

Ordinarily Available Provision 2023-2024

Approaches and resources that mainstream education settings in York will provide for children and young people with SEND



This guide is for parents/carers and professionals



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Local authorities, early years providers and schools should enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon. At times parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parent, teachers and others to be maintained, to work through the points of difference and establish what action is to be taken.

SEND Code Of Practice, 2015 1.7

Introduction

This document has been co-produced with parents/carers, headteachers, senior leaders and SENDCos.

York is a **needs-led** city. We are committed to intervening early to support and improve the outcomes of children and young people with SEND. This means that any provision or support should be provided in line with the needs of the young person and is not dependent on any formal diagnosis.

The purpose of this document is to describe the provision that the local area SEND Partnership expects to be made available for all children and young people with special educational needs and disabilities (SEND) in mainstream settings, schools and colleges. This is referred to in settings as SEND Support and the provision described will form part of the setting's graduated response to meet needs.

The majority of children with SEND will have their needs met effectively within their local mainstream setting. Where a child or young person is identified as having SEND, schools will take action to remove barriers to learning and put effective provision in place. These actions should be reviewed and refined through the cycle of Assess, Plan, Do, Review.

As a local area SEND Partnership, we are committed to working together to deliver the best outcomes for York's children and young people with SEND. Central to achieving this is to ensure consistency of approach across the city's education settings through ensuring quality first teaching, close working with families and clear cycles of evaluation (Assess, Plan, Do Review).

This document is designed to be used as a reference document and to support the delivery of a consistent local offer for children and young people across York's education settings. This document will be reviewed annually to ensure that it remains relevant and is grounded in best practice (2015).



What do we mean by Ordinarily Available Provision?

The term 'ordinarily available provision' refers to the range of activities, experiences and strategies offered as basic good practice/quality first teaching for children with special education needs/disability in line with the **SEN Code of Practice**.

Ordinarily Available Provision should be delivered within the usual funding resource the provider receives from the Local Authority. Some providers will need to make adaptations to their current practice if they are to meet the expectations of Ordinarily Available Provision.

A graduated response

The SEND Code of Practice describes a graduated response and the Assess, Plan, Do and Review cycle (see later) through which children and young people, placed at SEN Support have their needs met.

Expectations

Paras 6:96 – 6:99 of the SEND Code, explain that schools (including academies) are expected to:

- i. Make provision available for children with SEND from their delegated budgets
- ii. Provide high quality teaching
- iii. Plan the use of their SEN resources to support the progress of children with SEND, in the context of their other resources, such as pupil premium
- iv. To be clear about the provision they make for SEN from within their Core budget (Elements 1 and 2) and up to a nationally prescribed threshold

Equity of decision making

Developing a description of the type of provision that should be ordinarily available across York will help to ensure equity in decision making about when a child or young person might need higher level provision through an EHC assessment and possible an EHC Plan, and the distribution of Element 3 funding to schools, Colleges and settings.

Expectations of all settings in York

All settings **must** apply the principles underpinning the **SEND Code of Practice (2014)** and have regard to the **Equality Act (2010)**.

The principles outlined in the SEND Strategy, 2021-25, York SEND Outcomes Framework and the SEND Code of Practice should be applied in all settings in York throughout the different ages and stages of a child and young person's learning journey.

Key Principles:

