

Supporting Children and Young People with Special Educational Needs in Blackburn with Darwen

The graduated response in mainstream schools



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INTRODUCTION

Blackburn with Darwen is ambitious for all its children and young people (CYP).

Our vision for children and young people, with Special Educational Needs and/or Disabilities (SEND), is that they will live happy, healthy and fulfilled lives wherever possible within their local community and it is a place where they will have every opportunity to:



Learn and achieve to their full potential



Achieve their optimum health and well-being



Realise their aspirations towards independence



Secure employment that meets individual ambitions



Be and feel safe, respected and valued in their community

While we have many reasons to be proud of our existing services and the quality of provision, we are not complacent and know that there is more we need to do to improve outcomes for children and young people with SEND. We will do this by continuing to work in close collaboration with families, providers and settings.

This guidance has been developed to help us to do this and has been co-produced with representatives from schools and a range of specialist education services. This document will be treated as a 'live' document and will continue to be updated as new interventions and approaches to meeting special educational needs are developed.

A copy of the most recent version of this guidance, alongside associated resources, can be viewed via the [Graduated Response section of our Local Offer website](#).

PURPOSE OF THIS GUIDANCE

This document provides advice and guidance to help mainstream schools and settings to continue to build and enhance their offer for some of our most vulnerable learners, by supporting colleagues to effectively meet the needs of individual children and young people to help them to achieve the best outcomes.

It also helps to build family awareness of the support they can expect for their child(ren) with SEND who attend a mainstream setting.

This document also fulfils a Department for Education (DfE) requirement that each Local Authority (LA) explains the special educational provision it expects to be made from within a mainstream school's budget.

It outlines the provision and support that Blackburn with Darwen Council expects to be in place in all educational settings which support Blackburn with Darwen children and young people with SEN, and therefore forms an important part of the [Blackburn with Darwen Local Offer for SEND](#). It contains detailed guidance on how educational settings can identify children and young people with different types and levels of need, along with information on appropriate steps and strategies to support them.

It also provides clear information about when a request for an Education, Health and Care needs assessment, or specialist services, may be needed.

This guidance is important to mainstream schools and settings because:



The SEND Code of Practice clearly states that, where possible, children and young people should attend mainstream schools in their local area and should be encouraged to feel part of their local community.

This guidance gives descriptors for a range of needs and identifies the types of interventions and support which can be deployed to meet them. This includes helpful strategies for mainstream staff who may not be specialists in a particular area of SEND.



All Blackburn with Darwen children and young people attending mainstream schools should have the same minimum entitlement to provision for special educational needs



Settings and local authority staff need a joint understanding to support dialogue about individual learners



It supports the local authority in its statutory duty to monitor and evaluate effectiveness of special educational needs provision



It provides information for parents and carers to help their understanding of the minimum they can expect from mainstream and other settings, such as a Pupil Referral Unit (PRU)



It provides the threshold for access to High Needs Funding and/or eligibility for an Education, Health and Care Plan



Additional Resources

The SEND Code of Practice (January 2015) for children and young people aged 0 to 25 years is available from [gov.uk](https://www.gov.uk)

WHAT ARE SPECIAL EDUCATIONAL NEEDS (SEN)?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of 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 have a learning difficulty or disability and will require special educational provision upon entering school.

Parents must be informed when their child is identified as having SEN and special educational provision is being made for them.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010. That is, 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

Children and young people with such conditions do not necessarily have SEN, but a disabled child or young person may be deemed to have SEN if they require special educational provision.



Additional Resources

Information about how the Equality Act 2010 informs the provision of education can be found at legislation.gov.uk

SECTION ONE

TYPES OF NEED

Communication and interaction

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- » Speech, Language and Communication Needs (SLCN)

 - » Autistic Spectrum (AS)

Cognition and learning

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- » Moderate Learning Difficulties (MLD)

 - » Severe Learning Difficulties (SLD)

 - » Profound and Multiple Learning Difficulties (PMLD)

 - » Specific Learning Difficulties (SpLD)

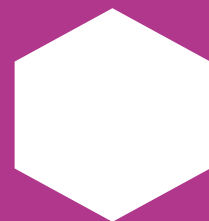
Social, Emotional and Mental Health

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Sensory and/or Physical Needs

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- » Physical Disability (PD)



TYPES OF NEED

The term 'Special Educational Needs' covers a broad range of different types and levels of need, and special educational provision that is provided for a child or young person should match their particular special educational need. The following is an extract from the SEND Code of Practice and may include terminology no longer used.

The SEND Code of Practice: 0-25 years (January 2015) describes four broad areas of need. These areas give an overview of the range of needs that educational providers and settings should plan for. These are:

1 Communication and interaction

Speech, Language and Communication Needs (SLCN)

- Pupils with speech, language and communication needs cover the whole ability range. Pupils with SLCN may have difficulty in understanding and/or making others understand information conveyed through spoken language.
- Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible.
- Pupils with language impairments find it hard to understand and/or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say.
- Pupils whose first language is not English should not be identified as SLCN unless they also have a special educational need in this area.
- Some pupils may have a diagnosis of Developmental Language Disorder (DLD). DLD is a difficulty in using or understanding language where a pupil's language difficulties are not associated with another known condition such as Autism Spectrum, Down Syndrome or Cerebral Palsy.

Autistic Spectrum (AS)

- Children and young people with AS, 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.

- Pupils with autistic spectrum disorder cover the full range of ability and the severity of their impairment varies widely. Some pupils may also have learning disabilities or other difficulties, making identification difficult.
- Pupils with AS find it difficult to:
 - » understand and use non-verbal and verbal communication
 - » understand social behaviour - which affects their ability to interact with children and adults
 - » think and behave flexibly - which may be shown in restricted, obsessional or repetitive activities
- Pupils with Asperger's syndrome share the same impairments but have higher intellectual abilities, although their language development is different from other pupils with autism.

2 Cognition and Learning

- 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.
 - » **Profound and multiple learning difficulties (PMLD)**
Where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
 - » **Specific learning difficulties (SpLD)**
These affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Moderate Learning Difficulties (MLD)

- Pupils with moderate learning difficulties will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts.
- They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Severe Learning Difficulties (SLD)

- Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support.
- They may also have associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.
- Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols to communicate. Their attainments may be within the upper-P scale range (P4-P8) for much of their school careers.

Profound and Multiple Learning Difficulties (PMLD)

- Pupils with profound and multiple learning difficulties have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment.
- Pupils require a high level of adult support, both for their learning needs and for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language.
- Their attainments are likely to remain in the early-P scale range (P1-P4) throughout their school careers.

Specific Learning Difficulties (SpLD)

- Specific learning difficulties is an umbrella term which indicates that pupils display differences across their learning. Pupils with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas.
- Pupils may also have problems with short-term memory, with organisational skills and with co-ordination. Pupils with SpLD cover the whole ability range and the severity of their impairment varies widely.
- Specific learning difficulties include:

- » **Dyslexia**

Pupils with dyslexia may learn readily in some areas of the curriculum but have a marked and persistent difficulty in acquiring accuracy or fluency in learning to read, write and spell. Pupils may have poor reading comprehension, handwriting and punctuation.

They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

- » **Dyscalculia**

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

- » **Dyspraxia/Developmental Co-ordination Disorder**

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.)

Their articulation may also be immature and their language late to develop and they may also have poor awareness of body position.

3 Social, Emotional and Mental Health

- 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.

4 Sensory and/or Physical Needs

- 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.
- 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.

» Visual Impairment (VI)

Visual impairment refers to a range of difficulties from partial sight through to blindness. Pupils with visual impairments cover the whole ability range. A pupil is considered to be VI if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.

» Hearing Impairment (HI)

Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. Pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.

» Multi-Sensory Impairment (MSI)

Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deaf blind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities.

Physical Disability (PD)

- There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need.
- For others, the impact on their education may be severe. Similarly a medical diagnosis does not necessarily mean that a pupil has SEN. It depends on the impact the condition has on their educational needs.
- There are a number of medical conditions associated with physical disability which can impact on mobility, such as cerebral palsy, spina bifida and muscular dystrophy.



Reminder!

It is important to note that some children will have needs that relate to more than one of these categories.

Levels of Need and Identification

In practice, individual children or young people often have needs that cut across a number of these areas and their needs may change over the continuum, in terms of both type and level. The support provided to an individual child or young person should always be based on a full understanding of their particular strengths and needs.

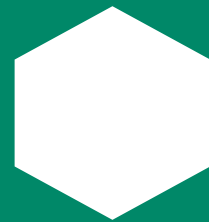
The purpose of identification is to work out what action the educational setting needs to take, not to fit a child or young person into a category. Planning for individual children should be based on their need rather than a diagnosis.

The Graduated Approach (described in the following section) provides advice for educational settings on identifying the appropriate level of need for individual children and young people on this continuum through observing the impact of the child or young person's need(s) on their learning.

SECTION TWO

THE GRADUATED APPROACH

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QUALITY FIRST TEACHING (QFT)

Inclusive Quality First Teaching (QFT) describes what should be on offer for all children i.e. the effective inclusion of all pupils in high quality, everyday, personalised teaching.

Examples of the bases of Quality First Teaching include:

- clear objectives that are shared with the children
- careful explanation of new vocabulary
- lively interactive teaching styles

Approaches like these, used from the very start, are the best way to support children and to reduce the number of those who will need extra help with learning and behaviour in the future.

As a simple overview, QFT involves the following:

- Well organised classroom with labels and picture symbols
- Clear lesson structure with objectives presented orally and visually
- Instructions given in small chunks with visual clues
- Checking understanding by asking children or young people to explain what they have to do
- Understanding is demonstrated in a variety of ways
- A range of groupings including some random pairing activities
- Activities and listening broken up to allow for more 'kinaesthetic' activities
- Praise is specific and named
- Memory supported by explicit demonstration and modelling
- Classroom support planned for and used to maximise learning and independence
- Children or young people are clear what is expected and good examples are used when necessary

Further examples of QFT are included within this guidance.

