://speechlink.co.uk/auth/login
Talking Point	http://www.talkingpoint.org.uk/
Speech and Language UK	The Communication Trust (speechandlanguage.org.uk)



Communication & Interaction/Autism

SUPPORTIVE STRATEGIES

- Recognition of sensory differences and their impact on access to learning/the wider school community
- Be mindful of tone of voice/communication style
- Consider the impact of clothing items such as uniform and adaptations which can be made
- Structured learning environment
- Use of visual timetable and visual supports on labels of rooms around school
- Proactive approaches across the whole school in teaching neurodiversity and developing an understanding of difference in the school community
- Consistent adaptations and adjustments to school behaviour policy which show an understanding of the cause and function of behaviour
- Adaptations to the curriculum which focus on child/young person's interests and areas of difference
- Training and upskilling staff with knowledge and awareness of the key areas of difference. This is important for all staff including site managers, dinner staff, office staff.
- Recognition of signs of masking. Create an ethos and environment where the child/young person doesn't need to mask
- Close collaboration with parents: value and listen to what parents are saying.
- Provide access to a safe/quiet space both inside and outside the classroom
- Schedule movement/learning/sensory breaks
- Provide a check in with a trusted adult to explore and improve experiences of school



Whole
school
approaches

Communication & Interaction/Autism

SUPPORTIVE STRATEGIES

- Use the child/young person's name when speaking to them or directing instructions or questions. Do not assume they know you are talking to them or make clear when you are not talking to them
- Provide some direct time for children and young people to share their interest with others (adults and peers) in a low demand environment
- Build some time for children/young people to develop social communication skills through shared interests, e.g. clubs and enrichment activities, break and lunch time activities, scaffolded group work projects
- Consider explicit roles and responsibilities in paired and group work. There may be a need to provide modelled sentences and prompt cards to the child/young person, so they know what to say
- Recognise a child/young person's threshold for social interaction; some children/young people may require a break
- Encourage and foster a culture of celebrating different ways of communicating and interacting
- Not all children/young people will understand social conventions and may need further explanation (e.g. 'say what you mean', be explicit when using humour, using abstract language, explain double meanings, idioms etc.)
- Social stories can provide a helpful way to support children and young people's cultural interpretation and social understanding.
- Use visuals and symbols to support social understanding e.g., pictures to sequence a story
- Give information in bite sized chunks – ideally one instruction at a time
- Model and demonstrate social communication
- Support an understanding that some social rules may be broken by others and are not clearly defined as right and wrong
- Recognise some children and young people can listen without giving eye contact. Do not demand or force eye contact but consider ways to check understanding e.g., tasks, questioning, side by side interaction
- Recognise behaviour as a method of communication and that this can manifest in a number of ways such as distress, defiance, avoidance, opting out, unable to talk in the moment, unable to move in the moment
- Provide young people with non-speaking ways to express that they need help
- Take time to listen and model good listening behaviours
- Recognise and accept directness of language as a difference rather than a deficit



Communication & Interaction/Autism

SUPPORTIVE STRATEGIES

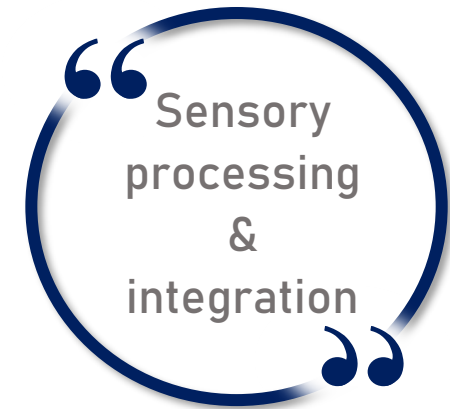
- Chunk instructions, making clear at each stage what is expected
- Provide opportunities to discuss the child/young person's concept of friendships, how different friendships can look, how children and young people can have a number of friends and friendship boundaries
- Be explicit when teaching children and young people about safe behaviours including stranger danger, sex and relationships, drugs and alcohol, internet safety
- Give children and young people the tools to organise and plan effectively, e.g., visual timetables, planners, checklists, choice board, first and then board
- Inform child/young person of changes in advance and the reasons for those changes
- Support with transition e.g., first and next board, visits, pictures of environments, check in with trusted adult. This could include between activities, environments, home and school, year groups and age phase transitions
- Provide clear guidance on when activities will start and end
- Careful consideration of the use of timers, recognising some young people will find the use of timers increase anxiety
- Helping the child/young person identify and carry out the stages of a task through check lists and visual resources.
- Learning spaces should be clearly organised and labelled
- Consider the use of an individual workstation or workspace
- Provide visual supports for activities involving an element of choice e.g. unstructured time activities
- Use child/young person's name when speaking to them / directing tasks to them
- Use special interests to engage in learning

“Flexibility,
information
processing &
understanding”

Communication & Interaction/Autism

SUPPORTIVE STRATEGIES

- Twitching, fidgeting and agitation can be signs a child/young person is beginning to experience sensory overload – reduce sensory input e.g. stop talking, give them a calm quiet space in the classroom, remain at a distance, don't touch them, reduce artificial light
- Identify sensory issues through talking to staff/child/young person/parents and carers.
- Reduce sensory demands based on identified sensory needs
- Provide a break space / calm safe space / low sensory stimulus in or out of the classroom
- Provide a regulating set of activities the child/young person can access for example, fidget/sensory resources, fabrics, special interest activity
- Provide movement / sensory breaks e.g. a classroom job
- De-personalise a lack of eye contact. Do not assume a child/young person is not listening.
- Consider having an individual workstation that the child/young person may use when needed
- Recognise and act on a child/young person's expression of sensory likes/dislikes, accepting them as a part of their needs
- Accept and support self-regulatory behaviours such as stimming/fidgeting
- Consider sensory needs when creating seating plans
- Purposefully and organised structured learning spaces
- Adapt start and finish times throughout the day to allow movement around the building at quieter times