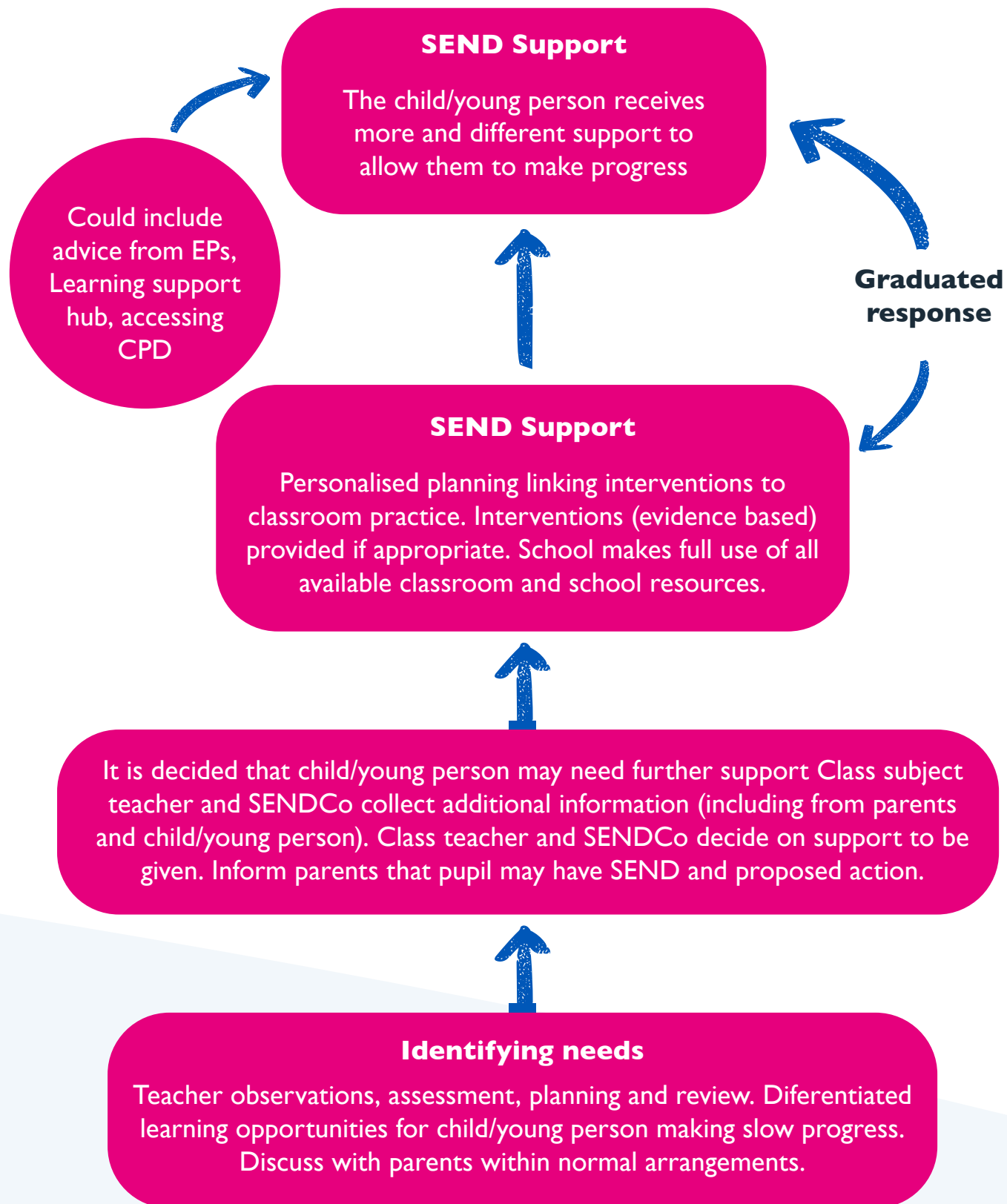
- The voice of children and young people is central in decision-making
- Effective partnership with parents and carers is built-in in all settings to inform decision-making and support for children and young people
- Regular cycles of assess, plan, do and review are used to ensure that all children and young people with SEND are making progress towards agreed outcomes
- Transitions are carefully planned at all ages and stages so there are no surprises for children and young people, parents and carers and professionals
- All interventions should help the child or young person to develop as much independence as possible
- Education is close to home, wherever possible
- A commitment to early intervention and prevention to tackle any potential barriers to achieving good outcomes
- A commitment to work together so that children and young people with SEND feel safe and valued

York SEND Outcomes Framework

- I am healthy
- I have choice and am heard
- I am safe
- I achieve my goals
- I am included
- I can overcome challenges or difficulties on my own or with support
- I am becoming independent

Quality First Teaching

The Code of Practice says that every teacher is a teacher of SEN. High quality teaching is effective for all children and young people. Through delivering quality first teaching settings are implementing the graduated response.



Teachers know their pupils and will notice when a pupil isn't flourishing. The Ordinarily Available Provision is about simple additions, adjustments or changes that a teacher can put into place to adapt their teaching and remove any potential barriers to learning for the pupils in their care. For example, a simple adaptation may offer more structure, or more reassurance, or ensure information is presented in a way that avoids common confusion. These strategies will enable teachers to 'adapt their teaching to respond to the strengths and needs of all pupils' (Teacher Standard 5).

For the majority of pupils with SEND, diagnosis is less helpful for teaching and learning than determining the pupils' educational needs.