THE GRADUATED APPROACH

According to the SEND Code of Practice: 0-25 years (January 2015), the Graduated Approach can be described as:



“A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that the child or young person may be experiencing.”

In Blackburn with Darwen we are meeting the different types and levels of needs of children and young people with SEN through the use of a 'Graduated Approach'.

Where a child or young person is identified as having SEN, educational settings should take action to remove barriers to learning and put effective special educational provision in place through the use of a Graduated Approach.

School should meet the needs of most children through Quality First Teaching and Learning, alongside universal health and care services (e.g. GPs and dentists).

In addition to being provided to all children, universal services continue to be maintained for children and young people with SEN who are also receiving additional support through other levels of the Graduated Approach.

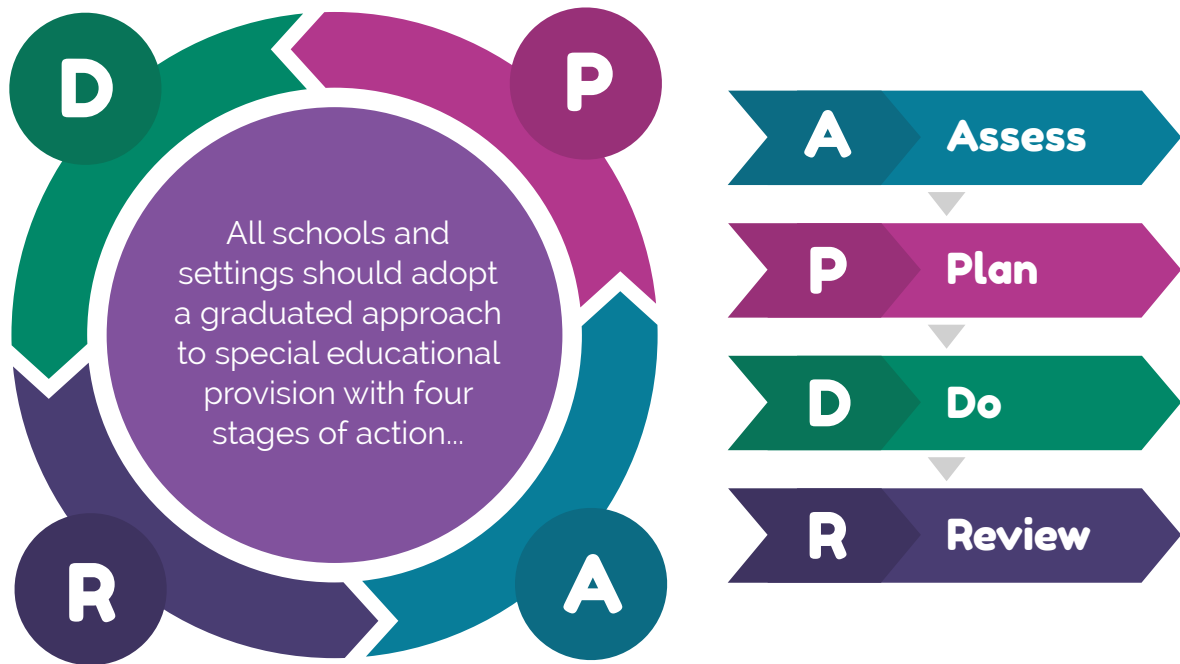
This means that all teachers are teachers of children and young people with special educational needs. Support for children and young people must be tailored to meet their needs. This could be achieved through a variety of means, for example assistive technology, individual or small group teaching, or in-class support.

Principles of the Graduated Approach

The following principles should be adopted at all stages of the Graduated Approach for children and young people who have been identified as having SEN.

Principle One: Assess, Plan, Do, Review

- According to The SEND Code of Practice: 0-25 years (January 2015), supporting children and young people with SEN via the Graduated Approach includes the use of a four-part cycle of 'Assess, Plan, Do and Review'.



- Through this cycle, earlier decisions and actions are revisited, refined and revised to develop a growing understanding of the child or young person's needs and of what support the child or young person requires to make good progress and to secure good outcomes. It draws on more detailed approaches, with more frequent reviews and more specialist expertise.
- This takes place in successive cycles in order to match interventions to an individual child or young person's needs.



The 'Assess' Stage

- A clear analysis of the child or young person's needs should be carried out by those teaching and supporting the child or young person. This includes the early years key person, the class teacher(s) or the tutor/lecturer in conjunction with the SENCO or additional learning support team.
- The initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child or young person's progress, more specialist assessment may be called for from specialist teachers, educational psychology or from health, social care or other agencies beyond the setting. In some cases, outside professionals from health or social care may already be involved with the child.
- These professionals should liaise with the educational setting to help inform the assessments. Where relevant professionals are not already working with the educational setting, staff from the educational setting should contact them (if parents agree for children and young people in early years or school).

The 'Plan' Stage

- The SENCO within the educational setting should work with the child or young person and their parents to agree the:
 - » outcomes they are seeking
 - » interventions and support to be put in place
 - » expected impact on progress, development or behaviour
 - » clear date for review
- The support and intervention provided should be selected to meet the outcomes identified for the child or young person. This should be based on reliable evidence of their effectiveness. Any related staff development needs should also be identified and addressed.

The 'Do' Stage

- The key person, class or subject teacher remains responsible for working with the child or young person on a daily basis (even where interventions involve group or one-to-one teaching).

- The SENCO should support the teacher in the further assessment of the child or young person's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

The 'Review' Stage

- The effectiveness of the support and interventions, and their impact on the child or young person's progress, should be reviewed regularly and in line with any agreed dates.
- The child or young person's views should be taken into account during the evaluation of the quality and impact of the support provided.
- Professionals within the setting should revise the support in light of the child or young person's progress and development, and decide on any changes to the support and outcomes in consultation with the child or young person and their parent(s).

Educational settings should revisit this cycle of action, and refine and revise their decisions about support as they gain a richer understanding of the child or young person and what is most effective in helping them secure good outcomes.

Support for all children and young people with SEN must be kept under review.

Principle Two: A person-centred approach

- An individual child or young person with SEN should always be at the centre of any assessment or planning process that focuses on them and a person-centred approach should be used.
- Person-centred approaches are about discovering and acting on what is important to the child or young person, what is important for them and then finding a balance between these.
- A person-centred approach reflects what a child or young person is able to do, what is important to them (now and in the future) and thinks about what support they might need in order to reach their potential. It involves a process of continual listening and learning, problem solving and thinking about how to allocate the most appropriate support and resources to enable children and young people with SEN to work towards their aspirations.

- These resources may come from the child or young person's own network and/or available support within the local community, not just from specialist services.
- The SEND Code of Practice: 0-25 years (January 2015) emphasises the importance of using a person-centred approach during assessment and planning processes for children and young people with SEN. It states that assessment and planning processes should:
 - » focus on the child or young person as an individual
 - » enable children and young people and their parents to express their views, wishes and feelings
 - » enable children and young people and their parents to be part of the decision-making process
 - » be easy for children, young people and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
 - » highlight the child or young person's strengths and capabilities
 - » enable the child or young person, and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
 - » tailor support to the needs of the individual
 - » organise assessments to minimise demands on families
 - » bring together relevant professionals to discuss and agree together the overall approach
 - » deliver an outcomes-focused and co-ordinated plan for child/young person and their parents

Principle Three: Co-production

- Although there is no single definition of co-production, put simply, it means 'making something together'.
- Co-production goes beyond communication and consultation. It happens when providers and settings recognise the benefits of working in genuine partnership with key stakeholders, including other providers and service users.
- For co-production to be successful, participants need to be involved from the beginning, right through to the end when planning, developing, implementing and reviewing services.

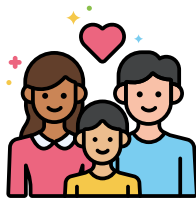
- Children and young people with SEND, and their families, are central to SEND co-production activities. This applies whether activities are undertaken at an individual assessment and planning level, or at a strategic decision making level. This should include the close involvement of parents and carers during each stage of the Assess, Plan, Do and Review cycle.
- Co-production recognises children and young people, parent carers and professionals as assets that all have important contributions to make due to their differing knowledge, skills and experience.

Principle Four: Improved outcomes for children and young people

- In line with the SEND Code of Practice: 0-25 years (January 2015), we believe that there should be a strong focus on high aspirations and on improving outcomes for all children and young people with SEN.
- Outcomes are not a description of the support or provision that is in place for a child or young person. Instead, outcomes describe the benefit or difference made to an individual child or young person as a result of an intervention, and as such, there should be a focus on outcomes from the earliest stages of identifying and supporting children and young people with SEN.
- Any planning and delivery of support should always be focused on the outcomes that have been identified for the individual child or young person (i.e. how such support will contribute to achieving the agreed outcomes) and should be based on reliable evidence of effectiveness. Support should be reviewed regularly as part of the 'Assess, Plan, Do, Review' cycle and be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.
- The Code also states that with high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life.
- The local authority, educational settings and other services and partners should work together to prepare children and young people with SEN for adulthood and help them to realise their ambitions.

EVIDENCE OF THE GRADUATED APPROACH

The following methods are used to track and record progress against outcomes:



Record of parental views

Collated assessment data from a range of sources

e.g. in-school and external professionals



Record of child or young person's views

IEP (Individual Education Plan)

Identifying need(s) and the targets, strategies and resources required to meet the need(s)



Record of desired outcomes for child or young person

Evaluation of previous items plus any other implemented strategies and resources and the resulting impact and progress (Assess, Plan, Do, Review cycles)



Record of any external support, contact or advice (e.g. Occupational Therapy, SEND Support)

Log of meetings with parents

Minimum of 3 meetings within a 12 month period to support Assess, Plan, Do and Review cycle

See *SEN Support proforma in EHC Panel guidance*



Records of completed observations or evidence which supports observed impact on learning (e.g. class work and photos)

EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT

Requesting an Education, Health and Care Needs Assessment

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

Where the child or young person has not made the expected progress over a period of time, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the school may then consider requesting an Education, Health and Care needs assessment.