Links to useful websites

Autism Education Trust	Autism Education Trust
Autism Directory Padlet Newcastle EPS	Autism Directory (padlet.com)
Learning About Neurodiversity at School (LEANS)	Learning About Neurodiversity at School (LEANS) Salvesen Mindroom Research Centre (ed.ac.uk)
National Autistic Society	National Autistic Society (autism.org.uk)



Cognition and Learning

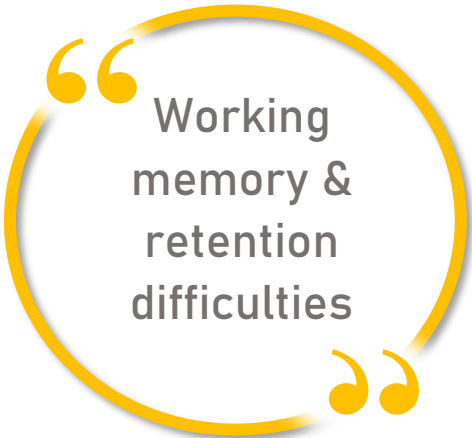
- Be aware of the child/young person's difficulties in attention, concentration and processing difficulties and the reasons for these e.g. ADHD, early trauma, anxieties, autism etc.
- Make reasonable adjustments to activities, lessons:
 - ✓ Use of timers
 - ✓ Use of visual timetable
 - ✓ First and Then boards
 - ✓ Access to quiet space
 - ✓ Movement breaks
 - ✓ Active learning
 - ✓ Access to sensory resources (e.g. wobble cushion)
 - ✓ Visual cues and prompts
- Consider flexibility in timetabling
- Be aware of positioning in the classroom to minimise distractions
- Focus the child/young person's attention on relevant aspect of the task e.g., highlighting key words
- Say the child/young person's name before giving instructions ensuring they understood and can repeat them
- Remove unnecessary copying
- Uncluttered environment
- Accessible worksheets – no excess information, unnecessary images etc.
- Breaking tasks and instructions into smaller steps
- Clear expectations and consistent classroom routines
- Explicit teaching of self-regulation strategies focusing on individual strength and barriers
- Allow learner the time to process and respond to information
- Use partner talk time to help children/young people to gather their thoughts and rehearse their answers before sharing
- Consider the amount of resources used to avoid overload and distraction
- Using a range of formative and summative assessment strategies to identify gaps in learning
- Ensuring consistency of approach at all times

“
Attention,
concentration
& processing
”

Cognition and Learning

SUPPORTIVE STRATEGIES

- Ensure manipulatives and resources are matched to child/young person's ability e.g. whilst most of the class may be using number squares it might be appropriate for some children/young people to use number lines.
- Model the use of manipulatives and scaffolds
- Regularly revisit basic literacy and number skills
- Incorporate short daily practice sessions to support the retention of learning
- Pre teach key vocabulary
- Use consistent stem sentences
- Provide memory aids and model how to use them e.g. visual prompts, checklists, word mat
- Be aware of language demands of tasks
- Use of technology and quality programmes/ APPs
- Use technology-based accessibility tools to adapt learning e.g. talk to text, speak selection
- Use real life examples to provide context to learning
- Use targeted, evidence based, time limited programmes and interventions
- Consider access arrangements and need for additional time
- Teach one skill at a time and identify effective methods which are suited to the individual
- Model and promote 'talk to write' approaches, rehearsing sentences before writing
- Using alternative ways of recording
- Allow the child/young person to leave lessons early when travelling between the rooms to avoid large groups in corridors
- Teach strategies to improve self-organisation e.g., explicit teaching on how to read and use a timetable



Working
memory &
retention
difficulties

RESOURCES

- Rapid Reading/Writing
- A structured phonics programme e.g: Read, Write Inc., Little Wandle
- Numicon
- Maths plus One
- Power of Two
- First Class at Number
- Rapid Maths

SUPPORTIVE STRATEGIES

- Consider different ways of recording as an alternative to writing e.g. use of word processing tools, videos, talking tins, listing, mind mapping.
- Provide structured, targeted interventions to develop finger strength
- Develop touch typing skills.
- Consider warm up exercises prior to a writing task.
- Equipment to support fine motor skills e.g. pencil grip, writing slope, adapted writing tools and scissors. Be aware of the child/young person's preference as different equipment is available. Add visual aid on a pencil to provide a reminder of where and how to hold it.
- Provide support for letter formation e.g. multi-sensory schemes.
- Have an awareness of being left and right-handed. Have appropriately orientated writing mat.
- Ensure an appropriately sized chair and desk is provided to support correct posture. Provide wobble and textured cushions if needed. Consider support for the child/young person's feet e.g. steps and resistance bands
- Highlight the beginning and the end of the line to support organisation on the page
- Consider the appropriateness of books used for writing e.g. size and spacing of the lines/squares
- Be mindful of potential fatigue. Keep recording to key points of the task e.g. avoid copying long date or the learning objective
- Use directional prompts e.g. arrows and red dot to support the formation of letters and numbers
- Break instructions into smaller steps and allow extra time to complete the activity
- Provide a paper copy of work from a board to minimise copying.
- Consider whether writing difficulties are caused by specific learning difficulties or a wider difficulty with cognition and learning.
- Provide a range of resources to develop hand-eye coordination, control and dexterity e.g., playdough, pegs, threading.
- Consider access arrangements for writing exams.
- Consider modifying activities that children and young people with perceptual difficulties may find challenging e.g. worksheets