"Pupils want support to help them do well, but they often experience a system which is more interested in asking "what is wrong with you?" than "how can we help?". Children told me that they find labels marginalising; they are often accompanied by a sense that each label leads to a drop in ambition. We need to move away from diagnostics, labels, and processes and towards a system of practical help focused on achieving outcomes."

(Dame Rachel de Souza, *Beyond the labels: A SEND system which works for every child, every time*, 2022)

The Ordinarily Available is a framework that will help all pupils to flourish and learn. It is grounded in the teaching standards, which provide the minimum expectations of high-quality teaching across all schools. This framework for inclusive teaching is underpinned by adaptive teaching and the work of SEND champions in York's schools.

The expectations of any teacher are that:

- They have high expectations for all children and young people
- They create and maintain effective relationships and create safe learning environments for all children and young people
- They manage the learning environment so that it is inclusive and meets the needs of all pupils

All teachers will:

- Match pedagogy to the needs of the pupils
- Implement adaptations, supports and scaffolds
- Model new learning and consistent expectations
- Focus on helping pupils to understand how they learn best (metacognition)
- Focus on developing speech, language and communication
- Use information from assessment to inform their planning
- Create and maintain a calm and collaborative climate for learning
- Implement reasonable adjustments to meet the needs of children with identified special educational needs and/or disabilities

Use of the Education Endowment Foundation (EEF) 'five-a-day' principle supports teachers to develop quality first teaching which improves provision and outcomes for pupils with SEND.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

1. Explicit instruction
2. Cognitive and metacognitive strategies
3. Scaffolding
4. Flexible grouping
5. Using technology

The research done by the EEF stresses the importance of moving beyond a narrow focus on the four broad areas of need described in the SEND Code of Practice. The four broad areas of need are as follows:

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

These needs are often inter-related for individual children and young people and it is important to consider the impact of the interplay between them when planning provision to meet an individual pupil's needs.

Teachers need to understand the individual characteristics of pupil's needs and how these relate to the classroom environment and the content of what they are teaching. This is an important principle in delivery of ordinarily available as it means understanding the specific barriers to learning that an individual child faces and identifying what adaptations can be made to allow them to thrive.

Recommended resources and services:

- Special Educational Needs in Mainstream Schools, Guidance Report (educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send)
- The City of York SEND Learning Support Hub
- York Parent Carer Forum
- City of York SENDIASS
- City of York Educational Psychology Service
- Early Talk for York
- The Wellcomm Communication Toolkit
- Pathfinder Teaching School Hub – Adaptive teaching and SEND Champions programmes
- Communication Friendly Audit (Haxby Road ERP Resource)
- NASEN resources
- How to create autism friendly classrooms – David Burns
- The ADHD Foundation - adhd.foundation.org.uk



Examples of approaches, strategies and reasonable adjustments that can be used in mainstream (these are in addition to the universal aspects of quality first teaching)

These examples are not prescriptive and are not designed to be an audit of provision in individual schools/classrooms but are included as suggestions of best practice locally and nationally.



Cognition and Learning - Specific Learning Difficulties (SpLD)

Quality First Teaching:

- Differentiation of literacy and numeracy tasks to support learning outcomes, e.g. listening and discussing rather than reading and writing, use of assistive technology, etc.
- Alternative multi-sensory activities to enhance and support learning
- Use of hands-on classroom learning aids (e.g. subject specific word mats, word lists colour coded by category, writing frames, spellcheckers, specialist dictionaries, number lines, Numicon, ICT, etc.)
- Use of reading texts matched to age and interest as well as reading level
- Consideration of accessibility of learning materials in terms of readability, density of text, size and choice of font, layout, overlays, coloured paper, appropriate use of illustrations etc.
- Reduced background noise and distractions
- Support to sequence tasks and instructions within class e.g. task strips
- Extra time for processing, speaking and listening
- Support for homework and to ensure that tasks are clearly recorded including use of ICT
- Use of teaching strategies that develop the independent learning of the CYP

SEN support

- An assessment of child's SpLD leading to an appropriately targeted intervention programme planned in partnership with the child and their family and as advised by other professionals (where involved) Recommended standardised assessment tools include the York Assessment of Reading Comprehension (YARC), Dyslexia Portfolio, Wechsler Individual Achievement Test III (WIAT) for teachers
- Classroom support to develop literacy and numeracy skills and generalisation of skills taught as part of individual/small group programmes
- The use technological aids e.g. such as reader pens or apps
- Time limited proven interventions matched to pupil need and delivered by suitably trained staff
- Some use of small group or time limited 1:1 programmes planned by the teacher and delivered by a TA to address specific difficulties; reinforced by appropriate ICT on phonological awareness, phonics including letter sounds and blending, sight vocabulary, reading strategies, comprehension and inference skills, letter formation, handwriting, spelling, sentence formation, grammar, writing/composition skills, study skills, etc. as appropriate and using evidence-based interventions programmes
- Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period (at least 2 terms) in partnership with parents/carers and CYP