To inform its decision the local authority will expect to see a full body of evidence of the action taken by the school as part of SEN support. More detail on this can be found in the Education, Health and Care Panel Guidance which is available on the [Local Offer](#).

SEN EXPERTISE AND CAPACITY

Nurturing and sustaining SEN expertise and capacity within schools and settings

All staff in schools have a responsibility for meeting SEN. There is an expectation that the capacity of settings to meet SEN will grow over time.

This can be achieved by the setting through:

- securing appropriate SEN training for staff
- sharing good practice and new information with all staff, to include making use of SENDco Cluster meetings
- establishing an appropriate skills mix of SEN expertise within the staff group

Note: While it is entirely appropriate for individual staff members to develop specialist expertise in an area of SEN, it is imperative that all staff working with an individual child have sufficient knowledge and skills to meet their SEN.

- sustaining this expertise in the face of staff change by careful succession planning

- ensuring that SEN can be met at all times, even when key staff are absent, by careful contingency planning
- ensuring that SEN knowledge within the school grows incrementally over time
- making use of specialist advisory services to develop a growing capacity to meet SEN. Over time, settings should assume responsibility for delivering the first wave of SEN interventions and specialist advisory services should be called upon, for more complex situations. This will result in a different pattern of involvement from specialist advisory services, rather than reduced input from them.

USING THIS DOCUMENT

The Graduated Approach is provided in this document as a series of tables which:

- provide advice on identifying different types of need within the Continuum of Need for SEN through what would be observed by staff within the educational setting
- describe the actions that professionals within educational settings are expected to take to meet the needs of children and young people with SEN. This includes information relating to communicating with families and next steps, strategies to be implemented and the evidence that should be recorded

Although the types of need are categorised for the purpose of this documentation and in the SEND Code of Practice, in reality the way needs are presented will overlap different categories. This should be considered when making use of this document.

It is important to remain open-minded as to why a child presents as they do.

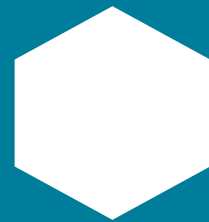
The tables are organised via the broad areas of need as described previously, with some broad areas further split to provide more detailed information on specialist strategies. By using the Graduated Approach, we expect reasonable adjustments to be made to ensure that the majority of children and young people with SEN are able to access and have their needs met within mainstream provision. Children with SEN are entitled to enjoy the same opportunities as their peers wherever possible and should be fully included within their communities

This document is intended to provide assistance for educational settings in supporting children and young people with SEN, and recognises that children and young people's needs must be considered individually. It is not to be viewed as a blanket policy.

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SEN Area: Communication and interaction difficulties - Speech and Language

What might you see?	What can you try?
<ul style="list-style-type: none"> • Not following spoken instructions, child may wait to follow peers before carrying out an instruction given to the whole class • Child struggles when given an individual instruction with no peers to copy 	<ul style="list-style-type: none"> • Chunking instructions (giving multi-step instructions one step at a time) and simplifying language • Allowing child time to take in and make sense (process) what you are saying e.g. try waiting for 3, 5 or 10 seconds after you have given an instruction • Checking that the child has understood what you have said e.g. "Tell me what you've got to do now" • Repeating is usually more helpful than rephrasing
<ul style="list-style-type: none"> • Child follows part, but not all, of an instruction or request 	<ul style="list-style-type: none"> • Identify how much spoken language the child understands by using an assessment of language comprehension, e.g. Robinson Screen of Comprehension, British Picture Vocabulary Scales, Blanks Language Assessment Tool <ul style="list-style-type: none"> » Visit the Local Offer's Graduated Response resource section for a guide to Language Assessments
<ul style="list-style-type: none"> • Could be looking for visual cues to help them understand what is said 	<ul style="list-style-type: none"> • Teach the child to understand more by carrying out a language intervention e.g. KICKSTART <ul style="list-style-type: none"> » Visit the Local Offer's Graduated Response resource section for guidance on selecting a language intervention
<ul style="list-style-type: none"> • Selective mutism (often described as not choosing to talk in specific circumstances e.g. at school) 	<ul style="list-style-type: none"> • Reduce pressure, demands and questions • Create 'special time' to build a relationship with a key person
<ul style="list-style-type: none"> • Challenging behaviour and difficulties with sharing and interacting with peers • Preferring adult interaction 	<ul style="list-style-type: none"> • Model turn-taking/social interaction games that do not rely on language, first with an adult and then with two children

SEN Area: Communication and interaction difficulties - Speech and Language

What might you see?	What can you try?
<ul style="list-style-type: none"> Copies what others say 	<ul style="list-style-type: none"> Model words and phrases the child would say if they could Name objects and actions in play Teach the child the name of everything they touch and every action they carry out during a play session
<ul style="list-style-type: none"> Poor vocabulary, using non-specific words e.g. "I doing this" Finds it difficult to learn topic/curriculum vocabulary 	<ul style="list-style-type: none"> Deliver an intervention to improve child's vocabulary e.g. TALKTASTIC <ul style="list-style-type: none"> » Visit the Local Offer's Graduated Response resource section for guidance on selecting a language intervention Pre teach vocabulary Teach words which will be useful in all subjects (e.g. compare) as well as topic-specific vocabulary Check child's vocabulary knowledge to ensure that the vocabulary to be pre-taught is at the right level, e.g. Topic "Space" – check child knows astronaut, spaceship, moon, earth and planet before pre-teaching "orbit" and "gravity" Ensure that wherever possible vocabulary teaching involves direct experience of the words being taught e.g. teach "climbing" outdoors or teach "jogging" during PE If it's not possible to provide direct experience of the language being taught, use pictures, photographs, videos and visuals to support vocabulary learning Teach a Word of the Week Teach verbs (action words) Create a Word Aware classroom

SEN Area: Communication and interaction difficulties - Speech and Language

What might you see?	What can you try?
<ul style="list-style-type: none"> • Poor attention/listening • Struggling to access group learning 	<ul style="list-style-type: none"> • Request hearing test to rule out a hearing loss • Use visual timetable/task chart • Use movement breaks
<ul style="list-style-type: none"> • Child struggles to understand spoken teaching presentations 	<ul style="list-style-type: none"> • Differentiate the curriculum to an earlier level • Use visuals such as Task Plans and Action Plans
<ul style="list-style-type: none"> • Child's spoken sentences lack detail and precision 	<ul style="list-style-type: none"> • Expand child's sentences i.e. repeat back child's sentence and add on a word or phrase • Model correct grammar i.e. repeat back child's sentence using the correct grammar
<ul style="list-style-type: none"> • Speaks in only short, simple sentences, not at level of peers 	<ul style="list-style-type: none"> • Carry out interventions to improve child's ability to use spoken sentences e.g. Guided Talk, Teds Talk <ul style="list-style-type: none"> » Visit the Local Offer's Graduated Response resource section for guidance on selecting a language intervention
<ul style="list-style-type: none"> • Child's speech is unclear 	<ul style="list-style-type: none"> • Ensure child has had recent hearing test • Refer to NHS speech and language therapy

SEN Area: Communication and interaction difficulties - Speech and Language

What might you see?	What can you try?
<ul style="list-style-type: none"> • Cannot relate a simple story or anecdote 	<ul style="list-style-type: none"> • Use graphic organisers to support story telling • Teach story components - time, characters, setting, problem, resolution, ending • Run a language intervention to target spoken text/narrative level language e.g. Black Sheep Press Narrative, Teaching and Listening through Narrative, Story Starters <ul style="list-style-type: none"> » Visit the Local Offer's Graduated Response resource section for guidance on selecting a language intervention • Teach 'Visual Shorthand' (please ask for training)
<ul style="list-style-type: none"> • Struggles with holding a conversation: <ul style="list-style-type: none"> » Knowing and understanding the rules of conversation » Talks too much » Dominates the conversation » Goes off at a tangent 	<ul style="list-style-type: none"> • Model good communication and conversation behaviour and explain what you are doing e.g. if child goes off topic say clearly "We're not talking about X now, we're talking about Y" • Deliver intervention to improve conversation and communication skills e.g. "Time to Talk" group for younger children or Lego Therapy or Communication Cartoon <ul style="list-style-type: none"> » Visit the Local Offer's Graduated Response resource section for guidance on selecting a language intervention

SEN Area: Communication and interaction difficulties

What might you see?	What can you try?
<ul style="list-style-type: none"> • Struggles with social interaction: <ul style="list-style-type: none"> » Lack of expression » Literal understanding - understanding words with multiple meanings in conversation » Non-verbal communication limitations » Tendency to make irrelevant comments » Tendency to interrupt » Tendency to talk on one topic and to talk over others during conversation » Difficulty understanding complex language » Difficulty following directions 	<ul style="list-style-type: none"> • Use simple language when interacting and support this with their visuals • Scaffold instructions, 15 seconds between each instruction and check for understanding • Teach appropriate opening comments • Teach pupil to seek assistance when confused (visuals) • Small group instruction for conversational skills • Teach rules and cues regarding turn-taking in conversation and when to reply, interrupt or change the topic - use audio taped and videotaped conversations • Explain metaphors and words with double meanings • Encourage the pupil to ask for an instruction to be repeated, simplified or written down if he does not understand • Pause between instructions and check for understanding • Limit oral questions to a number the pupil can manage • Watch videos to identify non-verbal expressions and their meanings
<ul style="list-style-type: none"> • Child in distress, maybe screaming or protesting 	<ul style="list-style-type: none"> • Use simple language when interacting and support this with visuals • Provide greater structure in his routines and offer motivators • Provide greater visual clarity in the tasks • Design a programme of gradual desensitisation if it can be established what the pupil is afraid or hypersensitive to. If it is an object, try to remove it from the room