Cognition and Learning

SUPPORTIVE STRATEGIES

- Focus on developing core strength through exercises
- Consider the use of balancing aids e.g., wobble boards/cushions, gym balls etc. to develop balancing skills
- Provide activities during playtimes to develop skills e.g., football, skipping etc.
- Be aware that motor skills can have impact on day to day activities e.g. dressing, eating etc. Provide opportunity to develop and support children/young people's independence and self-help skills



RESOURCES

- Theodorescu (Write from the Start)
- Speed Up Writing
- Hand for Spelling
- Nessy Fingers
- Jungle Journey
- Dough Disco

SUPPORTIVE STRATEGIES

A specific learning difficulty (SpLD), is a difference or difficulty with some aspects of learning. Provision should be provided in line with the needs of the child/young person and is not dependent on any formal diagnosis. Staff should continue with relevant strategies listed above plus:

- Provide opportunities to develop phonological awareness e.g., activities to develop rhyme, alliteration, segmenting and blending
- Help the child/young person to develop a range of word attack skills e.g., decoding, syllabification, sight words
- Provide texts appropriate to reading attainment; opportunities to re-read text twice to develop fluency and comprehension
- Modify reading material – check language, add additional pictures, subheadings, highlight key words, double space between lines and leave a line between paragraphs, print on pastel paper
- Consider the use of line guides, reading rulers and coloured overlays
- Do not ask the child/young person to read aloud (unless they want to) and check comprehension through summary, prediction and clarification
- Text and print should be easy to see - dyslexia friendly (e.g. Size 12 or above, Arial, Comic Sans, Verdana)
- Use a multisensory approach to spelling strategies e.g., mnemonics, finding words within words, highlighting the tricky part, looking at the word shape
- Consider the use of electronic spell checkers at the editing stage of writing
- Use of strategies for scaffolding of literacy-based tasks e.g., writing frames, sequencing, cue cards, highlighting
- Consider using free tools such as Immersive Reader (features include text to speech, changes background colour, font, size, spacing, splits words into syllables, highlights verbs, nouns, etc.)
- Provide resources specific to the needs of the child/young person e.g., key spellings, personalised copy of work, checklists, subject specific vocabulary, personalised spelling log, ACE dictionary, word banks and glossaries, punctuation prompt cards



SUPPORTIVE STRATEGIES

- Explicitly teach proofreading skills, e.g., reading work from the end to the beginning to spot spelling mistakes, reading work aloud to a partner, using checklists and guidelines
 - Introduce new material in a multi-sensory way - show it, listen to it, look at it, hear it, say it, write it
 - Consider alternative methods of recording (e.g., voice recording device, PowerPoint, bullet points, posters)
 - Teach keyboard skills and provide opportunities to record written work on a word processor/iPad
 - Extra time should be given for processing information, answering and completing tasks
 - Provide frequent check-ins, especially at the start of the task to check understanding
 - Provide a paper copy for the child/young person to refer to at their desk or photograph the board using an iPad – the app Office Lens has a good facility to do this.
 - Ensure they sit at or near the front of the class
- For older pupils:
- Use calendars and checklists to structure homework
 - Use concept maps to plan and identify overall themes and the relationships between them
 - Use the marking criteria as a stimulus when redrafting work

Maths: in addition to above strategies, additional consideration may need to be given to mathematical activities

- Use visual aids and practical apparatus such as Numicon to reinforce concepts
- Incorporate practical activities into most lessons. Try to avoid worksheets
- Talk through number concepts out loud, communicating thinking in a verbal, diagrammatic and written form
- Draw attention to certain times of the day, revisit concept of time regularly, use colours for hands on a clock
- Follow a structured approach to build understanding of concepts
- Staff awareness that children/young people with maths anxiety do not thrive in timed tests and 'mental maths'
- Children/young people to be supported where they are developmentally. Use of their fingers/a number line/times table square may be appropriate
- Overlearning of facts. Adopt a little and often approach; repetition and 'overlearning' will help
- Memory difficulties can impact progress in maths – consider strategies listed above
- Reinforce rules such as starting from the left when using column methods. Use rule cards, visual reminders, models, picture rule dictionary

“
Specific
Learning
Difficulties
”

Cognition and Learning

- Provide real life experiences such as shopping, using timetables, managing money, whether through buying items and estimating change
- support with understanding bank accounts, bills, incomings and outgoings
- It is essential that staff are aware of children/young people's strengths as well as difficulties, targets set and progress towards these.
- The curriculum should provide opportunities for repetition, overlearning and consolidation of skills at an appropriate level

“
Specific
Learning
Difficulties
”

RESOURCES

- Precision teaching
- Cued spelling
- Sound Linkage
- Lexia/IDL/Nessy
- A structured phonics programme e.g: Read, Write, Inc, Little Wandle
- Also see: EEF evidence based promising projects

Links to useful websites

British Dyslexia Association	http://www.bdadyslexia.org.uk/
Call Scotland	http://www.callscotland.org.uk/
Dyslexia SpLD Trust	http://www.thedyslexia-spldtrust.org.uk/
EEF Metacognition and Self-Regulation Learning Guidance Report	https://dera.ioe.ac.uk/31617/1/EEF_Metacognition_and_self-regulated_learning.pdf
PATOSS (specific learning difficulties)	https://www.patoss-dyslexia.org/



Social, Emotional and Mental Health

SUPPORTIVE STRATEGIES

Children and young people may experience a wide range of social, emotional and mental health difficulties which manifest themselves in different ways.

We all have Social, Emotional and Mental Health needs and strengths which can change according to context. Through understanding individuals' needs and strengths and areas for development, we can promote the ability to:



Social

Establish and maintain positive relationships
Relationships are the foundation from which other skills can develop



Emotional

Understand and manage emotions
Set and achieve positive goals
Feel and show empathy for others and
Make responsible decisions.