Cognition and Learning – Moderate Learning Difficulties (MLD)

Quality First Teaching:

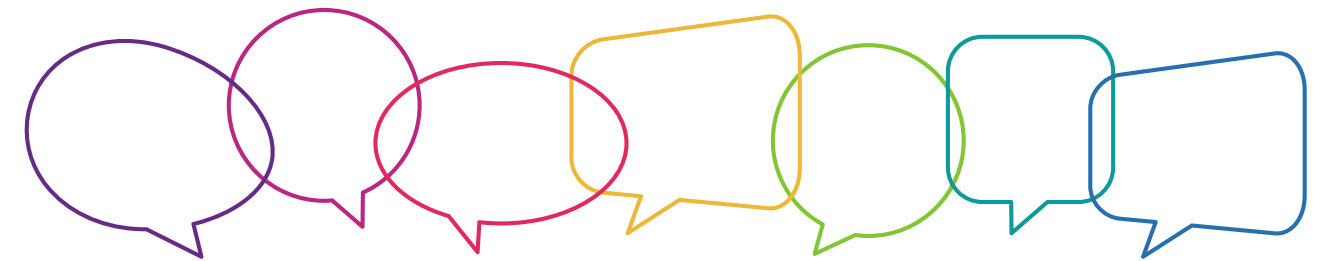
- Learning reflects starting point and agreed next steps with learning broken down into smaller achievable steps
- Tasks set are related to the child's everyday experience with an emphasis on direct experience or preferences
- Range of practical activities including appropriate use of ICT
- Extra time for responses to questions, contributing to class discussions and to complete activities
- Alternative ways to record learning, e.g., oral, photographic, video, highlighting text, mindmaps etc.
- Cueing and reinforcing children's listening/attention
- Checking understanding and reinforcing as required through repetition, rephrasing, explaining & demonstration (what the finished product looks like)
- Immediate feedback/live marking
- Use of classroom learning aids (e.g. subject specific word mats, writing frames, number lines, ICT, etc.)

- Use of topic maps to link current learning to previous learning
- Explicit teaching to support generalisation of skills
- Use of peer support
- Visual cues to support understanding including the use of objects, pictures, signs, symbols, models, examples, ICT
- Modelling and teaching study skills (e.g. having a plan to complete the task, problem solving skills, etc.)
- Physical environment that is organised and well-defined and labelled using written and visual cues
- Use of teaching strategies that develop the independent learning of the CYP
- Support for homework and to ensure that tasks are clearly recorded including use of ICT

SEN support

- An assessment of child's learning needs leading to an appropriately targeted intervention programme planned in partnership with the child and their family and as advised by other professionals (where involved) Recommended standardised assessment tools include the York Assessment of Reading Comprehension (YARC), Dyslexia Portfolio, Wechsler Individual Achievement Test III (WIAT) for teachers
- Individual/small group programmes for language, literacy and numeracy skills, pre- teaching and reinforcing curriculum learning, study skills etc.
- Classroom support to modify tasks as agreed by class teacher where required and to generalise skills taught as part of individual/small group programmes
- Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period (at least 2 terms) in partnership with parents/carers and CYP





Communication and Interaction – Speech, Language and Communication Needs (SLCN)

Quality First Teaching:

- Range of strategies are routinely available to collect pupil voice e.g. Talking Mats
- Reference to and advice implemented from Universal and Targeted advice sheets: yorkhospitals.nhs.uk/childrens-centre/your-childs-hospital-journey/therapy-services/slt/slc-advice-sheets/Cueingandreinforcingchildrenslistening/attention
- Establish communication friendly strategies to facilitate communication and to assess learning:
 - » Support what is said by visuals/picture including objects, pictures, signs, symbols, models, examples, etc.
 - » Get the CYP's attention
 - » Allow time to process what has been said
 - » Allow time to respond
 - » Differentiation of teacher language, i.e., use of key vocabulary, short sentences with simple grammar, chunking/sequencing of concepts
 - » Differentiation of tasks, use of task planners/schedules
 - » Differentiated use of questions
 - » Use of word webs, concept/ topic maps to illustrate/reinforce key language
 - » Modelling, prompting and reinforcing children's language, such as providing a framework or model for a response
 - » Checking understanding and reinforcing as required through repetition, rephrasing, explaining and demonstration
 - » Physical environment that is organised and well-defined and labelled using written and visual cues
 - » Use of appropriate areas of the room to support speaking and listening skills
- Apply personalised advice from SaLT (where a SaLT assessment has taken place)
- Schemes of work are differentiated including content from earlier years as appropriate.