SEN Area: Communication and interaction difficulties

What might you see?	What can you try?
<ul style="list-style-type: none"> Refusal to finish an activity and/or move on to the next 	<ul style="list-style-type: none"> Always warn the pupil before an activity is about to change Use the same words each time (e.g. "One more minute") as the pupil then has time to prepare themselves for the changes Use objects of reference, photographs or pictures to show the next activity Keep to a familiar routine so the pupil is able to predict changes in activities
<ul style="list-style-type: none"> Finds it hard to start an activity 	<ul style="list-style-type: none"> Give clear and explicit instruction and show a model if possible Give a starting point Use hand over hand method if necessary or let the pupil use your hand as a 'tool' Try giving the pupil a puppet to use. This both relieves the fear of failure, as it is the puppet who will fail rather than the pupil, and distracts the pupil from the fact that they think they cannot do the activity - this sometimes changes a situation enough to lead to a successful new start
<ul style="list-style-type: none"> Finds it hard to accept changes in routine or environment 	<ul style="list-style-type: none"> Use of a timetable – using objects of reference, photographs or pictures as appropriate Clear instructions – tell the pupil you will be coming back, do not assume they will know Tell the pupil individually, as they may not understand a class instruction or see themselves as part of 'everybody' Give a warning before the activities are changed, e.g. "one more minute" and make changes gradually if possible with warnings Keep calm when introducing change with a 'matter of fact' approach

SEN Area: Communication and interaction difficulties

What might you see?	What can you try?
<ul style="list-style-type: none"> • Not sharing equipment/taking other pupil's equipment 	<ul style="list-style-type: none"> • Teach the pupil how to negotiate with other pupil for equipment (for instance, by offering a 'swap') • Give very clear rules - make sure that the pupil realises that whilst the rules apply to them, they are also rules for everyone • Use familiar phrases to reassure the pupil that they will get a turn with the equipment i.e "It will be your turn in one minute" • Be sure that the pupil does get their turn • Use photographic or picture timetables to show that this equipment will be available to them. Be realistic though – if there is only one Thomas train and the pupil is obsessed with Thomas, do not give the train to the pupil sitting near to them!
<ul style="list-style-type: none"> • Fears and/or phobias about equipment or rooms 	<ul style="list-style-type: none"> • Observation: try to assess the reasons for the apparent fear. One pupil who would not go into a room turned out to be frightened of a small statue in one corner. Others have been known to dislike the lighting. The 'offending' item could then be removed • Try taking the pupil in to do a favourite activity – do not force. Alternatively, keep the door open and sit near the room to do the activity. It may be possible, after a while, to then take the activity gradually into the room. Initially near the door and then further into the room. Keep the door open so the pupil knows they have a way out. This may take several weeks • Give the pupil photographs of inside the room and of activities within the room. The pupil may be willing to enter the room with another pupil rather than an adult (or a parent)

SEN Area: Communication and interaction difficulties

What might you see?	What can you try?
<ul style="list-style-type: none"> • Will only relate to one member of staff and becomes distressed if they are not there 	<ul style="list-style-type: none"> • Prevention, by ensuring that all members of staff do have some interaction with the pupil at some time. This problem may arise when an Special Support Assistant (SSA) or teacher is appointed to support a pupil; they are then seen as being solely responsible for that pupil and become the only person working with the pupil. The pupil may become 'traumatised' if that individual is absent for any reason • The pupil may need to feel secure with one person, or know there is one person they can always go to for help. It is necessary to balance this security with the knowledge that other people can also provide help • Encourage a 'buddy' system where other pupils are given responsibility for helping the pupil if appropriate • Write a pupil 'passport' as a quick reference guide for new staff and use photographs on the pupil's timetable to show them who will be supporting them
<ul style="list-style-type: none"> • Obsessions with activities or people 	<ul style="list-style-type: none"> • The pupil may need the object or activity for security and in order to relieve stress • It may be possible to use the pupil's interest to motivate them in other areas, e.g. counting activities, conversational skills and colour • Allow the pupil set times when they know they can indulge in their obsession before attempting to limit it at other times, e.g. "Put the train in your pocket now and you can play with it after milk time"

SEN Area: Communication and interaction difficulties

What might you see?	What can you try?
<ul style="list-style-type: none"> Walking over other pupils or straight through their activities 	<ul style="list-style-type: none"> Provide clearly designated areas for floor play, table top activities etc. Place furniture around play areas to discourage running through Try and discourage the parents from bringing the pupil in hard boots Point out to the pupil, simply, when they have hurt someone and how Teach the pupil to look before moving, by using a simple signal and cueing them physically
<ul style="list-style-type: none"> Disrupting group times 	<ul style="list-style-type: none"> Give the pupil a cushion or chair to sit on rather than the floor so they have a 'base' and know where they should be sitting Be very explicit in giving instructions. The pupil may need telling to look at the book in the teacher's hand. Do not assume they will understand They may not understand pointing and may need help in focussing on any objects or pictures that are being talked about Use puppets and other visual aids but establish that the pupil is not afraid of them first Teach the pupil to work in pairs and small groups before putting them in a bigger group Familiarise the pupil with the activities individually, before using the activity in the group Use 'backward chaining'. Bring the pupil into the last two minutes of a group activity so they can stay to the end rather than the first part when they may need to be taken out

SEN Area: Communication and interaction difficulties

What might you see?	What can you try?
<ul style="list-style-type: none"> • Sensory difficulties: <ul style="list-style-type: none"> » Fingers in ears » Restless body movements » Running out of the class » Aggressive behaviours » Inappropriate behaviours such as calling out, singing and/or humming 	<ul style="list-style-type: none"> • Keep the level of stimulation within the pupil's ability to cope • Having the pupil listen to music can camouflage certain sounds • Minimise background noise • Use of ear plugs if very extreme • Teach and model relaxation strategies and diversions to reduce anxiety
<ul style="list-style-type: none"> • Struggles to make sense of everyday tasks and routines: <ul style="list-style-type: none"> » Difficulties with compliance with rules and limits » Organisation problems, not knowing where to be and how to get there by the most direct route » Receptive language difficulties i.e. they will often not understand directions or rule, routine, repetition and regularity » Distractibility, resistance to change, and lack of motivation » Lack of organised and systematic methods 	<ul style="list-style-type: none"> • Look at the classroom structure, the physical layout at the front of the room • Make sure the pupil is away from windows and bright, colourful displays • Create specific areas for learning specific tasks • Make materials easily accessible. This helps pupils independently know where they are supposed to be and where to get their own materials • Use visual aids through lists, timetables, deadlines and regular reminders • Wherever possible prepare the pupil for potential change by using pictures, schedules to indicate impending changes

SEN Area: Communication and interaction difficulties

What might you see?	What can you try?
<ul style="list-style-type: none"> • Academic difficulties <ul style="list-style-type: none"> » Poor problem solving » Comprehension problems » Difficulty with abstract concepts » Difficulty with comprehension » Difficulty with problem solving 	<ul style="list-style-type: none"> • Be as concrete as possible in presenting new concepts and abstract material • Use activity-based learning where possible • Use graphic organisers such as semantic maps • Break down tasks into smaller steps or present it another way • Provide direct instruction as well as modelling • Show examples of what is required • Use outlines to help pupil take notes and organize and categorize information • Avoid verbal overload • Capitalise on strengths, e.g. memory • Check for comprehension, supplement instruction and use visual supports • Providing only the materials a pupil will need for specific tasks will be less confusing to them • Provide handouts with an outline of key concepts or vocabulary at the start of lessons • Ask questions to keep the pupil's attention • Check on the pupil's progress during the task

SEN Area: Communication and interaction difficulties

What might you see?	What can you try?
<ul style="list-style-type: none"> • Struggles with organisational skills: <ul style="list-style-type: none"> » Lack of initiative » Poor sequential memory » Cannot keep the order of events in their mind » Not sure when something different will happen 	<ul style="list-style-type: none"> • Help the pupil to use "to-do" lists and check-lists • Explicit, didactic teaching helpful in 'executive function' areas such as organisation and study skills • Surprises prepared in advance • Use schedules and calendars
<ul style="list-style-type: none"> • Poor motor coordination such as: <ul style="list-style-type: none"> » Writing difficulties » Unwillingness to write 	<ul style="list-style-type: none"> • Take slower writing speed into account when giving assignments (length often needs to be reduced) • Consider the use of a computer for written assignments
<ul style="list-style-type: none"> • Emotional vulnerability: <ul style="list-style-type: none"> » Difficulties coping with the social and emotional demands of school » Easily stressed due to inflexibility » Low self-esteem » Difficulty tolerating making mistakes » Rage reactions and temper outbursts 	<ul style="list-style-type: none"> • Provide positive praise and tell the pupil what they do right or well • Teach the pupil to ask for help • Teach techniques for coping with difficult situations and for dealing with stress • Use rehearsal strategies • Provide experiences in which the pupil can make choices • Help the pupil to understand their behaviours and reactions of others • Educate other pupils • Use peer supports such as buddy systems and peer support network

SEN Area: Communication and interaction difficulties

What might you see?	What can you try?
<ul style="list-style-type: none"> • Poor concentration: <ul style="list-style-type: none"> » Often off task » Distractible » Disorganised » Difficulty sustaining attention 	<ul style="list-style-type: none"> • Frequent teacher feedback and redirection • Break down assignments • Timed work sessions • Seating at the front • Use non-verbal cues to get attention
<ul style="list-style-type: none"> • Behaviour difficulties (difficult behaviours are indicators of an underlying unmet need) 	<ul style="list-style-type: none"> • Take preventative action - calmness, negotiation, presentation of choices or diversion of attention elsewhere • Back off and let things cool down • Use access to the special interests as a reward for behavioural expectations • Actively reward the behaviour you want • Praise specific behaviour instead of using generalisations • Rules applied carefully and clearly, preferably written down, with some flexibility • Keep a playtime diary: how did it go, were there any problems, what did you do, how did others react, what could you have done differently?