Mental Health

Feel Resilient



We know having well developed SEMH skills is associated with positive wellbeing, attainment and attendance in school (Educational Endowment Foundation, 2020).

Social, Emotional and Mental Health

SUPPORTIVE STRATEGIES

Why Behaviours may reflect underlying mental health difficulties such as anxiety or depression. Behaviours may also reflect trauma, also referred to as adverse childhood experiences (ACES). There are some children and young people who are more likely than others to experience poor mental health outcomes, such as those who are living in poverty, those who have a social worker, those who have a parent in prison and/or those who identify as gender diverse. These individuals require careful understanding and support to feel included. The covid pandemic could also be considered traumatic and will have been retraumatising and difficult for some children and young people.

Schools and colleges should have clear processes to identify children and young people's SEMH needs and strengths. Those with identified Special Educational Needs should have clear, specific targets which aim to develop aspects of their SEMH skills.

How do you recognise SEMH needs?

- Ritual behaviours
- Become isolated / withdrawn
- Low self-confidence
- May present with impulsive behaviours
- Difficulties recognising and regulating emotions
- Struggles with motivational carrots / hooks
- May have undiagnosed needs e.g., ADD, ADHD, Autism
- Involved in anti-social behaviour in the community
- Understanding consequences and risks to some behaviours
- May have eating disorders, self-harm, or misuse substances
- May be selectively mute
- Negative view of self
- Separation anxiety
- Difficulties building and maintaining positive relationships / forming appropriate attachments to peers and adults
- Struggles with attention and focus
- Difficulties understanding healthy relationships
- Difficulties trusting adults and peers
- May be at risk of sexual / criminal exploitation
- May experience emotionally based school non-attendance
- May have a diagnosis such as ADD ADHD, Attachment Disorder, Anxiety Disorder, OCD


“Why do SEMH needs present?”

“How do SEMH needs present?”

Social, Emotional and Mental Health

SUPPORTIVE STRATEGIES

- Support for staff wellbeing, including that of senior staff
- Promoting relationships and developing understanding of healthy relationships at a universal level
- Early identification and regular monitoring of children and young people with SEMH needs
- Gathering a wider picture of need within the home, local community and school setting through home visits, transition programmes, family support and engagement with external services
- Relational and restorative practices e.g., relational / positive behaviour policy (plan time to hold restorative conversations)
- Coherent ethos around meeting needs e.g., Thrive, WRAP or other evidence based approaches
- Processes to identify trigger points, for example during unstructured times
- Engagement with external services e.g. counselling, family partners, therapy services, school nurse. Seek advice and put recommended strategies in place. Use the assess, plan, do review process to review.
- The use of evidence based whole school emotional wellbeing tools e.g., Zones of regulation, SEAL, Growth Mindset, mental health toolkit
- Signposting parents to services e.g., charities, family partners, parenting programmes, community hubs
- Buddy systems e.g., playground buddies, transition buddies, anti-bullying buddies
- Risk assessments may be necessary for some children and young people
- Positive and collaborative family/community ethos
- Having support structures for staff, such as peer coaching or supervision
- The DfE recommends schools have a Designated Mental Health Lead to promote wellbeing for staff and students
- Gather student/staff/ parent-carer voice and use to inform provision



Whole
school
approaches

RESOURCES

- Circle Time
- FRIENDS resilience
- Think Good Feel Good
- Peer mentoring
- Peer mediation
- Zones of Regulation

Social, Emotional and Mental Health

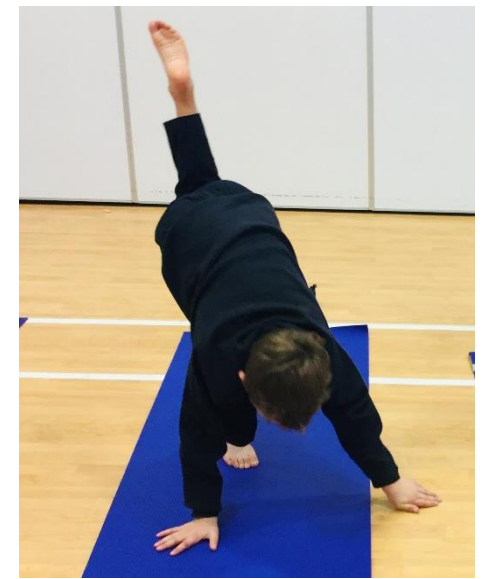
SUPPORTIVE STRATEGIES

- Calm corner
- Worry box
- Explicit teaching of emotional language
- Opportunities to develop relationships in the classroom
- Use of feelings and emotions boards / keyrings
- Movement / learning breaks
- Mindfulness techniques / use fiddle sensory toys
- Use of instant rewards
- Chunking of activities with clear start and end points
- Use of timers / task planners
- Opportunities for choice of activities within the classroom
- Flexible and creative use of motivational rewards, celebration and reminders of successes achieved
- Positive language / reassurance
- Identify and build on preferred learning styles
- Peer support
- Carefully planned seating arrangements
- Carefully planned group work activities with clear roles identified
- Affirmation of children/young people's feelings
- Using children/young people's interests in learning activities / experiences
- Teaching regulation and grounding techniques e.g., breathing exercises
- Use of scales/traffic light cards to support children/young people to recognise how they are feeling and implement strategies.
- Meet and greet children/young people, check ins with trusted adults
- Interventions which can promote connectedness at the whole school/college level
- Clear consistent routines and boundaries, whilst allowing for reasonable adjustments to behaviour policies.
- Collaboration with SENCO to identify hidden learning needs e.g., anxiety /depression or ADHD
- Providing dedicated time for the children/young people to share their views
- Giving an understanding of social language and the risks associated with anti-social behaviours
- Collaboration with parents and carers around transition and changes to routine