- Use of peer support
- Support for homework and to ensure that tasks are clearly recorded including use of ICT
- Use of teaching strategies that develop the independent learning of the CYP
- Use of schedules and routines, support for transitions including unexpected change
- Opportunities for direct experience and practical activities including use of ICT
- Opportunities for pre-teaching, overlearning and reinforcement and generalisation of key language
- Opportunities to develop speaking and listening skills, social skills and relationships with other children e.g. Talk Boost, Time to Talk, Talking Partners, Narrative groups, Socially speaking, Talkabout, as well as Circle of Friends
- Access to a quiet, distraction-free environment in which to deliver intervention groups
- Awareness of implications of SLCN on basic skills i.e. numeracy, reading, writing and use of relevant High Quality Teaching to support learning as per MLD section
- Environmental audit for example using the resources provided by the Communication Trust or using the Haxby Road outreach support audit tool
- Consider speech sound development when delivering phonics

SEN support

- An assessment of child's SLCN leading to an appropriately targeted intervention programme planned in partnership with the child and their family and as advised by other professionals (where involved). The WELCOMM programme is a recommended assessment tool for Early Years. The British Picture Vocabulary Scales III (BPVS) is a test of receptive vocabulary.
- A range of activities available to support communication and interaction and extend communication skills supported by adults, such as turn taking games
- Individual/small group programmes for language, literacy and numeracy skills, pre-teaching and reinforcing curriculum learning, study skills, etc., with suitably experienced staff such as ELKLAN trained TA with access to ELKLAN Language Builder manual
- Classroom support to modify tasks as agreed by class teacher where required and to generalise skills taught as part of individual/small group programmes
- Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period (at least 2 terms) in partnership with parents/carers and CYP

Communication and Interaction including ASC (Autistic Spectrum Condition)

Quality First Teaching:

- Range of strategies are routinely available to collect pupil voice e.g. Talking Mats
- Teacher language is explicit, unambiguous and avoids non-literal language and inferred meaning
- Clear and positively stated rules and expectations for behaviour are modelled by all adults
- Visual and practical supports e.g. Visual timetables and lists.
- Awareness that a CYP may need more time to process language and complete tasks
- Structured and consistent routines reinforced by visual timetable, support for transitions and for managing unpredicted changes to the routine
- Explicit teaching of comprehension, concepts, inferential understanding, perspective taking, empathetic thinking and generalisation of skills
- Explicitly naming emotions in situ, explaining the and thoughts of others and explicitly teaching of appropriate social interaction skills
- Managing, supporting and differentiating collaborative learning (e.g. opportunities to work alongside/ outside of a group as appropriate)
- Providing greater structure for open ended/creative activities and those that rely on inference (e.g., choice from options instead of prediction, writing about actual experience instead of imaginative writing, etc.)
- Use reading to support understanding of characters' emotions, thoughts, intentions, actions and social interactions
- Explicit teaching about social awareness and social skills and how to make and manage friendships (also about sex and relationships for older young people)
- Use positive behaviour management strategies to unpick situations that have gone wrong, being aware of the impact of social communication and emotional regulation difficulties, literal thinking and sensory difficulties
- Use of an individual workstation, task strips and schedules for structured teaching and independent working
- Physical, sensory and/or learning breaks across the school day and provision of a quiet space/time out at times of heightened anxiety
- Awareness of and planning to manage sensory sensitivities, issues, e.g., light, noise, texture, temperature, etc.
- Use relevant Quality First Teaching to support learning as per SLCN and MLD sections