SEN Area: Communication and interaction difficulties

What might you see?	What can you try?
<ul style="list-style-type: none"> • Difficulties with relationships and interactions: <ul style="list-style-type: none"> » Social isolation » Social attempts » Tense from approach and social demands » Language in inappropriate way » Behaviour in inappropriate way » Difficulty understanding the rules of social interaction » May be naïve » Interprets what is said literally » Difficulty reading the emotions of others » Lacks tact » Problems with social distance » Difficulty understanding "unwritten rules" and when they do learn them, may apply them rigidly 	<ul style="list-style-type: none"> • Provide clear expectations and rules for behaviour • Explicitly teach rules of social conduct • Teach the pupil how to interact through social stories, modelling and role-playing • Educate peers about how to respond to the pupil's disability in social interaction • Use other pupils as cues to indicate what to do • Encourage co-operative games • Provide supervision and support for the pupil at breaks • Use a buddy system to assist the pupil during non-structured times • Teach the pupil how to start, maintain and end free time • Teach flexibility, cooperation and sharing • Teach the pupils how to monitor their own behaviour • Structured social skills groups can provide opportunity for direct instruction on specific skills and to practice actual events • Develop relaxation techniques with the pupil and have a quiet place to go to relax

SEN Area: Communication and interaction difficulties

What might you see?

- Running off

What can you try?

- Where this is a known problem, provide individual supervision for young pupil, especially on outside activities
- Use clear, simple instructions with visual cues as appropriate
- Ensure it does not turn into a chasing game - act quietly and firmly and remain calm
- In extreme cases, one adult should always stay closer to the exits than the pupil, to ensure the pupil's safety. Many schools have security systems and this might not be necessary
- Give the pupil a purpose for the movement - for example, take their hand and ask "Are you going to the toilet, book corner?" etc. You may be able to develop this further in time so the pupil learns that a more acceptable way of removing themselves from a situation is to go to a quiet area rather than run away with no purpose

SEN Area: Cognition and learning

What might you see?	What can you try?
<ul style="list-style-type: none"> Has persisting difficulty with phonological awareness, despite intervention and teaching 	<ul style="list-style-type: none"> Complete a Ready for Sounds assessment to see which areas of phonology need focused intervention
<ul style="list-style-type: none"> Inaccurate decoding but good comprehension when read aloud to them 	<ul style="list-style-type: none"> Use alternative ways of learning to read such as syllables and whole root word learning (e.g. Beat Dyslexia, Nessy, Dyslexikit, Access etc.)
<ul style="list-style-type: none"> Poor short-term or working memory 	<ul style="list-style-type: none"> Use Memory Magic, Jungle Memory, Mastering Memory, Cogmed and pre-learning of concepts Play visual memory games using objects e.g. Kim's Game Use language gap activities to improve auditory memory Talking tin lids to record instructions/sentences Chunking information and doing things step by step
<ul style="list-style-type: none"> Written work does not reflect verbal abilities 	<ul style="list-style-type: none"> Think it, Say it and Write it model Writing frames Reduce the amount of work they have to copy from the whiteboards Use alternative forms of recording, including IT (Widget Online or Clicker)
<ul style="list-style-type: none"> Struggles to follow a set of instructions (verbal and/or written) 	<ul style="list-style-type: none"> Chunking – use step by step instructions and support with visual cues where possible Oral rehearsal – check understanding Ask child to repeat back instructions

SEN Area: Cognition and learning

What might you see?	What can you try?
<ul style="list-style-type: none"> Does not cue in to what other children are doing and struggles with class and school routines 	<ul style="list-style-type: none"> Use a baseline motor assessment to see which areas of motor development the child needs further support with Prompt them to cue in – say their name and cue them in A personal visual timetable that pupil interacts with (takes off each part as completed)
<ul style="list-style-type: none"> Finds copying from the board difficult/often has errors when copying from the board 	<ul style="list-style-type: none"> Consider whether everything <u>needs</u> to be copied Use visual cues such as a now/next board, visual timetable and visual shorthand to support awareness of time, what to do when and task readiness Reduce copying from the board. For example use short date, consider what learning may result from copying an objective. Is this necessary? Bring it on the desk to reduce the errors Change the colour of the board/sheet as white on black is frequently hard to read
<ul style="list-style-type: none"> Cannot complete written tasks but performs well when working kinaesthetically 	<ul style="list-style-type: none"> Break instructions into small chunks Strip back language used Use rehearsal Put instructions on fingers when using verbal instructions Use alternative ways of recording Use a task tick sheet

SEN Area: Cognition and learning

What might you see?	What can you try?
<ul style="list-style-type: none"> • Struggles with maths in a way that is out of step with their English abilities 	<ul style="list-style-type: none"> • Have concrete resources readily available for everyone so that children can access them without having to ask or feel embarrassed • Model to the pupil how to use concrete resources each time they are used and recognise that they may not be able to use the same resource for different operations without support • Stay with the concrete and pictorial methods before moving onto the abstract • Use precision teaching as part of their daily learning • Ensure they are fluent in number bonds to 10 and know their times tables
<ul style="list-style-type: none"> • Difficulty in organising tasks or knowing where to start to complete a task 	<ul style="list-style-type: none"> • Use concrete resources alongside pictures, abstract symbols (including numbers) and language (written name/word) when teaching maths consistently at any age • Use taskboards and/or visual shorthand to support each step • Tick off tasks when they are complete • Use markers to indicate the start and the end
<ul style="list-style-type: none"> • Reverses letters when writing (beyond age 7, developmentally) 	<ul style="list-style-type: none"> • Give child own copy of what they need to copy so that they can see it on the vertical plane and it is nearer to them • Use a visual perception assessment to look at visual memory, form constancy, visual closure, figure ground and visual discrimination as all of these can affect reading and writing

SEN Area: Cognition and learning

What might you see?	What can you try?
<ul style="list-style-type: none"> • Struggles to pay attention to an activity, even a chosen activity and complete activities 	<ul style="list-style-type: none"> • Sand timers – whole class approach • Present tasks in bite-size chunks • Present tasks in chunks with breaks between each one if needed
<ul style="list-style-type: none"> • Can appear 'lost' or passive throughout the school day 	<ul style="list-style-type: none"> • Give them roles of responsibility – give them an active role
<ul style="list-style-type: none"> • Low self-esteem 	<ul style="list-style-type: none"> • Chunk tasks so that the child does not feel overwhelmed and has the opportunity to feel success • Raise their profile • Celebrate their successes • Use achievement folders and share with parents – home school book • Give the child a task that they can definitely do to begin with – a familiar task you know they can do, even if it appears 'easy', to build confidence
<ul style="list-style-type: none"> • Only follows beginning or end of an instruction 	<ul style="list-style-type: none"> • Ensure that the board/worksheet is not cluttered • Repeat information • Break the instruction down to begin with, support with visual shorthand if needed • Warn them that you are going to be asking them to share the instruction with a peer or rest of the class
<ul style="list-style-type: none"> • Can appear impulsive in class 	<ul style="list-style-type: none"> • Encourage to finish tasks • Put time limitations on tasks and rewards

SEN Area: Cognition and learning

What might you see?	What can you try?
<ul style="list-style-type: none"> Needs time to think before answering any question or instruction 	<ul style="list-style-type: none"> Give children time to think before speaking or warn them that they will be expected to answer the next question (and what the next question will be) Extra time to process information
<ul style="list-style-type: none"> Takes time to write and it appears difficult or onerous to them 	<ul style="list-style-type: none"> Use egg timers They can use alternative methods to record Clicker Talking tin lids
<ul style="list-style-type: none"> Difficulty handling equipment (scissors, rulers and tongs etc.) 	<ul style="list-style-type: none"> Use of activities to develop fine motor skill such as clever fingers or funky fingers
<ul style="list-style-type: none"> Lack of stamina/resilience when working 	<ul style="list-style-type: none"> Use growth mindset language – such as praising and rewarding effort. Students with a growth mindset understand they can get smarter through hard work, the use of effective strategies and help from others when needed Chunk tasks again so that they are not overwhelming
<ul style="list-style-type: none"> Often loses equipment or belongings 	<ul style="list-style-type: none"> Organisation tools such a laminated card of instructions or a list
<ul style="list-style-type: none"> Is oppositional to instructions or advice 	<ul style="list-style-type: none"> Provide shorter instructions and appropriate time to carry them out. Ask them to be repeated back to you to check if they have been understood Explain the reason why you are giving the instruction to them
<ul style="list-style-type: none"> Is not aware of danger 	<ul style="list-style-type: none"> Explicitly teach about dangerous situations and how to deal with them through role play activities Use social stories Social and Emotional Aspects of Learning (SEAL) intervention

SEN Area: Cognition and learning

What might you see?	What can you try?
<ul style="list-style-type: none"> Language levels at the 1 – 3 Word level 	<ul style="list-style-type: none"> Follow and review Speech and Language Therapy programme SALT programmes of work carried out regularly (as per SALT guidance) <ul style="list-style-type: none"> » See also SEND DLD Team Graduated Response If Makaton support is required, a member of staff to be trained to deliver Whole school training of Makaton to raise understanding of its use Support the understanding of language with visuals and concrete objects The pupil is likely to need a high level of Visual support to engage with an adult e.g. First / Then Approach, visual timetables, visual rewards strip etc. PTV (Pre-Teaching Vocabulary) across the curriculum Opportunities to join language groups to work with peers
<ul style="list-style-type: none"> Inability to attend to adult-led tasks 	<ul style="list-style-type: none"> Expectations have to be in line with the child's cognitive level of development. Pupil may only engage for a short period and require visual support to move onto a choice as a reward for engaging before returning to 'work' session. 'First / Then' approach Consider the layout of the class and the pupils seating position An area of low distraction may benefit the pupil for shorter periods of work Have a reward system in place (with visual support) to prompt pupil to remain on task Keep periods of 'work' short interspersed with choice making time

SEN Area: Cognition and learning

What might you see?	What can you try?
<ul style="list-style-type: none"> • Not meeting targets set 	<ul style="list-style-type: none"> • Assess, Plan, Do, Review targets. This should be moderated by the teaching staff and evidenced through work books, pictures, videos etc. • In general, pupils requiring input from the Complex Needs Advisory Teacher would be in the range of P4–P8 • Following an assessment, targets are set which are SMART (Specific, Measurable, Achievable, Realistic and Time bound). These require updating and with regular review with staff involved. • Check the pupil's file and revisit previous strategies set by SEND Support Services, Speech and Language Therapy, Educational Psychology, Occupational Therapy, Physiotherapist etc. • Use precision teaching as part of their daily learning
<ul style="list-style-type: none"> • Does the pupil understand that text conveys meaning? 	<ul style="list-style-type: none"> • The pupil should be at a suitable developmental level to begin to understand that text conveys meaning • Consider a 'whole word' approach to reading e.g. 'See and Learn' <ul style="list-style-type: none"> » Further advice available from SEND Support Services • Carry out a 'Ready for Sounds' assessment (all schools have a copy)