Links to useful websites

BPS (British psychological society)	http://www.bps.org.uk/
Challenging Behaviour Foundation	http://www.challengingbehaviour.org.uk/
EBSNA Support and Information Padlet	https://padlet.com/NewcastleEP/emotionally-based-school-non-attendance-ebsna-support-and-in-hzpbueal1kspiwr/
National Organisation for FASD	http://nationalfasd.org.uk https://nationalfasd.org.uk/
Newcastle EPS Collaborative Document Padlet	https://www.newcastlesupportdirectory.org.uk/sites/default/files/documents/EPS%20Collaborative%20Document_0.pdf
SMIRA (selective mutism)	http://www.selectivemutism.org.uk/
5 Rs Guide to promoting Resilience	Understanding and Developing Social, Emotional and Mental Health Skills (SEMH) Newcastle Support Directory
Anna Freud	https://www.annafreud.org/schools-and-colleges/resources/supporting-mental-health-and-wellbeing-in-schools/



Sensory and/or physical needs

SUPPORTIVE STRATEGIES

General classroom advice:

- Be mindful of the reasonable adjustments that may be required for the children and young people who are deaf
- Liaise with Qualified Teacher of the Deaf (QToD) from Sensory Service
- Use appropriate communication approach – Spoken language, visual timetables and symbols, Makaton, Total Communication (Sign support if attending a SEND Sensory Service ARP)
- Reduce background noise to improve acoustic environment for deaf children, this will include good classroom management
- Face the children/ young people who are deaf when speaking to them and stand still when talking to them. Get their attention before speaking
- Ensure correct seating position, ensuring the child/young person feels their position is maximising their learning.
- Provide sub-titles for all audio-visual materials, give deaf child/young person copies of transcript if appropriate
- Always start with visual material and have this available for the students
- Adapt resources and learning materials to meet individual learning and sensory needs.
- Offer pre and post tutoring opportunities for reinforcement of key concepts and vocabulary. Ensure new vocabulary is available at the beginning of each topic or lesson for the deaf child/young person
- Repeat answers given in class by the other children/young people
- Remember that deaf children and young people are not able to listen and look at the teacher at the same time. Adapt tasks and teaching methods accordingly
- Allow for extra processing time in all teaching and learning activities
- Build in listening breaks as children/young people will experience listening fatigue.
- Listen to child/young person voice regarding their deafness and the impact it has on them
- Explain instructions clearly to deaf children/young people. This includes PE and school trips, as there may be health and safety implications
- Ensure deaf children/young people have knowledge of fire evacuation procedure in setting. Install visual alarms if required
- Facilitate peer support for deaf children/young people with social interactions i.e., in noisy dinner or play situations or when explaining the rules of a game in the yard



Sensory and/or physical needs

SUPPORTIVE STRATEGIES

SEND Sensory Service:

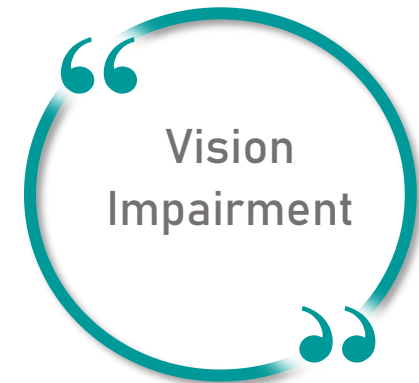
- Will allocate a QToD for the children and young people who are deaf and have audiological equipment issued from the hospital
- Offer training, modelling and advice on teaching strategies to be used in the classroom which will make learning accessible, and which take into account the impact of a hearing loss on learning
- Provide training and advice on effective use of specialist equipment, such as radio aids, and babble guards
- Provide and manage specialist equipment which enables deaf children/young people to access language and learning
- Provide advice on how to develop the listening and language skills of children and young people who are deaf.
- Provide an annual student profile and a report
- Provide advice on exam access arrangements relating to the child/young person's deafness
- May carry out specialist assessments which are used to track progress and inform next steps for those areas known to be impacted by deafness i.e., listening skills, language development, vocabulary development, social and emotional well-being and auditory memory
- **Please provide a quiet environment for the qualified teacher of the deaf to work in with the deaf children/young people in your school. Ideally this would be allocated in advance to maximise time in the session.**



Sensory and/or physical needs

SUPPORTIVE STRATEGIES

- Staff understand the nature of the visual impairment (VI) and its impact on the individual as outlined in the pupil profile provided by SEND Sensory Service
- Listen to child/young person's voice regarding how they access learning
- Be understanding of the need for children/young people with VI to develop self-advocacy skills, an understanding of their vision impairment and peer awareness



General Classroom Advice

- Curriculum Framework for VI*
- Adapted mainstream curriculum
- Uncluttered and well-organised learning environment with good lighting with consideration given to potential glare from windows, etc.
- Consider child/young person's seating position for all teaching, assemblies, and PE
- All teaching materials including PowerPoints, interactive board work and worksheets should be uncluttered and with good contrast. Avoid using yellow/pale colours
- Consider an environmental audit carried out by a Habilitation Specialist.
- Allow more time to process what children/young people are seeing
- Appropriate font size for modified and enlarged texts and resources with good contrast this may mean allocating a member of staff to support in practical lessons and to modify and adapt resources where necessary. Enlarging to A3 is often not appropriate

***Curriculum Framework for VI: Launched in 2022 the CFVI supports CHILD/YOUNG PERSON with a vision impairment to access appropriate and equitable education. It consists of 11 teaching areas that CHILD/YOUNG PERSON with VI may need support with. The use of the framework would be led by the QTVI.**

Sensory and/or physical needs

SUPPORTIVE STRATEGIES

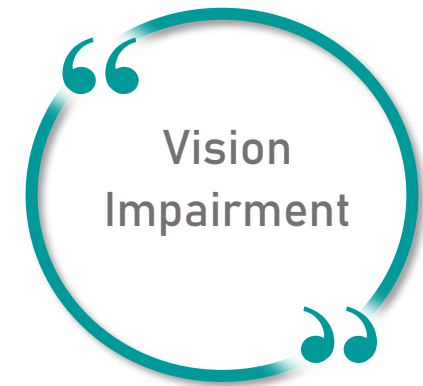
Send Sensory Service:

QTVI –Qualified Teacher of Vision Impairment who works for Newcastle SEND Sensory Service. A QTVI will visit a child/young person and assess how the child/young person is using their vision within the setting. They will provide advice to enable the child/young person to access their learning.