- Visual aids and prompts (e.g. personal visual timetables, now/next cards etc.)
- School have an Autism Champion who regularly attends the Autism Champion meetings run by CYC STT for Autism
- Use of teaching strategies that develop the independent learning of the CYP
- School trips which are planned well in advance to prepare the young person for the trip and have a comprehensive risk assessment which takes into consideration the needs of the CYP
- All staff in school have completed Making Sense of Autism or Good Autism Practice training from Autism Education Trust (AET) or equivalent relevant autism training
- Use of 'Graduated pathway to support attendance'
- Other pastoral interventions should include:
 - » Meeting and Greeting (Soft landing and "Down" time at end of day to support transition to and from home.)
 - » Circle Time
 - » Peer mentoring
 - » Buddy Systems
 - » ELSA support
 - » Lunch clubs
 - » School Counsellors
- Staff make use of a wide range of resources, including those produced within the LA, to inform their inclusive practice. e.g. Communication tool kit

SEN support

- An assessment of child's needs leading to an appropriately targeted intervention programme planned in partnership with the child and their family and as advised by other professionals (where involved). The SCERTS programme is recommended as an assessment tool using 'can do' statements to identify areas of strength and areas for development
- Individual/small group programmes with staff who have knowledge/skills to address specific needs to support social communication, language skills, emotional regulation, self-awareness etc as part of assess, plan, do, review cycle (e.g. Circle of Friends, self-esteem group, Socially Speaking, 5 Point scale, feelings board, Zones of regulation, Lego therapy, musical interaction and recognition / understanding of emotions, including visual supports). Group work to be planned and tailored to meet identified need and includes good role models.
- Adjusted, flexible timetable introduced in negotiation with pupil, parents and staff e.g. temporary withdrawal from some activities such as assemblies, specific lessons and/or provide needed quiet time at periods throughout the day to support regulation of emotions.

- Use of key-working approaches/mentor to ensure CYP has trusted adult to offer support for both self & mutual regulation during vulnerable times.
- Classroom support to develop communication and interaction skills and generalisation of skills taught as part of individual/small group programmes
- Use of appropriate ICT to reinforce skills
- Support for unstructured parts of the day to provide routines and support for social interaction
- All teachers and TAs have completed Good Autism practice training from Autism Education Trust (AET) or equivalent relevant training
- Use of specialist interests of CYP to help engage and motivate in lessons
- Records of the CYP's emotional regulation are updated daily and analysed to consider frequency, duration as well as triggers/patterns to help understand underlying causes/triggers
- Individual support for pre and post teaching
- Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period (at least 2 terms) in partnership with parents/carers and CYP



Social, Emotional and Mental Health Needs (SEMH)

Hight Quality Teaching:

- Range of strategies are routinely available to collect pupil voice e.g. Talking Mats, Person Centered Planning tools
- Developing a positive relationship and connection with all children and young people
- Use of trauma-informed behaviour policies which recognise the importance of offering a secure base (e.g. trusting relationships, felt safety, teaching regulation skills, focusing on repairing, understanding the function of behaviour). See CYC EPS Trauma Informed Behaviour Policies for details (search for CYC Trauma Informed Behaviour Policy Guidance November 2019 at Yor-OK.org.uk)
- Effective adult language that is appropriate to the child's developmental stage
- Clear routines, boundaries and consistency of approach by all staff working with the child
- Identification of co-occurring SEND e.g. SpLD or SLCN and the additional barriers this presents
- Managing the immediate environment to create nurturing classroom and reduce distraction and minimise potential for conflict or disruption
- Interventions should include:
 - » Wellbeing based approach
 - » ELSA provision Alternatives to the start and ends of the day
- Emotion Coaching (understanding and validating feelings, setting limits and problem solving)
- Supporting behaviours that challenge through:
 - » Prioritising relationships and understanding what behaviour may be communicating
 - » Positive reinforcement and praising appropriate behaviour of nearby pupil (proximity praise)
 - » Tactical ignoring of low level behaviour
 - » Non-verbal signals e.g Moving closer
 - » Ask and/or restate relevant rule/routine/behavioural expectation
 - » Distract onto desirable task
 - » Modify or change activity
 - » Use of humour
 - » Modify groups for any joint activity
 - » Use the language of choice, remind of consequences ('If you choose to....then...')
 - » Take up time, clear choices, schedules and consistent routines and boundaries
 - » Effective adult language, e.g., 'I... when.... because', 'I am looking for...', 'when/then' statements