SEN Area: Cognition and learning

What might you see?	What can you try?
<ul style="list-style-type: none"> Child not engaging with the curriculum 	<ul style="list-style-type: none"> Provide highly differentiated work that is meaningful and addresses the pupil's needs Language used at an appropriately differentiated level Teacher and Support Staff need to have shared planning time and opportunities to gather appropriate resources, particularly visual support to learning Targets creatively addressed through the curriculum Establishing the developmental level of the pupil is crucial in moving forward and addressing learning at the appropriate stage Use a multi-sensory learning approach to learning Meaningful reward system in place
<ul style="list-style-type: none"> Child at mark making stage of pencil control 	<ul style="list-style-type: none"> The pupil needs a range of gross/fine motor activities in place before able to carry out basic handwriting. School should assess the pupil's motor skills <ul style="list-style-type: none"> » See SEND PD Graduated Response for further information Use of clever fingers and write dance to help develop their gross and fine motor skills Follow Occupational Therapy advice if appropriate Use milestones from Early Years assessments Staff to have an understanding of the disability and consequent physical limitations of the child

SEN Area: Cognition and learning

What might you see?	What can you try?
<ul style="list-style-type: none"> No recording of work 	<ul style="list-style-type: none"> Evidence kept through a variety of means. The pupil should have their work displayed in their exercise books alongside their peers Use photographic, video and audio as an alternative method of recording Accurate annotation by the support assistant is necessary to give a true reflection of the pupil's ability. This would include the level of prompting and support given. The class teacher will moderate work undertaken The use of ICT can assist. To do this the pupil is required to access the PC e.g. can they use a mouse or touch pad? If not, do you have a touch screen PC in school or suitable apps on a tablet? Take screen shot when a computer task is finished as evidence Clicker software can assist in the presentation of work visually. Additional advice available from SEND Support Service Use 'Write from the Start' (Teodorescu) books 1 and 2 to address early handwriting skills
<ul style="list-style-type: none"> The pupil appears to understand a concept then forgets it all the following week 	<ul style="list-style-type: none"> Re-visit concepts to make sure the learning is secure. Repetition and over teaching will be required. Try to make this is engaging as possible e.g. Maths does not have to be seen as a desktop activity but could rather be done in a play or kinaesthetic method. Tackle the same concept in a range of ways Concepts can be learned in isolation and pupils may have difficulties in generalising their learning. Extended opportunities given to master the concepts Precision teaching methods to boost self-confidence

SEN Area: Cognition and learning

What might you see?	What can you try?
<ul style="list-style-type: none"> • Challenging behaviour in school: <ul style="list-style-type: none"> » Hitting other pupils and staff » Running away from staff » Going under tables » Throwing items around class » Shouting out » Spitting » Swearing <p>Refer also to SEMH needs section (pages 52-60)</p>	<ul style="list-style-type: none"> • Consider where the pupil's developmental levels are and whether the behaviour exhibited is at a similar developmental level • Provide clear expectations and rules for behaviour • Explicitly teach rules of social conduct • Gather evidence from parents on behavioural issues in the home setting • Take preventative action calmness, negotiation, presentation of choices or diversion of attention elsewhere • Back off and let things cool down • Provide regular brain breaks • Carry out an ABC (Antecedent, Behaviour, and Consequence) and record over a period to identify why the behaviour is happening • Language/requests delivered at the appropriate level including use of Makaton • Positive praise across the school day • Educate peers about how to respond to the pupil's disability in social interaction • Learning and requests supported by visuals • Meaningful, short-term reward system implemented • Focus on what positive behaviour looks like as opposed to constantly challenging poor behaviour • Focus on 1 or 2 behaviours at a time rather than a range of various behaviours

- Be consistent. School should agree approaches with all staff involved and make the approaches known to all staff in school. e.g. if the strategy is to ignore a behaviour all staff need to ignore the behaviour and not engage with the pupil if another adult is involved
- Use of nurture approach
- Boxall profile
- Provide good role models and peers who demonstrate positive behaviour

SEN Area: Cognition and learning

What might you see?	What can you try?
<ul style="list-style-type: none"> • Unable to complete work 	<ul style="list-style-type: none"> • SEN pupils in general require a high level of repetition and over teaching. Focus on quality rather than quantity • Allow opportunities to complete work and conclude tasks • Use visual support to remain on task and provide suitable rewards on completion • Use appropriate language to explain the task • Model the task first • Abstract thinking may be challenging. Consider the developmental level of the pupil at the outset • Use of a task tick sheet or work tray to support completion of work • Celebrate what they have done rather than what they haven't done



SEN Area: Social, Emotional & Mental Health (SEMH)

What might you see?	What can you try?
<ul style="list-style-type: none"> Behaviours that signal an unmet need 	<ul style="list-style-type: none"> Do you understand what the child needs? If the behaviour persists then the need is not understood or we haven't found a way to meet the need
<ul style="list-style-type: none"> Behaviours that tell you how a child is feeling 	<ul style="list-style-type: none"> Can you acknowledge the feeling <u>and</u> offer emotional support? <ul style="list-style-type: none"> » Differentiate: to make the situation easier » Support: to help the child feel better » Teach: so that the behaviour can be practised and become a good habit

Examples of the above include...

<ul style="list-style-type: none"> Work avoidance or refusal to co-operate 	<ul style="list-style-type: none"> Differentiate: Assuming that the work is at the right level and you have ruled out other special educational needs, reduce the task demands in terms of time or number of items Support: Provide an attachment figure who can be encouraging, warm and positive. "I think you've made an excellent start, let me know when I can come back to look at some more". Once teaching and rewarding begins, the attachment adult is always pleased by a child's efforts, empathises and appreciates that it is difficult to try and reassures the child that they will soon find it much easier to get on with their work and not mind Teach: Teach 'getting what you need and getting started on work' and offer attractive and motivating rewards. Rewards need to be available every time and be easy to get, with some visual support if rewards are given later e.g. marbles in a jar, tokens collected, symbols on a chart
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SEN Area: Social, Emotional & Mental Health (SEMH)

What might you see?	What can you try?
<ul style="list-style-type: none"> Rejecting or challenging adult authority e.g. arguing, refusing, "you can't make me" 	<ul style="list-style-type: none"> Differentiate: Consider what you ask the child to do, where you ask them to do it and who you ask them to do it with Support: Adults in authority should always be a familiar attachment figure the child feels safe with. If the child has undergone trauma, ensure the adult has 'Calm, Attuned, Present, Predictable and Don't let the child's emotions escalate your own' (CAPPD) training to increase their attunement to the child's emotional needs Teach: Help the child get used to adult demands through required helpfulness. Start with requests the child will have no objection to doing and might even like, for example jobs around preparing and sharing food to start. Some children can be very wary about doing new things
<ul style="list-style-type: none"> Attention (attachment seeking) 	<ul style="list-style-type: none"> Differentiate: Consider what you ask the child to do, how long for, where you ask them to do it and who you ask them to do it with Support: Provide an attachment adult they develop a secure attachment to. Ensure the adult is readily available when the child feels that they need them. Once the attachment is secure then the child will feel safe enough to be at an increasing distance from the adult (distance = time and space). Use a transitional object that the child can look after until the adult returns. Let them know when you are coming back and donate confidence that they can manage until you do Teach: How to summon help in an appropriate way and be available. Reward working independently and be very pleased that they did so well, even if only for a short while

SEN Area: Social, Emotional & Mental Health (SEMH)

What might you see?	What can you try?
<ul style="list-style-type: none"> Venting emotions or a loss of control e.g. shouting, screaming, crying, running away (in distress rather than escaping) 	<ul style="list-style-type: none"> Differentiate: Consider where you are physically and what you are asking the child to do? They may need a place of safety rather than a work task. They are either bringing emotions based on life events into school or the child's response to this situation is panic or distress Support: A place of safety is usually a person and a quiet space with no interruptions. It needs to involve a secure attachment that has already been established between adult and child over time. Use emotion coaching and a 'Calm, Attuned, Present, Predictable and Don't let the child's emotions escalate your own' (CAPPD) approach to calm the child. The adult does not take a view about whether this reaction is reasonable. Use touch only if confident it will comfort Teach: An adult will listen, an adult understands that this is hard and will help until you (the child) finds it easier to bear
<ul style="list-style-type: none"> Difficulties regulating excitement, activity or emotions 	<ul style="list-style-type: none"> Differentiate: Provide a sensory timetable which regulates sensory input for the child and programs activities so that what the child is currently doing prepares them for the next activity, for example a calming or regulating activity Support: Have a member of staff trained to manage sensory activities and resources in school Teach: Help the child recognise dysregulation as a feeling and learn what can help them regulate/feel better. It might be useful to teach/choose words to describe the feelings of regulation and dysregulation

SEN Area: Social, Emotional & Mental Health (SEMH)

What might you see?	What can you try?
<ul style="list-style-type: none"> Problems coping with unstructured time e.g. break or lunchtimes or for younger children struggling to manage with continuous provision 	<ul style="list-style-type: none"> Differentiate: Create some structure that helps the child to access the situation. That might be a timetable, some activities, limits to choices, or a defined physical area. Look at other children who might be difficult to be with at unstructured times Support: Provide an attachment adult who provides guidance and supervision Teach: Play skills and kind and helpful behaviours such as sharing, turn-taking and waiting. Give attractive rewards for efforts
<ul style="list-style-type: none"> Hurting other children 	<ul style="list-style-type: none"> Differentiate: Make the situation easier by making sure that the child does not have to compete with other children for what they think they need, which is likely to be adult attention but could be other things such as toys Support: Provide an attachment adult who works 1-1, in a group or observes at a distance as needed Teach: Play skills and kind and helpful behaviours such as sharing, turn-taking and waiting. Give attractive rewards for efforts
<ul style="list-style-type: none"> Hiding 	<ul style="list-style-type: none"> Differentiate: Does the behaviour signal avoidance or fear or a sensory need (proprioceptive)? If sensory, the child may wedge themselves into a space Support: Provide the child with what they need, use an understanding and trusted adult to reassure the child that their needs are understood and met, even if they do not recognise what they need Teach: How to use a place of safety or meet a sensory urge when needed and how to summon help if they feel panic or fear

SEN Area: Social, Emotional & Mental Health (SEMH)

What might you see?	What can you try?
<ul style="list-style-type: none"> Running away, escaping 	<ul style="list-style-type: none"> Differentiate: Does the behaviour signal avoidance or fear or a sensory need (movement)? If sensory, the child may be calmed by movement breaks or heavy work Support: Provide the child with what they need, use an understanding and trusted adult to reassure the child that their needs are understood and met, even if they do not recognise what they need. Understanding will help to build trust Teach: How to use a place of safety or meet a sensory urge when needed and how to summon help if they feel panic or fear
<ul style="list-style-type: none"> Not managing relationships with peers 	<ul style="list-style-type: none"> Differentiate: Create manageable groups of peers, consider who is part of the group, how many children are involved and whether an adult needs to be part of the group to start. What is the task, does the child have the skills and regulation to manage the situation (e.g. unstructured play)? Support: Provide an adult who participates, then observes, then observes at a distance. The adult is a trusted attachment figure who can reflect with the child on successes and failures Teach: Look at the skills of friendship to see what the child needs to learn and then provide an appropriate learning experience

SEN Area: Social, Emotional & Mental Health (SEMH)

What might you see?	What can you try?
<ul style="list-style-type: none"> Not managing relationships with adults 	<ul style="list-style-type: none"> Differentiate: Focus on developing the attachment relationships with one or two key adults and have other adults take a step back in terms of managing the child Support: Ensure that the adults have appropriate training in how to develop a secure attachment, balancing care and control so that the child feels safe that their needs are met and their behaviour can be contained. Also ensure that there is a nurturing space and quality time with the attachment adult each day for nurture sessions Teach: It is an adult's job to look after a child, they will always provide what you need but not always what you want
<ul style="list-style-type: none"> Lack of emotion 	<ul style="list-style-type: none"> Differentiate: A lack of emotion may signal distress that takes the form of freezing or trauma. The child may have social communication difficulties. Work to establish what is the underlying need so that you can make the situation easier for the child Support: Show that you accept and understand the emotion or the difficulty Teach: An understanding of basic emotions and a range of ways to express how you feel and what you might need including language and pictures if needed



Important Notice!

Some behaviours may signal Communication or Interaction Needs. Examples of these and SEMH strategies to complement the advice for Communication and Interaction Needs can be found on the following pages

Examples include...	SEMH strategies to complement advice for Communication and Interaction Needs
<ul style="list-style-type: none"> Challenging behaviour and difficulties with sharing and/or interacting with peers 	<ul style="list-style-type: none"> Model turn-taking/social interaction games first with trusted adult, then two children Create a friendship group and practise social skills. For trusted adult to lead group of pupils in group game, then slowly withdraw
<ul style="list-style-type: none"> Preferring adult interaction 	<ul style="list-style-type: none"> Help the pupil to develop appropriate relationships with adults A nurturing key adult who can provide boundaries but is available for emotion check-ins Adult support with developing friendships Peer mentoring and friendship groups
<ul style="list-style-type: none"> Poor attention and listening, and struggling to access group learning 	<ul style="list-style-type: none"> Familiarise and practise activity with the pupil individually before doing this in a group setting Ensure pupil understands what is being asked – write down the learning objectives for them to visually see Try and tailor activity to pupil's interests to promote engagement
<ul style="list-style-type: none"> No awareness of impact of behaviour on others 	<ul style="list-style-type: none"> Provide scenarios in which the pupil can make a choice about how to behave then take time to reflect on consequences, losses and gains of behaviour to themselves and others
<ul style="list-style-type: none"> Finds it hard to accept changes in routine or environment Struggles with transitioning from one task to another 	<ul style="list-style-type: none"> Create a visual timetable for the pupil to follow to increase feelings of awareness and control. Practising switching between more favoured activities initially then mix presentation to involve less liked activities Verbally remind pupil activity is ending fifteen minutes before, then ten, then five

Examples include...	SEMH strategies to complement advice for Communication and Interaction Needs
<ul style="list-style-type: none"> • Difficulty following rules 	<ul style="list-style-type: none"> • Go through rules with pupil and explain they are there to keep them and others safe • Write behavioural contract with pupil which clearly sets out what they will do and what staff will do • Staff could look at behavioural policy and ensure rules are Adverse Childhood Experiences (ACE) and trauma informed
<ul style="list-style-type: none"> • Struggles to initiate tasks and to organise self/ materials 	<ul style="list-style-type: none"> • Break down large tasks into smaller parts • Make checklist for pupil to tick off different steps of a task when they've completed this to increase independence (e.g. getting ready for home time)
<ul style="list-style-type: none"> • Withdrawn, isolates self from peers and staff 	<ul style="list-style-type: none"> • For pupil to choose a dedicated adult who they can check in with at beginning or end of day. For this adult to model and scaffold activities and games with another pupil • When pupil is ready, a Nurture group with other peers could be established
<ul style="list-style-type: none"> • Can show aggression both physically and verbally to staff and peers. Unable to maintain cooperative relationships with staff 	<ul style="list-style-type: none"> • Help pupil to identify and recognise feelings of anger. Teach pupil alternative, appropriate strategies to deal with this e.g. withdrawing to a safe space • Set clear 'boundaries' and discuss these with them
<ul style="list-style-type: none"> • Struggles to manage emotions which can lead to angry outbursts 	<ul style="list-style-type: none"> • Help pupil to identify and recognise emotions they feel in different situations. Teach pupils coping strategies to deal with emotions effectively • Emotion coaching. Staff working with the child to verbally express the child's needs and emotions to help them recognise them themselves

Examples include...	SEMH strategies to complement advice for Communication and Interaction Needs
<ul style="list-style-type: none"> Marked escalation in behaviour due to external circumstances e.g. a bereavement or moving fostering placement 	<ul style="list-style-type: none"> Keep school routine consistent Provide pupil with opportunities to speak to trusted adult When appropriate engage in sessions with school ELSA or EP
<ul style="list-style-type: none"> Engages in self-harming behaviours 	<ul style="list-style-type: none"> Provide pupil with opportunities to discuss this with trusted adult Teach pupil alternative coping strategies Engage in therapeutic work with school EP
<ul style="list-style-type: none"> Can rarely complete a task without support 	<ul style="list-style-type: none"> For staff to model then scaffold tasks before gradually withdrawing. Using praise and rewards to encourage and increase self-confidence of pupil For staff to break down the lesson objectives and provide them with a clear checklist of tasks to increase their independence Raise self-esteem around academic ability and intrinsic motivation for learning. Tailor activities towards interests and establish goals
<ul style="list-style-type: none"> Finds unstructured times difficult e.g. lunchtimes 	<ul style="list-style-type: none"> Ensure dedicated adult is in pupil's eye line during unstructured times. Include lunchtimes and possible activities to engage in visual timetable Provide social stories around lunchtimes and break times
<ul style="list-style-type: none"> Unpredictable changes in behaviour and personality 	<ul style="list-style-type: none"> Allow pupil to remove themselves to an agreed calm-down area Provide low-key tasks and increased structure and predictability in the environment as much as possible Adult support and emotion coaching



SEN Area: Physical and sensory needs - Hearing Impairment (HI)

What might you see?	What can you try?
<ul style="list-style-type: none"> • Child or young person: <ul style="list-style-type: none"> » Has a diagnosed hearing loss (which is confirmed by up-to-date information from Audiology) AND » May have hearing aids OR » Is suspected of having a hearing loss and is undergoing clinical assessment 	<ul style="list-style-type: none"> • Contact SEND Support Services team to request involvement from SEND SS Advisory Teacher for Hearing impaired children and young people. Referrals will usually come to the SEND SS via Audiology • SEND SS Hearing Impairment team will provide information and/or a visit, following service criteria • If prescribed, aids should be worn and working in all classroom-based lessons, challenge if not worn! Contact home if a persistent problem • A designated member of staff needs to check equipment on a daily basis • Spare batteries to be kept in school • Strategies listed below are cascaded to all members of staff
<ul style="list-style-type: none"> • Difficulties with understanding verbal (spoken) information 	<ul style="list-style-type: none"> • Speak in a normal voice and at a normal speed • Avoid standing with your back to a window, as your face will be in shadow
<ul style="list-style-type: none"> • Missing/misunderstanding key information 	<ul style="list-style-type: none"> • Check for understanding through questioning • Do not just ask if the pupil has heard
<ul style="list-style-type: none"> • Losing attention and concentration • Fatigue due to level of concentration required 	<ul style="list-style-type: none"> • Gain attention before directing a question, giving an instruction or changing the subject (a tap or a wave may be needed) • Focus key activities on the morning • It is to be expected that the young person might look sleepy or tired towards the end of the day

SEN Area: Physical and sensory needs - Hearing Impairment (HI)

What might you see?	What can you try?
<ul style="list-style-type: none"> Difficulties with listening in the presence of background noise and/or locating the speaker in large/noisy environments 	<ul style="list-style-type: none"> HI pupils should be seated near the middle/front of the class, so they are close to the teacher and can also locate the voices of the other pupils in the class when they are speaking Be aware of which ear is deaf if hearing is unilateral, the better ear should be nearest to the teacher and the other pupils in the room Repeat comments made by other pupils from around the room Keep background noise to a minimum where possible. Be aware of external noise – close windows and doors where appropriate Good room acoustics can improve the listening environment – blinds, carpets, low ceilings etc. If possible take the HI pupil to a quiet area within the class room (away from others speaking) while doing reading/listening/speaking activities 1:1 Ensure that the HI pupil can see the speaker's face clearly to have access to lip pattern at all times Do not cover your mouth as the pupil may rely on lip reading Avoid talking whilst your back is turned Avoid standing in the shadow of the projector Avoid standing with your back to a window, as your face will be in shadow Staff should be encouraged to stay in one place in the classroom whilst talking

SEN Area: Physical and sensory needs - Hearing Impairment (HI)

What might you see?	What can you try?
<ul style="list-style-type: none"> Often asks for repetition 	<ul style="list-style-type: none"> Repeat, rephrase, explain, simplify, clarify
<ul style="list-style-type: none"> Difficulties following instructions 	<ul style="list-style-type: none"> Visual reinforcement is of the utmost importance when teaching any child with a hearing loss Break down instructions into small chunks If appropriate to the age of the young person, write questions and answers on the board as oral answers alone may be misheard
<ul style="list-style-type: none"> Experiences problems processing auditory information, including verbal and non-verbal information 	<ul style="list-style-type: none"> Allow additional processing time
<ul style="list-style-type: none"> Difficulties acquiring and retaining vocabulary (may be observed as vocabulary gaps or poor language skills where they may have missed early vocabulary) 	<ul style="list-style-type: none"> Ensure that new vocabulary is explicitly taught through a multi-sensory approach Visual dictionaries, cue cards etc.
<ul style="list-style-type: none"> Exhibits problems with receptive and expressive language 	<ul style="list-style-type: none"> It may be necessary to reinforce unstressed words/sounds in speech e.g. prepositions, tense markers and plurals
<ul style="list-style-type: none"> Acquisition of phonic skills (which may impact early stages of reading) 	<ul style="list-style-type: none"> Small group or 1:1 interventions Quiet room with good acoustics Visual cues to support learning

SEN Area: Physical and sensory needs - Hearing Impairment (HI)

What might you see?	What can you try?
<ul style="list-style-type: none"> • Frequent colds/ear infections 	<ul style="list-style-type: none"> • Be aware that hearing will be particularly 'down' at these times
<ul style="list-style-type: none"> • Problems with self-esteem, emotional wellbeing and social interaction 	<ul style="list-style-type: none"> • Be aware that the young person may find it particularly difficult to interact with other pupils at breaks and lunchtimes • Try to set up a buddying system • Engage young person in 'Nurture groups' • Refer to Well-being Coordinator in school
<ul style="list-style-type: none"> • Volume of voice (i.e. abnormally loud or quiet voice) 	<ul style="list-style-type: none"> • React with sensitivity - this is a common issue with HI young people

SEN Area: Physical and sensory needs - Physical Needs

What might you see?	What can you try?
<ul style="list-style-type: none"> Persistent difficulties dressing 	<ul style="list-style-type: none"> Give physical /visual/verbal prompts and know when to reduce prompts to encourage independence <ul style="list-style-type: none"> » To view the '9 Reasons to Use Visuals' document, visit the Local Offer's Graduated Response section Small step approach to teaching dressing/undressing Reduce task or give sufficient time to complete tasks so that the children experience achievement
<ul style="list-style-type: none"> Poor pencil control/handwriting difficulties Inconsistent performance Difficulty using scissors, cutlery, etc 	<ul style="list-style-type: none"> Use programmes to develop the pre-requisite motor skills see above body awareness activities Discover the child's optimum time for learning Provide rest/motor breaks Pencil aerobics/Dough Gym/Funky Fingers Key Stage 1 'Write Dance Programme' Key Stage 2 'Pattern running'
<ul style="list-style-type: none"> Confusion with left and right 	<ul style="list-style-type: none"> Complete a Baseline Motor Skills assessment <ul style="list-style-type: none"> » View and download from the Local Offer's Graduated Response section Physical/visual feedback e.g. L with your left hand

SEN Area: Physical and sensory needs - Physical Needs

What might you see?	What can you try?
<ul style="list-style-type: none"> • Poor body awareness • Poor spatial awareness - bumps into things/people • Difficulties running, hopping, jumping, riding a bicycle • Poor at ball skills and general co-ordination • Poor stamina • Poor posture • Attention difficulties 	<ul style="list-style-type: none"> • Complete a Baseline Motor Skills assessment <ul style="list-style-type: none"> » View and download from the Local Offer's Graduated Response section • Use programmes to develop motor skills • Activities to promote body awareness <ul style="list-style-type: none"> » View and download from the Local Offer's Graduated Response section • Allow for low level of movement during extended sitting periods • pdnet strategies • Provide regular motor breaks e.g. jobs that allow movement around the room, Brain gym type activities such as left hand on right ear, index finger one hand pointing forward whilst opposite hand has thumb up, then swap, swap back and swap again. • Provide additional classroom resources such as sloping board, adapted cutlery/chairs/scissors and pencil grips etc. • Use of non-slip mats to secure books and equipment • Use technology to support learning (Alternative Recording Circle)

SEN Area: Physical and sensory needs - Physical Needs

What might you see?	What can you try?
<ul style="list-style-type: none"> • Difficulty copying from the whiteboard 	<ul style="list-style-type: none"> • Provide the child with their own copy of text • Highlight information to be copied • Reduce the amount to be copied – copy only what is necessary (e.g. Is it necessary to copy the date, title and learning objective?) • Where necessary, complete a visual perception assessment • Strategies to promote improved visual perception <ul style="list-style-type: none"> » View and download from the Local Offer's Graduated Response section
<ul style="list-style-type: none"> • Classwork rarely finished 	<ul style="list-style-type: none"> • A multi-sensory approach to teaching and learning and knowledge of the child's preferred learning style • Reduce task to the essential key information required from the child or give sufficient time to complete tasks so that the children experience achievement • Teach child or young person how to use planner, diary, task board and/or lists to organise themselves as appropriate
<ul style="list-style-type: none"> • Sensory behaviours <p>Examples include mouthing, constant fiddling, rocking, sitting very close to others, squeezing others, sitting with legs tucked under their body, constantly moving, sound sensitivity, dislikes or over likes touching and hand-flapping</p>	<ul style="list-style-type: none"> • Provide calming and regulating tasks: <ul style="list-style-type: none"> » Weight bearing activities such as chair or wall press ups » Resistance activities such as pushing or pulling » Heavy lifting e.g. doing jobs that involve carrying equipment » Cardiovascular activities e.g. running » Oral activities e.g. chewing or blowing bubbles

SEN Area: Physical and sensory needs - Physical Needs

What might you see?	What can you try?
<ul style="list-style-type: none"> A child/young person with a diagnosed physical disability 	<ul style="list-style-type: none"> Schools should complete training provided by pdnet (Level 1) Liaison with other professionals e.g. Occupational Therapist/Physiotherapist Provide flexible, adult assistance as necessary to access the curriculum, manage their condition, or move with safety around the environment Complete a mobility/risk assessment <ul style="list-style-type: none"> » To download a copy of the assessment template, visit the Local Offer's Graduated Response section Consider organisation of classroom and seating plans to ensure free movement; sufficient working space; predictable environment Allow child or young person to leave early when travelling between classes to avoid large groups in corridors and enable extra travel time e.g. to go to lift Implement an accessibility plan to move around the school <ul style="list-style-type: none"> » To download a copy of the assessment template, visit the Local Offer's Graduated Response section Consider rails within toilets or access to disabled toilet Ensure child or young person is able to reach and use facilities e.g. hand basins, taps, coat pegs and lockers Give consideration to transporting of food at lunchtime e.g. assistance with trays and seating Provide additional classroom resources such as sloping board, adapted cutlery, chairs, scissors and pencil grips etc.

- Contact the child's physiotherapist for advice to contribute to a plan on specific movements to be avoided or enhanced in PE
- Consider the pace of lessons to take account of fatigue
- Consider timetabling and location of rooms where possible to facilitate movement
- Use technology to support learning (Alternative Recording Circle)
- Encourage peer support
- Use of 'Dycem' matting to secure books and equipment
- Appropriate size and height chairs/tables to encourage a correct posture and to support fine motor function and writing – liaison with Occupational Therapy
- Use technology to support learning where necessary

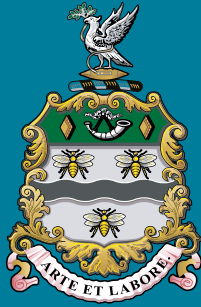
SEN Area: Physical and sensory needs - Visual Impairment (VI)

Important Notice!

If you feel the child is experiencing any visual difficulties, then please recommend that parents or carers take their child to see an optician. If the child has had an appointment with an ophthalmologist (hospital eye doctor) or orthoptist, then please ask any for any recent medical correspondence. Forward the medical information and consent form as part of the SEND referral process.

Whilst waiting for information/support some of the following may be helpful.

What might you see?	What can you try?
<ul style="list-style-type: none"> • Struggles to see the whiteboard or demonstrations 	<ul style="list-style-type: none"> • Move to the front of class, facing the front
<ul style="list-style-type: none"> • Stooping over work, brings things very close to their eyes 	<ul style="list-style-type: none"> • Try to make text and images bigger (this may not work) or use a slope
<ul style="list-style-type: none"> • Cannot read their own handwriting (extremely large or small) 	<ul style="list-style-type: none"> • Try a darker pen
<ul style="list-style-type: none"> • Moves/tilts their head, or has a noticeably different head/body posture 	<ul style="list-style-type: none"> • Let them find the most comfortable seeing/viewing position
<ul style="list-style-type: none"> • Bumps into furniture/people, trips over things 	<ul style="list-style-type: none"> • Keep layout the same, keep the room as tidy as possible, tuck in chairs etc. • Give verbal descriptions
<ul style="list-style-type: none"> • Struggles to see in very bright/dark conditions 	<ul style="list-style-type: none"> • Needs more time to adjust to movement from inside to outside • Try to control lighting with blinds, curtains or supply artificial lighting
<ul style="list-style-type: none"> • Misses facial expressions and non-verbal gestures, e.g. thumbs up, fingers on lips 	<ul style="list-style-type: none"> • Say child's name to cue them in



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