Habilitation Specialist – part of the SEND Sensory service. Their role is to teach mobility (how to move around the environment safely), Orientation (how to navigate around the environment), and Independent Living Skills.

Assistive Technology: equipment that assists to complete a task. This can be low tech like paper and pencils, through to high tech electronic devices like computers or tablets. It can also include the support from a member of staff

- May include Low Vision Aids i.e., magnifiers, sloping board, individual iPads and laptops
- Provide bold and/or wide lined paper, this may be coloured but needs to be above 120gsm to allow double sided printed
- Consider the use of black or dark blue pens or soft dark pencils, to allow learners to independently record their work and be able to read it back

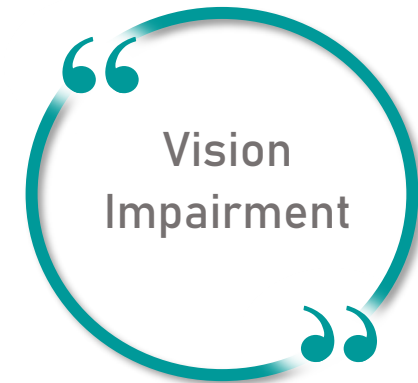


Sensory and/or physical needs

SUPPORTIVE STRATEGIES

Specific Pupil Advice

- iPad and laptop- make sure the school desktop computers/laptops have accessibility features adjusted for the individual
- Developing touch typing skills if advised by SEND Sensory Service
- Provide, monitor and review exam access arrangements throughout the year following guidance from SEND Sensory Service.
- Provide specialist equipment for practical subjects when needed e.g. P.E. equipment, science resources and measuring apparatus
- Allow the opportunity to handle artefacts and get close to displays
- Provide additional verbal descriptions and explanations
- Introduce new equipment, vocabulary, concepts prior to the lesson



School Trips

- Consider support needs when in an unfamiliar environment.

Dual Sensory Impairment refer to people who have both sight loss and hearing loss. It is sometimes referred to as 'Deaf Blind' but more recently has come under the umbrella of multi-sensory impairment (MSI). Children/young people with MSI often have additional needs.

MSI has a multiple/complex impact on access to learning; vision or hearing may be the primary impairment but both losses together require greater understanding and more bespoke support or interventions.

Sensory and/or physical needs

SUPPORTIVE STRATEGIES

- Be mindful that children/young people with disabilities and sensory needs are often putting considerably more physical effort into every aspect of day than an able-bodied peer. They will get tired quickly. Some children/young people may also be on medications that could impact on their mood and behaviour
- Remember eye movements are physical activities and for some children/young people they could be extremely tiring
- Ensure that adequate time is given to completing recommended physical therapy activities. At times this may take precedence over curriculum activities.
- Consider the layout of the classroom. Can all children access all areas? If children can't, is there any furniture you can move or alter to improve the learning environment to make it more accessible? Where are coat pegs? Drawers? Are they close and easy for children to access?
- Try to spread physically demanding activities across the day/week being mindful that children with physical disabilities will tire towards the end of the day/week
- Seating and positioning in class and whole school events e.g. assemblies should be considered to minimise any unnecessary extra physical movement and reduce sensory overload
- Personalised approaches e.g. prepopulating date, title & objective in books so children can focus on the learning task can be beneficial.
- Consider the use of assistive technology to reduce recording
- Have resources close by the child to reduce the need to keep looking up and down to/from a whole class teaching board or resource



Sensory and/or physical needs

RESOURCES

- Tools for eating and drinking
- Therapy Balls
- Lycra Tunnels & Socks
- Wobble and movement cushions
- Scooter Boards
- Visual Tools
- Pressure Vests
- Ear defenders
- Sensory kits
- Vibrating tools
- Tools for handwriting
- Writing ramps,
- Dycem,
- Spring loaded scissors,
- Theraband
- Stickers & stamps,
- pencil grips,
- Stabilo Easy graph pencils,
- light up pressure pens.



Sensational Thinking Resources <https://www.newcastle-hospitals.nhs.uk/services/childrens-occupational-therapy/the-sensational-thinking-project>

See link for further information about resources which may be useful.

Sensory and/or physical needs

RESOURCES

Assistive Technology

Link with Newcastle NHS medication physics department for adaptations that can be made to technology to enable successful access e.g., keyguards for chrome books.

- Explore use of VOCAs, voice activated & eye gaze technology
- Ensure devices are being used for inclusion (assistive technology)
- Computer Programmes e.g., Clicker
- Pen Readers e.g., C-Pen Reader 2 TM is an assistive reading tools designed to put even more control into the user's hands. Whether studying or simply reading for pleasure, this new and improved reading pen features enhanced AI to improve accessibility, and boost reading confidence.