SEN support

- An assessment of child's SEMH needs (including records of the CYP's emotional regulation updated daily and analysed to consider frequency, duration as well as triggers/patterns to help understand underlying causes/triggers) leading to an appropriately targeted intervention programme planned in partnership with the child and their family and as advised by other professionals (where involved) including planned responses to behaviour as part of a positive behaviour programme
- Modifications to environment eg access through a different entrance, pass to access different toilets
- Individual/small group programmes to support attention and concentration skills, emotional literacy, anxiety management, self-esteem, turn-taking and cooperation skills, social interaction skills, etc as part of assess, plan, do, review cycle
- Classroom support to prompt attention and repeat and reinforce class teacher's instructions and routines, develop social and emotional skills and generalise skills taught as part of individual/small group teaching, support agreed opt out strategies in situations that may otherwise escalate
- Support for executive functioning skills (See Quick Guide from CYC Educational Psychology Service)
- Personalised timetable introduced in negotiation with the CYP, parents/ carers and staff. This may include temporary withdrawal from some activities e.g. assemblies, specific non-core lessons.
- Alternative curriculum opportunities at KS4 e.g. vocational/college/work placements
- Personalised reward systems known to all staff in school implemented consistently across the curriculum
- Provide meet and greet arrangements, and support for unstructured parts of the day to provide routines & support for social interaction
- Regulation activities integrated through the day (e.g. rhythmic/repetitive activities, movement, sensory integration)
- Activities that are soothing, grounding and regulating e.g. play, dance, colouring, gardening
- Allocation of an 'additional attachment figure' with opportunities for check-in time and approaches to support being 'kept in mind'
- A 'safe space' in school, identified in collaboration with the child/young person
- Clear processes for home-school communication to share information and support consistency of approach/understanding
- Implementation of strategies advised by the Effective Strategies document_ (gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools)
- Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period (at least 2 terms) in partnership with parents/carers and CYP



Physical and Sensory: D/deaf Support

Hight Quality Teaching:

- Teacher discussion with the child about their preferred access arrangements
- Consistent, effective use and management of audiological equipment in school
- Implementing advice from the Qualified Teacher of the Deaf and seeking further advice as needed to meet the needs of the child
- Maintaining skills and understanding about supporting deaf children through accessing training e.g. training from the Deaf and Hearing Support Team
- Visual aids to support understanding and access to the curriculum. These may include: objects, pictures, gesture, signs, symbols, visual timetable, models, examples, ICT, demonstrations, use of subtitles or transcripts, visual/written instructions for homework etc.
- Adaptations to the physical environment: background noise is reduced; good room acoustics and seating plan is used to optimise listening and visual access to lip patterns
- Providing an accessible environment where the child can access language and cognitive ideas
- Modified language and scaffolding of subject-specific vocabulary as needed
- Extra time for responses to questions, contributing to class discussions and activities
- Cueing in and reinforcing children's listening/attention
- Management of turn taking in classroom discussions with repetition of key points made by others
- Teacher repetition of class contributions
- Checking understanding and reinforcing by repetition, rephrasing, explanation/ demonstration
- Opportunities for pre-teaching and consolidation of language
- Opportunities for social interaction which may need supporting/scaffolding.
- Good role models of language, communication and social behaviour from adults and other children
- Use additional support staff and note takers to give equal access to learning if appropriate
- Teacher manages the work of teaching assistants and provides individualised intervention work for teaching assistants to deliver, as appropriate

SEN support

- Regular liaison with a qualified Teacher of the Deaf to support student and school staff to understand hearing loss and promote independent use of audiological equipment through training, regular checks and monitoring
- Use of subtitles

- Individual/small group programmes to develop the child's language, social emotional needs and access to the curriculum
- Individual/small group programmes reinforced by appropriate language activities, literacy and numeracy skills, pre-teaching and reinforcing curriculum learning, study skills, etc
- Pre and post teaching of phonic skills or other curriculum subjects as needed
- Individualised support to implement recommendations from support services e.g. QToD., SLT etc.
- Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period in partnership with parents/carers CYP and QToD

Physical and Sensory: Vision Support

Hight Quality Teaching:

- Class/subject teachers to take responsibility for acting upon personalised educational advice supplied by Qualified Teacher of VI around individual child's needs
- The environment is planned taking into consideration the physical and sensory needs of all CYP eg playground and classroom layouts, displays, signage and lighting
- All staff and supply staff, visiting speakers, sport, drama groups etc. are informed of child's visual needs at the planning stage of activities.
- Support for inclusion with extra-curricular activities, modified homework resources and newsletters
- A range of multi-sensory tasks, teaching styles and support for the alternative ways of recording work
- Provision of recommended generic specialist assistive technology such as: iPad/ tablet/ laptop/ eReader/ scanner and specialist software. e.g., screen sharing packages and magnification
- Clear classroom routines supported by cues, e.g., objects of reference, signs, symbols, gestures, signing to support language, photographs, visual timetables
- Careful consideration of accessibility of learning materials in terms of readability, density of text, size and choice of font, layout, overlays, coloured paper, appropriate use of illustrations, clutter free diagrams, all modified resources onto A4 paper only
- Provision of consumables, e.g., specialist paper, matt laminates. Appropriate black fibre tipped pens/ dark leaded pencils, exemption from learning a cursive script. Use of a sloping desk or board
- White/interactive board displays should be clear for all CYP, a dark pen should be used when writing on the board with teacher verbalising
- Seating at proximity to interactive white board/learning facilitator/ point of learning

- Clear and tidy classroom with good organisation and labelling of resources
- Visual fatigue rest breaks built into the school day and a shaded outdoor area as appropriate
- Use of teaching strategies that develop the independent learning of the CYP

SEN support

- Consideration of timetabling and location of rooms and appropriate workstation for 1:1 instruction
- Assistance with access to specialised equipment eg laptops, cameras, speech/large print software or talking equipment
- Teaching assistance is targeted towards the supply of teaching and learning resources e.g. the preparation / resourcing of suitable visual materials. coordinating the adaptation of resources, support with use of equipment in specific subjects (e.g. Science, Technology, Maths, and ICT) ensuring advised seating arrangements and access to interactive white board
- Sufficient curriculum time allocated for the pre-teaching/revision of skills, completion of task, and teaching the additional curriculum e.g., touch typing, lip reading, independent living skills, mobility, social skills
- Planning shared with Vision Support team to enable resources to be obtained/ modified in time for the lesson, differentiation both in quantity and level of work, delivery method through ICT, sign, lip reading, modified worksheets, practical activities
- Regular liaison with a qualified Teacher of VI to support student and school staff to understand vision loss and promote independent use of equipment through training, regular checks and monitoring
- Oversight for PE, unstructured times in the playground and when moving around school, to monitor safety, interpretation of instructions and use of equipment
- Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period (at least 2 terms) in partnership with parents/carers and CYP

Physical and Sensory: Physical Difficulty (PD)

Hight Quality Teaching:

- Reasonable adjustments to the school environment and building adaptations including accessible toilets, rise and fall changing beds ramps, height adjustable furniture, grab bars, door handles, lifts, etc.
- Class/subject teachers take responsibility for acting upon relevant information around individual students including:
 - » Well-organised classrooms with clear route ways
 - » Appropriate seating arrangements in relation to the teacher/teaching focus

- » Adapting and modifying classroom tasks that require sustained and/or precise fine and/or gross motor skills
- » A range of alternative equipment may be useful - chunky pencils, adapted scissors, pencil grips, enlarged lined paper/frames especially maths for laying out etc.
- » Planning may need to include rest breaks or movement breaks
- » Extra time for completion of tasks
- » The use of assistive ICT including (on screen keyboards, Clicker, predictive text)
- » Access to medical support, if appropriate
- » Careful consideration of timetabling and location of rooms
- Schools support the use of low-tech aids or equipment (basic word processors, communication passport)
- Modification of activities for P.E and all movement-based learning, practical activities, use of equipment as appropriate
- Optimal seating position including correct size furniture and additional resources such as seating wedges and writing slopes
- Support for accessing and demonstrating learning within the classroom
- Ensuring safe movement in the classroom and around the school
- Trained support for moving and handling may be required as well as a Moving and Handling Plan
- Accessible toilet/hygiene suite
- Toilet passes
- Support for unstructured parts of the school day
- Support for wider whole school activities and social opportunities
- School trips which are planned well in advance and take into consideration the needs of the CYP
- Use of guidance within relevant policies
 - » Educational Visits Guidance
 - » Intimate Care
 - » Managing Medicines Guidance
 - » Supporting Children with Physical Disability and Medical Needs


SEN support

- Individual programmes of physical and occupational skills as advised by relevant specialists Input, where appropriate (e.g. Specialist Nursing Teams and Regional Specialist medical Teams (e.g. Renal, Neuro muscular clinic. Oncology etc), SALT, OT, Physio)
- Providing support for self-help, e.g., going to the toilet, dressing/undressing, lunchtimes, etc.

- Assistance with manipulating equipment in specific subjects especially science, DT, Maths and ICT
- Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period (at least 2 terms) in partnership with parents/carers and CYP



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Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

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