Microsoft

- Learning accelerators provide real- time coaching and feedback
- Reading progress and coach (builds reading fluency-check inaccuracy, reading speed, etc) maths progress and coach
- Reflect for well-being and progress and search coach, progress and speaker coach, education insights)
- Accessibility in windows setting (e.g., change colour of background colour, size, immersive reader, voice typing, life captions, translation, narrator)
- Apple
- Accessibility tools in settings (e.g., background, size, gets rid of distractions, reads to the children, dictation)

Google

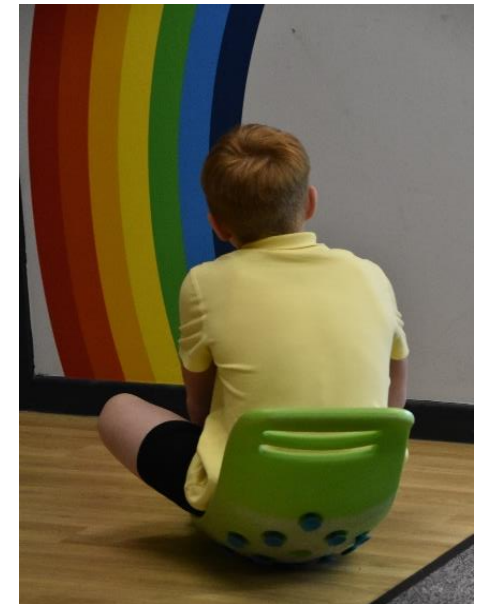
Google classroom for targeted resources and differentiation, course-like curriculum where there are premade videos for children to revisit, read and write (text help), settings for accessibility.

Include Repository of Accessible Digital Tools (includeonline.eu) - is a signposting website that gives recommendations for free apps, settings and extensions for a range of needs across all devices. Explanation of what it is, how it can be used to support certain needs and video demonstration.



Links to useful websites

BATOD (British Association Teachers of the Deaf)	https://www.batod.org.uk
CDC (council for disabled children)	http://www.councilfordisabledchildren.org.uk/
NATSIP (National Sensory Impairment Partnership)	https://www.natsip.org.uk/
NDCS (National Deaf Children's Society)	http://www.ndcs.org.uk/
RNIB (Royal National Institute of Blind People)	UK education collection RNIB Bookshare, accessible books for print disabled learners.
PDNet (Physical Disabilities Network)	http://www.pdnet.org.uk/
Sensational Thinking project	https://www.newcastle-hospitals.nhs.uk/services/childrens-occupational-therapy/the-sensational-thinking-project

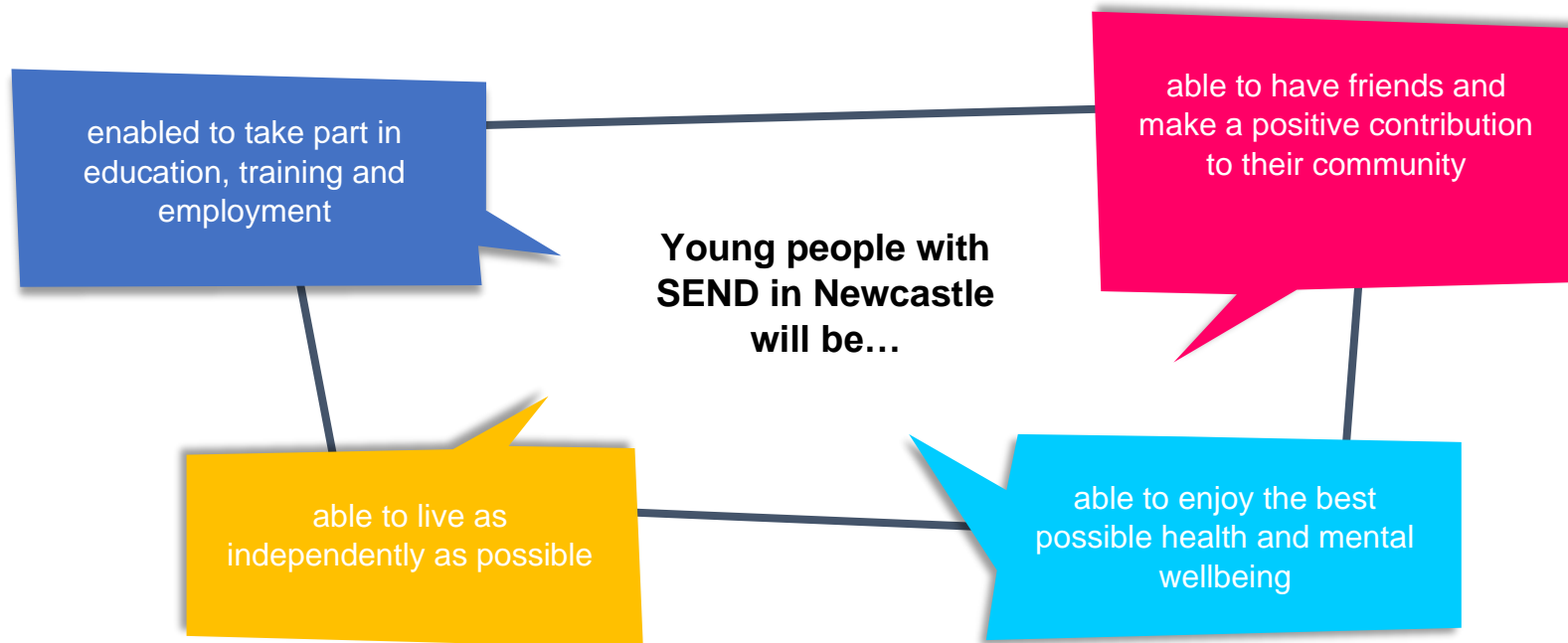


Preparation for Adulthood

Preparation for Adulthood (PfA) starts at the earliest stage in life through the development of early communication, feeding, making choices to becoming an independent adult. Curriculum in early years settings and schools should be shaped around the needs of the child and young person, regardless of any disability. The PfA outcomes give a clear framework for a curriculum model that can be developed for 0–25-year-olds, using the excellent practice that is already in our settings. It will also support effective transition across and between settings building upon the PfA outcomes, working closely with parents and in shaping EHC plans that are realistic and prepare children and young people with SEND for their next stage.

[PfA Outcomes across the age ranges for children and young people with SEND](#)

This supportive tool has been designed by the Department for Education (DfE) to promote consideration of the four PfA outcomes as part of EHC planning across the age range. This includes consideration of aspirations, activity and provision that can support progress towards the PfA outcomes and what this might mean at different ages and stages of development. It is not intended to be a definitive list but is a starting point and we encourage feedback from colleagues testing out the tool in practice so that DfE can continue to develop it in the future. It considers outcomes relating to employment, independent living, community inclusion and health.



Links to useful websites

Council for Disabled Children- Preparing for Adulthood Guides and Toolkit	https://councilfordisabledchildren.org.uk/resources-0/preparing-adulthood/preparing-adulthood-guides-and-toolkits
NDTi (National Development Team for Inclusion) Preparing for Adulthood Supportive Tool	https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources
Newcastle City Council- Preparing for Adulthood	https://www.newcastlesupportdirectory.org.uk/preparing-adulthood-1



Glossary

ACEs	Adverse Childhood Experiences
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder (Autism)
Attachment Disorder	A broad term used to describe a series of emotional and behavioural problems that can develop in young children who struggle to form expected bonds to primary caregivers, usually their parents
C&L	Cognition and Learning
Colourful Semantics	A system for colour coding sentences according to the role of different words. It can help children to break down sentences and understand the individual meaning of each word and its role in the sentence. It can help children to better understand word order.
DLD	Developmental Language Disorder
Dysfluency	An involuntary disruption in the flow of speech that may occur during normal childhood development of spoken language or during normal adult speech. Commonly known as stammering.
EBSNA	Emotionally Based School Non-Attendance
Expressive Language	How a child/young person uses words to express themselves
FASD	Foetal Alcohol Spectrum Disorder
Fine Motor Skills	Ability to make movements using small muscles in hands and wrists e.g., writing, using rulers/scissors and getting dressed
Gross Motor Skills	Abilities that allow tasks which involve large muscles in torso, legs and arms e.g., walking, running and jumping
Growth Mindset	A belief that you can develop your skills and talents through hard work, the right strategies, and guidance from others
Habilitation Specialist	A trained mobility and independence specialist for blind and partially sighted people
Makaton	A unique language programme that uses symbols, signs and speech to enable people to communicate
Manipulatives	Concrete materials to support learning e.g., Numicon
MSI	Multi-sensory Impairment

Multi-sensory	involving or using more than one of the senses. Multi-sensory approach to teaching is a way of teaching that engages more than one sense at a time.
Neurodiversity	The range of differences in individual brain function and behavioural traits, regarded as part of normal variation in the human population. Neurodiversity describes the idea that people experience and interact with the world around them in many different ways; there is no one "right" way of thinking, learning, and behaving, and differences are not viewed as deficits.
OCD	Obsessive Compulsive Disorder
OPAL	Outdoor Play and Learning. Programme designed to improve the quality of play
PECS	The Picture Exchange Communication System (PECS) is an augmentative and alternative communication system (i.e., a communication method other than speech) that involves the physical exchange of pictures to communicate with another person for the purpose of requesting or commenting.
Phonological Awareness	Understanding that spoken words are made up of sounds and recognising how they come together to form words.
Pre-teach	The more we know about a word the easier it is to remember. A multi-sensory approach using mainly semantic (meaning) and phonological (sound) cues introduces a selection of key topic vocabulary in a simplified and controlled way
Reasonable Adjustment	Reasonable adjustments ensure a disabled student is not discriminated against. These changes could include extra support and aids
Receptive language	How a child/young person understands language
Relational Practice	A way of working where establishing and maintaining a helpful interpersonal relationship is the priority
Restorative Practice	Term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict
SALT	Speech and Language Therapy
Scaffolding	Support to allow practice and consolidation e.g. writing frame, word bank
Selective Mutism	Selective mutism is an anxiety disorder where a person is unable to speak in certain social situations (NHS)
Self-Regulation	The ability to control one's behaviour, emotions and thoughts
SEMH	Social, Emotional and Mental Health
Shape Coding	The SHAPE CODING TM system uses a visual coding system to show the rules for how words are put together in sentences, to develop the child's understanding and use of grammar, so that they can communicate more effectively
SLCN	Speech, Language and Communication Needs

Social Communication	Social communication refers to the use of verbal (spoken language) and nonverbal (eye gaze, facial expression, gestures) communication in social situations, to tell other people what you want, express feelings, relate to other people and develop meaningful relationships
Social Stories	Social stories were created by Carol Gray in 1991. They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why
SpLD	Specific Learning Difficulty
Stimming	A self-stimulatory behaviour that is marked by a repetitive action or movement e.g. spinning, hand flapping and rocking
Thrive Approach	Training, online assessments, and expert strategies for working with pupils to improve attendance, behaviour and learning outcomes, and align with Public Health England's eight principles for a whole school and college approach
Total Communication Approach	Finding and using the right combination of communication methods to enable students to communicate their wants and needs in their preferred mode
Transition	This may refer to a range of situations including activities, lesson, year groups and schools
Trauma	An emotional response to distressing, stressful or frightening events
VI	Visual Impairment
Visual Timetable	A visual timetable shows what is happening over a certain period of time in a visual way. It might use real photographs, cartoon pictures or symbols
Working Memory	Allows us to work with information without losing track of what we are doing. It's like a temporary sticky note in the brain!
WRAP	Wellness Recovery Action Plan
Zones of Regulation	A curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities