



# Weavers Academy

## Framework for SEND

SENDCo: Miss D Costello

Principal: Mr J Hunt

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# Our Mission & Vision

## **Our Mission**

To give every child in our schools the best possible start in life through excellent education and wide-ranging co-curricular opportunities.

## **Our Vision**

To send out into the world educated, creative, confident, and responsible young people, who can succeed in their ambitions and make their communities better places.

## **Our Ethos**

**‘Make every interaction an intervention’**

## Weavers Academy, promoting equity and inclusion

At Weavers Academy, our focus is on individual talent and the development of each child in partnership with their peers, their staff teams and the communities the live in. This is promoted through equity of opportunity and through a totally inclusive approach that considers the learning context, gender and religious background for every child as an individual and as part of a wider community.

All pupils at our academies benefit from the chance to achieve their full potential through our ambitious curriculum.

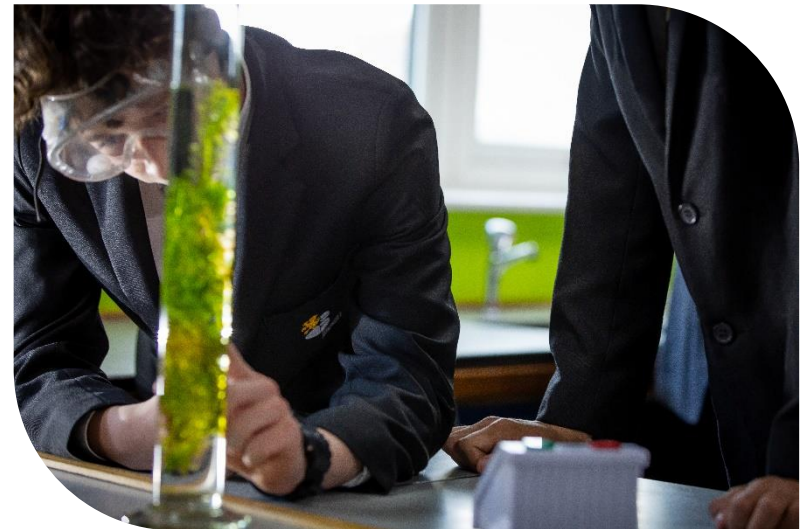
Children and young people with SEND have full access to the same opportunities as every other member of our community. Pupil and staff voice enables us to ensure that all aspects are considered regularly and our collaborative approach to equity and inclusion ensures the best outcomes for all.

Timely Identification and The Graduated Response

### Introduction

At Weavers we are committed to providing a high quality, broad and balanced curriculum for all children and young people; the consistent delivery and access to the National Curriculum is the starting point for all children and young people's learning.

We value high-quality teaching ("Quality First Teaching") for all pupils and monitor the quality of learning and teaching in the school. We use a range of methods to do this including regular lesson observation, work scrutiny by curriculum leaders and senior leaders, learning walks (when senior staff and/or SENDCo follow a student or group of





pupils to see at first hand their learning experiences). Staff benefit from regular professional development.

At some point during their education, a child or young person may have particular learning needs which require additional or adapted provision. All staff recognise that every child and young person has gifts, abilities and development needs which staff need to meet. As part of the Weavers Academy offer, we promote an 'i-Create' approach for all pupils so they can access support, including any specialist support to help pupils with special educational needs and/ or disabilities (SEND). In line with the SEND Code of Practice 0 – 25 (2014), all practitioners are equally responsible for the learning and progress of all children and young people.

The academy's SENDCo and intervention teams, working with leaders, support teachers, practitioners and pupils with additional provision and strategies that help all pupils to make progress. This policy ensures that curriculum planning for pupils with SEND considers the type and extent of any difficulties experienced by the child or young person. Leaders will ensure that parents/carers are involved in decision-making, where necessary and possible, about SEND provision being made for their child, working collaboratively with appropriate expert agencies, where needed. All children and young people with SEND will be admitted to the school in line with the school's agreed Admissions Policy. The Disability Discrimination Act states that some pupils with disabilities may have learning difficulties that require special educational provision. However, not all children defined as disabled, or those with medical conditions, will necessarily require this provision. A child with asthma or diabetes, for example, may not have special educational needs but may still have rights under the Disability Discrimination Act. We will assess each child or young person as required, and make the appropriate provision, based on their identified needs.





## Aims

We aim to:

- Raise the achievement of all children and young people.
- Promote the self-esteem and motivation of all children and young people, enabling full access to the life of the school and opportunities offered.
- Identify children and young people's additional needs as early as possible and provide appropriate support.
- Listen to children and young people's views and involve them in planning their education.
- Provide children and young people with the opportunities and skills to access a successful pathway to adulthood.
- Work in partnership with parent carers, external agencies, professional bodies.

## Objectives

- Pupils with SEND have access to a broad and balanced curriculum, adapted by design
- Pupils' individual needs will be taken account of at the planning stage for all learning.
- Various grouping arrangements will be used to enable pupils to take on different roles and to access learning at the appropriate level.
- The SENDCo, working with other staff, will organise effective use of people, interventions, resources and time to maximise the learning of all.
- Leaders will liaise with other agencies e.g., Specialist Teaching Team, Educational Psychologists, Health and Social Care, Education Welfare Service and any voluntary organisations to provide more specialist support where the Academy feel there is sufficient need, and the child or young person meets the different agencies' thresholds for involvement

## Identification of Need

Children and young people with special educational needs (SEND) have learning difficulties that call for extra provision to be made or additional support services to be provided. All children and young people may have special needs at some time in their lives.

Children and young people have a learning difficulty if they have:

- Significantly greater difficulty in learning than the majority of children of the same age.
- or
- A disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for other children of the same age in schools within the area of the Local Authority.

In some cases, children join us with their needs already assessed. However, children are assessed when they enter Weavers Academy so that we can build upon their prior learning.

We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Examples of assessments used at Weavers:

- WRAT Assessment
- GL Assessment Tools
- NGRT
- PASS testing
- SDQ's
- Motional
- CAT tests

The needs of all children can be met through:

- Setting suitable and appropriate learning challenges within a broad and balanced curriculum
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2014) into the following four headings:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and / or Mental Health Difficulties (SEMH)
- Sensory and / or Physical Needs

These will be used to identify the appropriate action to be taken by the Academy, rather than to label the child or young person. The needs of the whole child/ young person will be used to determine additional and appropriate provision.

At the Weavers Academy, we recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:

- Their attendance and punctuality;
- Their health and welfare;
- Having English as an Additional Language (EAL);
- Being in receipt of the Pupil Premium Grant;
- Being a Child in Care (CiC)



## The Graduated Response

Our academies use the graduated response as laid out in the SEND Code of Practice 0 – 25 (2014).

Using teachers' assessments and in discussion with parents/carers, the SENDCo and class teachers will meet regularly, or as often as required, to consider individual needs and to discuss the provision/needs of the children and young people at Tier 1, Tier 2 and Tier 3 (SEN support) levels. Consideration will be given to the academic achievement of each child or young person, the progress made, and the mental health and emotional resilience demonstrated, including the behaviour exhibited at school and any reported behaviours from the home setting.

Where these meetings identify children making less than expected progress for their age and individual circumstances, the SENDCo, progress leader and subject teacher may consider Targeted Support regardless of whether they are deemed to have a SEND.

SEND Tier System:

## **Tier 1**

This is support provided for all, based on the Quality First Teaching standards; and represents our Ordinarily Available Provision.

### **-Link to Teachers Standards -**

Children and young people may display some need for support at Tier 1, the teacher and progress leads will provide support as part of this Tier and ensure that all reasonable adjustments have been considered and appropriate strategies have been undertaken, for example, the use of an annotated seating arrangement.

Children and young people at Tier 1 are regularly reviewed by form tutors/teachers and progress leads, it is expected that two cycles (Assess/ Plan/ Do/ Review – APDR – The Graduated Response) of Tier 1 should be supported before moving on to Tier 2, if required.

## **Tier 2**

Some children / young people do not meet expected progress targets following the implementation of reasonable adjustments. Tier 2 identifies that additional assessment is required. These assessments will be supported and /or delivered by the SEND team, as appropriate. The results of these assessments will inform what kind of short-term intervention or support programme could be utilised to provide additional individualised support. The focus of these interventions may be curriculum based e.g., English / Maths or could be focused on social skills and the development of relationships. There may be a Pupil Passport created to outline

what these reasonable adjustments include. Pupil passports will be co-produced with children and young people and parents/carers to ensure that a joined-up approach is created from the outset of any support programme agreed.

Children and young people at Tier 2 will be regularly monitored and supported by form tutors, progress leads and teachers.

### **Tier 3**

If a child / young person requires more long-term support, or if the impact of reasonable adjustments and short-term intervention has been limited then they will be placed at Tier 3.

Parents/carers will always be consulted and informed of the proposal to place their child at Tier 3.

At Tier 3 the child/ young person will be placed on the SEND register (and be provided with a K -code to help the academy prioritise their needs). The school SENDCo will work in partnership with Progress Leads, form tutors, teachers and practitioners to help to outline any appropriate interventions that can support the individual needs of the child/ young person.

There may be a need for the SEND team and/or external agencies such as experts in specific areas of need and education psychologists to undertake more in-depth assessments.

At Tier 3 there is a higher degree of monitoring coordinated directly by the SENDCo and the SEND teams, supported by other staff.

The impact of Tier 3 will be closely linked to measurable targets recorded in the co-produced and regularly reviewed Pupil Passport including feedback and engagement with parent carers and pupils.

Tier 3 is monitored and reviewed as often as required; we understand that progress can be both accelerated and limited by the quality and relevance of the agreed targets and any impact of pressures that the pupil and/or their family is experiencing.

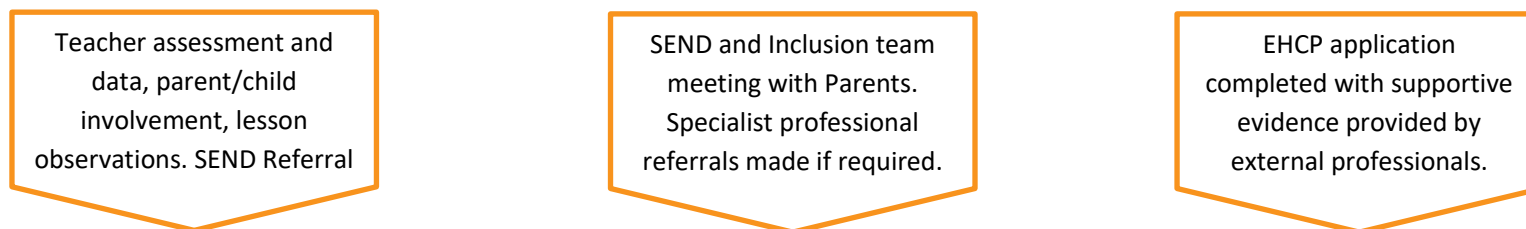
## **Tier 4**

Tier 4 is required only when there is a need to recognise or formalise the on-going support required by an individual and that this support needs to be recorded as a part of an Education Health and Care Plan (EHCP).

The Local Authority holds the overall responsibility for the implementation of an appropriate EHCP. It is a statutory process that requires the assessment of a range of professionals from external services. The SENDCo and SEND support team will directly co-ordinate this process and ensure that children/ young people and their parent carers are fully included so that the final document is co-produced in line with the SEND Code of Practice.

Children and young people with an EHCP on Tier 4 will be regularly monitored and their pupil passports will include agreed targets from their EHCP, which will be reviewed at least termly. The EHCP document will be subject to an annual review to ensure that it continues to meet the individual needs of the child/ young person.

The following page provides a graphic representation of the Graduated Response shared with all staff:



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| <b>Tier 1</b><br><b>Quality First Teaching</b> | <b>Tier 2</b><br><b>Short Term Intervention</b> | <b>Tier 3</b><br><b>SEND Register K</b><br><b>Longer Term Intervention</b> | <b>Tier 4</b><br><b>SEND Register E</b><br><b>EHCP and EHCP Pathway</b> |
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Student will move up and down based on the provisions they are receiving

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| <ul style="list-style-type: none"> <li>- All staff are responsible for ensuring that Tier 1 provisions are delivered in line with teaching standards.</li> <li>- Classroom teachers must implement QTF classroom strategies.</li> <li>- Students who may have a diagnosis but do not need support above Tier 1.</li> <li>- Impact of strategies should be noted for use in SEND referral form should it be needed.</li> <li>- Reasonable adjustments</li> <li>- Ordinarily available provision</li> </ul> | <ul style="list-style-type: none"> <li>- Not making expected progress despite Tier 1 reasonable adjustments.</li> <li>- QTF and short-term intervention required (specialist, social, curriculum).</li> <li>- Baseline assessments to be completed.</li> <li>- Progress to be monitored by teachers and SEND/Inclusion team.</li> <li>- Classroom strategies and reasonable adjustments remain key method of support.</li> </ul> | <ul style="list-style-type: none"> <li>- In-depth assessments to establish areas of need.</li> <li>- Evidence based interventions monitored by SEND team and teachers.</li> <li>- Student passport created collaboratively with parent and child.</li> <li>- Specialist external professional involvement and reports produced to guide provision.</li> </ul> | <ul style="list-style-type: none"> <li>- Support required is over and above what is ordinarily available.</li> <li>- Highly personalised and closely monitored specialist provision.</li> <li>- Specialist support from external professionals.</li> </ul> |
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## **i-Inclusion (Achievement for all)**

This promotes access to education for all children and young people through accurate identification of needs and through the development of individualised and group/ community approaches that foster equal access to the curriculum irrespective of individual needs. The use of a fully graduated response is crucial to this as is the effective use of Assess, Plan, Do, Review (APDR).

## **Creativity (Valuing and working with Individuals)**

Utilising creative partnerships at all levels. This includes effective co-production with all stakeholders, especially children and young people and parent carers. This element also supports the creative ability to match the pastoral needs of all children and young people, bearing in mind the reasonable adjustments needed to address any social contextual challenges, such as ACEs and still achieve the best outcomes.

## **Respect**

The promotion of positive values across the whole community of the academies including leadership impact, linking into the effective partnerships between different stakeholders, especially children and young people and parent carers. A key element of this section is the development of safe environments that remove any stigma or bias and reduce bullying opportunities that are sustained to zero.

## **Excellence**

The offer of a high-quality experience in all our academies requires the co-ordination of planned and effective Continuous Professional Development (CPD) to enable all practitioners, including leaders, teachers, learning support and all practitioners to deliver a positive contribution to the progress of all children and young people and the sustaining of a skilled and informed workforce.

## **Ambition (Fulfilling Potential)**

A genuine focus on effective target setting allows children and young people to build on their own ambitions and develop a 'no limits' approach to both their academic and social development. The drive to ensure ambition is key, also supports a cycle of success that can be transformative for children and young people.

## **Therapeutic Awareness**

### **(Practice & Learning Environment)**

A secure understanding of neuroscience enables both staff and children and young people to increase their ability to access learning more effectively. **(Practice & Learning Environment)**

## **Emotionally Literate (Effective communication skills)**

Building on an increased awareness of Therapeutic approaches, staff and children and young people focus on how to communicate their emotions and needs most effectively. This includes modelling language and behaviour and utilising the practical knowledge base through activities that help further promote self-regulation and ultimately create the foundations for positive relationships and an improved ability to manage conflict

## Inclusion (achievement for all)

| What?   | Why?   | How?  | So What?  |
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| <p><b>Staff are aware of the additional needs of CYP; understand the nature of their needs and how to respond to them.</b></p> <p><b>Planning incorporates more detailed specialist advice.</b></p> | <p>Some children with SEND respond well to generic teaching approaches to classroom teaching. A timetable can, for example, be shown visually as well as verbally.</p> | <p>Teachers consider individual needs by familiarising themselves with student passports. Student passports are written in consultation with the student.</p> <p>Seating plans are used and are available on Arbour. The required adaptations are annotated on teacher seating plans. Annotated seating plans and student passports are kept in the Teacher File.</p> <p>Strategies that may be suggested for individual students include:</p> <ul style="list-style-type: none"> <li>• Use of a laptop</li> <li>• Use of a coloured overlay</li> <li>• Priority check-in</li> <li>• Support from an additional adult</li> <li>• Now and next boards to chunk tasks</li> <li>• Providing sentence starters</li> <li>• Scaffolding tasks with writing frames.</li> </ul> | <ul style="list-style-type: none"> <li>• The right support is in place.</li> <li>• Staff give strategies and support structures time to work.</li> <li>• Planned support breaks down tasks to ensure CYP can do them.</li> <li>• CYP enjoy learning and can keep up.</li> </ul> |

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|  |  | <p>The SEND team will support students with laptops in having neat folders for each of their subjects. In each folder there will be a single Word document that will act as an ongoing exercise book. Students should be instructed to type in font no bigger than 12 (and zoom in if necessary). This single Word document is shared with the teacher at the end of each lesson and work is marked, on the document in green font, in line with the rest of the group. Laptop organisation and the way in which work is stored in folders is monitored by the SEND team. The monitoring of the completion of work is the responsibility of the teacher. Laptops are not used in Maths.</p> <p>Teachers receiving support from an additional adult in their classroom (such as an Accelerated Learning Mentor) will send them the scheme of learning at the start of each term.</p> <ul style="list-style-type: none"> <li>• Aspects of structured teaching are used according to CYP needs, for example, visual timetables, clear concise instructions with written or visual prompts (for example, now and next cards), particularly during transitions.</li> <li>• Visual timers can be used to support transition from one activity to another.</li> </ul> |  |
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|  |   | <ul style="list-style-type: none"> <li>• CYP can be given time to process information before being asked to respond.</li> <li>• Tasks can be scaffolded into small manageable steps. These steps are shown explicitly.</li> <li>• Feedback is clearly identified and applied as being key to learning.</li> <li>• The pace and order of activities is varied to maintain interest and attention of all CYP.</li> <li>• Specialists are asked to work alongside educational setting staff to support the assess, plan, do, review process</li> </ul> <p>If moving to SEND support.</p> |  |
| <p><b>Practitioners make adaptations to provide suitable learning challenges and cater for different learning needs.</b></p> <p><b>Individualised and/or small group planning and programmes in more than one curriculum area.</b></p> | <p>Some CYP with SEND respond well to generic approaches to classroom teaching. For example, teachers can adapt tasks by outcomes: expecting some to draw their answers or some to answer more questions than others.</p> | <ul style="list-style-type: none"> <li>• Modelling is used to aid understanding.</li> <li>• Targeted adult support where appropriate</li> <li>• Visual/audio demonstrations and visual cues/audio commentary can be used.</li> <li>• Key vocabulary is displayed with visuals.</li> <li>• Alternatives to written recording are used routinely.</li> <li>• Study skills are explicitly taught. CYP have access to homework clubs, or additional support with homework.</li> <li>• Homework is adapted appropriately for pupils.</li> </ul>  | <ul style="list-style-type: none"> <li>• The learning environment help CYP learn.</li> <li>• Homework is well planned and supports learning</li> <li>• CYP are engaged and enjoying learning.</li> </ul> |



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| <p><b>Use of goal setting to promote independence, scaffold and support learners.</b></p> |  | <ul style="list-style-type: none"> <li>• Teachers' handwriting on the board and in CYP's books is clear and legible.</li> <li>• Appropriate multi-sensory adaptations</li> <li>• Interactive whiteboard (or other teaching boards such as flip charts) are used effectively to promote engagement and scaffold the lesson.</li> <li>• Mini whiteboard used to assess knowledge and address misconceptions.</li> <li>• IT and assistive tech is used to support learning where appropriate.</li> </ul> |  |
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| <p><b>Practitioners ensure that CYP have opportunities to work in different ways, for example, independently, in small groups and/or in pairs.</b></p> <p><b>Individualised and/or small group sessions are also used.</b></p> | <p>Some CYP with SEND respond to having additional adults working in the classroom. However, this can lead to a delay in the development of independence skills.</p> <p>Where additional adults are available their work should be planned with care to</p> | <p>The Weavers Way, which is backed by educational research, outlines an approach centred around guided practice that leads to successful independent practice and has a focus on methods that support the retention of information in long term memory.</p> <p>Regardless of specific need, we know that there are several teaching techniques that support all SEND students, so teachers utilise these methods as part of their QFT:</p> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Sharing the Big Picture of the learning journey</li> </ul> | <ul style="list-style-type: none"> <li>• Support means that CYP can reduce the dependence they have on the adults around them.</li> <li>• CYP needs are well considered when deciding where they should sit and who they should work with or alongside.</li> <li>• The right adults offer the right amount of support.</li> <li>• Dependence on adults is reduced.</li> </ul> |
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|  | <p>ensure that the independence skills of the CYP are maximised.</p> | <ul style="list-style-type: none"> <li>• Explicit Instruction</li> <li>• Modelling (I do, We do, You do)</li> <li>• Sharing WAGOLL, mark schemes and specifications</li> <li>• Use of Technology (Visualisers)</li> <li>• Use of Success Criteria</li> <li>• Use of timers</li> <li>• Use of knowledge organisers</li> <li>• Use of mini whiteboards</li> <li>• Dual coding information</li> <li>• Flexible groupings (data driven temporary groups that work together for only as long as is needed for students to develop a particular skill)</li> <li>• Pre-teaching Subject Specific Vocabulary</li> <li>• Low stakes testing</li> <li>• Additional considerations are made to support all learners.</li> <li>• PowerPoint presentations use black fonts on a coloured background (not white)</li> <li>• PowerPoint fonts are clear (preferably Arial or Calibri) and are size 18 as a minimum</li> </ul> |  |
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|   |   | <ul style="list-style-type: none"> <li>• Cognitive overload is considered when designing electronic resources such as PowerPoints—students should benefit from disruption free learning.</li> <li>• Teaching strategies are used to actively promote independent learning, for example, through pre-teaching, overlearning, appropriately adapted resources.</li> <li>• Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role- models, mixed-ability groups, structured opportunities for conversation and sharing of ideas, with access to additional adults where they are available and appropriate</li> <li>• Use of additional adults is planned to maximise their impact on learning.</li> <li>• Additional adults can be used to support independence rather than create dependence.</li> </ul> |  |
| <b>Practitioners ensure that collaborative learning and peer support is a feature of all lessons.</b> | Some CYP with SEND also have difficulties in making and maintaining friendships. Getting along with others is a key skill needed in adult life. | <ul style="list-style-type: none"> <li>• Strategies that foster collaboration and working together with positive regard are used to support teaching and classroom relationships.</li> <li>• Strategies are used to build and maintain positive relationships across the whole community (for example, peer mentoring).</li> </ul>   | <ul style="list-style-type: none"> <li>• Working together for best outcomes is just what we do.</li> <li>• Positive relationships are the norm.</li> <li>• We know why CYP behaviour in a particular way.</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• There are opportunities to develop peer awareness and sensitivity and support for different needs and disabilities both in and out of the classroom.</li> <li>• Support enrichment activities to promote wider peer engagement</li> </ul>   | <ul style="list-style-type: none"> <li>• We know how to manage I behaviour.</li> </ul>  |
| <b>To use the assess, plan, do and review cycle.</b> | <p>To ensure that appropriate planning is in place for CYP with SEND. To ensure appropriate provision and interventions are in place for CYP with SEND.</p> <p>To ensure that CYP with SEND are making progress. To ensure individual CYP's development trends are considered as well as general developmental milestones.</p> | <ul style="list-style-type: none"> <li>• The learning and behaviour of CYP is monitored and observed in different settings, contexts and times across the day for short periods to inform assessment, planning and review.</li> <li>• Staff are aware of CYP starting points so that progress can be measured at each phase or key stage.</li> <li>• Assessment is used to inform planning and interventions and assessment</li> <li>• Due regard to the development of the whole CYP</li> <li>• CYP views and where appropriate other stakeholders' views are considered</li> <li>• Sharing of information is a core value across all stakeholders</li> </ul> | <ul style="list-style-type: none"> <li>• Staff use their knowledge to plan interventions or support strategies.</li> <li>• All stakeholders are aware of progress and strategy</li> </ul> |

## Creativity (valuing and working with Individuals)

| What?   | Why?  | How?  | So What?   |
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| <p><b>The Code of Practice highlights that coproduction is key and rightly states that we should include CYP and their families in all decisions.</b></p> | <p>The best support for students with SEND is based on a positive partnership between home and the setting.</p> | <ul style="list-style-type: none"> <li>• Parents and families are aware of the many ways in which they can share information about their Child/young person and know that this will be heard.</li> <li>• Meetings are planned to review the progress and to make decisions with the family and all concerned, including wider professionals if this is appropriate.</li> <li>• A range of communication techniques are used to appropriately share information.</li> <li>• Parents are aware of: <ul style="list-style-type: none"> <li>○ the needs of their CYP;</li> <li>○ the support in place;</li> <li>○ and are involved in decision making where appropriate.</li> </ul> </li> <li>• Parents and carers are signposted to the North Northamptonshire Local offer.</li> <li>• The school SEND information report is published on the school's website.</li> </ul> | <ul style="list-style-type: none"> <li>• Parents and families are confident in the provision which is available to the CYP.</li> <li>• Planning meetings are effective and co-produced. They help staff to ensure that they are effective in meeting need.</li> <li>• Parents are well informed, and value being seen as experts by experience.</li> <li>• Parents know where the local offer is and how to use it.</li> <li>• SEND information reports accurately reflect what is available and parents can use them to make informed choices.</li> </ul> |



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|  |  |   | <ul style="list-style-type: none"> <li>• CYP feel they have a trusted advocate.</li> </ul>   |
| <b>An effective partnership with CYP's and parent carers is evident. (This will vary in nature depending on the age of the CYP).</b> | <p>To ensure everyone is aware of the CYP needs, strengths and progress.</p> <p>To ensure participation in assessment and review processes.</p>  | <ul style="list-style-type: none"> <li>• CYP are involved in the graduated approach. Their voice is heard at the assess, plan, do and review phases across the Tier system.</li> <li>• CYP are helped to value their progress and achievements and to recognise and understand their own barriers to learning.</li> <li>• CYP understand, identify and contribute towards the targets they intend to achieve.</li> <li>• Pupil Passports should be used to document the assess, plan, do, review approach.</li> </ul> | <ul style="list-style-type: none"> <li>• The graduated approach enables staff to understand what the expectations are.</li> <li>• CYP &amp; staff celebrate their own success.</li> <li>• The voice of the CYP is heard and understood.</li> </ul>   |
| <b>The setting has a clear system for pastoral support.</b>  | <p>CYP with SEND can be (but are not always) vulnerable to for example, bullying. Therefore, an appropriate level of supervision and support is required. CYP need to know who they can turn to for support.</p> | <ul style="list-style-type: none"> <li>• Awareness and sensitivity of peers and staff towards differences (SEND) is raised and supported by leaders at a whole setting level. Focused work is planned for classes and groups regarding specific needs or conditions where necessary.</li> <li>• A calm learning environment is created by and for all staff and CYP.</li> <li>• All staff need to know the CYP in their care with SEND. They need to know how best to support the</li> </ul>                          | <ul style="list-style-type: none"> <li>• Difference is not just acceptable but valued.</li> <li>• Learning environments are a good place to be.</li> <li>• Every child is known and valued.</li> <li>• Effective support is understood at and individual level.</li> <li>• The right support is in place.</li> </ul> |

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|  |   | <p>CYP and their strengths. They also need to know which key person is supporting the CYP.</p> <ul style="list-style-type: none"> <li>• All staff need to be therapeutically aware of relationship-based approaches to behaviour.</li> <li>• Language in the classroom demonstrates unconditional positive regard for learners (restorative approaches and relationship -based approaches).</li> <li>• Dedicated pastoral teams can be utilised to support individuals' needs in partnership with teaching staff and including review of CYP progress.</li> <li>• Communication is an integral priority to ensure a coordinated and holistic approach is in place.</li> </ul> | <ul style="list-style-type: none"> <li>• Therapeutic awareness is at the core of what we do.</li> <li>• CYP progress is improved over time</li> </ul> |
| <p><b>The setting recognises and responds to the need for individual pastoral support for CYP with SEND bearing in mind the individual's social, emotional needs and any other relevant circumstances such as adverse childhood Experiences (ACEs)</b></p> | <p>Sometimes CYP with SEND have other need or circumstances that require sensitive support.</p> | <ul style="list-style-type: none"> <li>• Named adults are available as key workers when required. Within ordinarily available provision this could be a Pastoral Manager, Progress Leader, tutor, lunch time supervisor, peer mentor, learning mentor or classroom assistant.</li> <li>• CYP can identify a space of safety and are able to use the space when required.</li> <li>• Leaders support the time required to provide additional intervention.</li> </ul>  | <ul style="list-style-type: none"> <li>• Access to the adults who help is available.</li> <li>• CYP feel safe and are safe.</li> </ul>                |

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| <p><b>CYP feel safe and valued in the setting. They know that they can talk to staff who will listen to concerns and value their opinions</b></p> | <p>CYP with SEND can be (although are not always) vulnerable. They may also find it more difficult to communicate with staff and peers.</p> | <ul style="list-style-type: none"> <li>• Negative attitudes, beliefs or practices towards individuals or groups are challenged. This should happen in the classroom and across the wider setting.</li> <li>• Leaders have a duty to provide opportunities to address the impact of bias/unconscious bias</li> <li>• CYP's voices are encouraged through, for example, student councils, pupil representatives, SEND Voice Surveys.</li> </ul> | <ul style="list-style-type: none"> <li>• There is a reduction in the incidents of negative practice.</li> <li>• CYP voices are heard and acted upon.</li> <li>• Quality of access arrangements for all.</li> </ul> |
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**Respect**

| What?   | Why?   | How?  | So What?   |
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| <p><b>Practitioners work in partnership with CYP to ensure that expectations for behaviour lead to consistent outcomes based on fairness and equity</b></p> <p><b>Policy can incorporate more detailed specialist advice where necessary.</b></p> | <p>CYP with SEND respond well to partnership and co-production when considering behaviour expectations. This enables them to be successful alongside peers and maintain their access to learning</p>       | <ul style="list-style-type: none"> <li>• Expectation for behaviour standards is co-produced with staff.</li> <li>• Reasonable adjustments are implemented to ensure that behaviour expectations are achievable within the context of individual SEND needs.</li> <li>• Fairness and equity are ensured through effective triage and discussion with knowledgeable SENDCo and SEND teams.</li> <li>• Proportionate actions are employed to maintain focus on sustaining learning for all.</li> </ul> | <ul style="list-style-type: none"> <li>• The right support is in place.</li> <li>• Staff give strategies and support structured time to work.</li> <li>• Planned support breaks down tasks to ensure CYP can do them.</li> <li>• CYP enjoy learning and can keep up and make progress</li> </ul> |
| <p><b>Support is available to promote positive attitudes towards learning with a focus on resilience to enable challenges to lead to opportunities and success to be celebrated</b></p>   | <p>CYP with SEND are actively involved in learning that appropriately allows for individual progress to be supported, achievement to be celebrated and next steps that promote pathways into adulthood</p> | <ul style="list-style-type: none"> <li>• CYP are invited to share their views through formal and informal methods including school council/Student Voice Surveys.</li> <li>• Enrichment activities support the building of resilience and character.</li> </ul>   | <ul style="list-style-type: none"> <li>• CYP experience safe and positive environments that encourage and recognise success</li> <li>• The culture of celebration and success leads to better outcomes</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>• Parent carer engagement activities and support networks to extend positive outcomes within the wider community.</li> <li>• Celebration assemblies and awards events help to demonstrate positive outcomes.</li> <li>• There is a planned CPD schedule with a focus on building resilience and celebrating success.</li> </ul>  | <ul style="list-style-type: none"> <li>• CYP are encouraged to broaden their experiences</li> <li>• i-Create values are demonstrated.</li> </ul>   |
| <b>Leaders and Practitioners place a high value on attendance and punctuality.</b> | Attendance is the key to progress and consistency is promoted directly through punctuality to ensure that there is no loss of learning, and all lessons can start promptly | <ul style="list-style-type: none"> <li>• Attendance is accurately recorded.</li> <li>• High expectations for attendance are shared with CYP and parent carers.</li> <li>• Standards for punctuality are co-produced with leaders and staff.</li> <li>• High levels of attendance are recognised and celebrated with CYP and parent carers.</li> <li>• Improved attendance is also celebrated.</li> <li>• Reasonable adjustments are put in place to support individual needs e.g., young carers/anxiety.</li> <li>• Communication with CYP not in attendance is robust and regular.</li> <li>• All teams work collaboratively to support attendance.</li> </ul> | <ul style="list-style-type: none"> <li>• There is a minimal loss to learning as CYP have high attendance rates</li> <li>• Punctuality enables all CYP to access the same curriculum, maintain positive relationships and achieve excellent outcomes</li> <li>• High attendance leads to higher progress attainment.</li> </ul> |



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| <p><b>Practitioners focus on ensuring that the environment is respectful and free from abuse or stigma. CYP feel able to report and discuss matters or incidents openly.</b></p> | <p>The learning environment for CYP is safe and calm to allow learning to be the focus of all lessons</p> | <ul style="list-style-type: none"> <li>• We have a robust policy that details our approach to maintaining a safe and inclusive environment- all staff are aware of the detail of this.</li> <li>• All incidents of abuse are recorded and addressed through supportive discussion and restoration, where possible.</li> <li>• Teachers and practitioners, all access up to date CPD to enable them to fully understand the impact of respectful interactions and model this in every aspect of academy life.</li> <li>• The culture of diversity is strong across the whole academy.</li> </ul> | <ul style="list-style-type: none"> <li>• CYP feel safe and respected in all aspects of academy life</li> <li>• Respect and Kindness enables the focus to remain on learning.</li> <li>• CYP feel they are able to talk to trusted adults who will support and actively address any concerns.</li> </ul> |
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| What?  | Why?  | How?  | So What?   |
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| <b>All practitioners, including Teaching Assistants, make a positive contribution to the development of CYP.</b> | Unfocussed support is difficult for CYP with SEND and the additional adult. Targeted adult support through interventions is most likely to achieve positive progress. | <ul style="list-style-type: none"> <li>Additional adults are deployed proactively in the classroom in a clear planned way with identified learning objectives and success criteria; their impact on the CYP is monitored carefully to ensure progress is supported.</li> <li>Grouping, seating arrangements and additional support are used to promote reduced dependent learning as far as possible.</li> <li>The impact of bias is always considered</li> <li>Strategies used in interventions are integrated into teaching so that they can sustain progress. For example, if a visual timetable approach has been helpful for an individual, this could be incorporated into whole class teaching and routines.</li> <li>Leaders in settings consider the deployment of additional adults strategically.</li> <li>Teaching assistant / practitioners have their skills audited to ensure the best outcomes for CYP</li> </ul> | <ul style="list-style-type: none"> <li>CYP are well supported by the adults around them, but these adults allow for the reduction in dependence on them.</li> <li>There is an increase of ordinarily available strategies for support.</li> <li>Staff know how and when to use strategies.</li> <li>Staff are in the right place at the right time.</li> <li>Access to opportunity is equitable</li> </ul> |

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| <p><b>There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of CYP.</b></p> | <p>Developments in strategies and interventions for CYP with SEND are on-going.</p> <p>All staff who work in education need to keep up to date with developments.</p>   | <ul style="list-style-type: none"> <li>• There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments.</li> <li>• Consideration will be made to enable a response to national and local initiative</li> <li>• Best practice is shared within the setting and with other settings through, for example, trust SENDCo Connected Network meetings.</li> <li>• Trust wide peer led QA enables skills to be recognised and shared.</li> <li>• Best practice is celebrated and shared</li> </ul>                           | <ul style="list-style-type: none"> <li>• Staff are well trained to effectively meet need.</li> <li>• Staff know where practice is best, this is celebrated and shared.</li> <li>• QA enables trust wide development of SEND practice.</li> </ul> |
| <p><b>Staff collaborate and have effective links with other relevant outside agencies and specialists.</b></p>        | <p>Educational settings have a vast range of expertise and skills that can be shared in and across settings.</p> <p>However, where staff have continued concerns, leaders liaise with outside agencies and specialists for further ideas, support and training.</p> | <ul style="list-style-type: none"> <li>• Initially, this will be supported internal to the setting and if concerns continue, external support can be sought.</li> <li>• The setting is aware of and regularly communicates with any other professionals who are involved with each learner.</li> <li>• Advice received from other professionals is used to inform teaching and learning and can be seen in CYP planning documents.</li> <li>• Where specific decisions to involve outside agencies in casework are made this will be in partnership with parent/carers.</li> </ul> | <ul style="list-style-type: none"> <li>• Help for staff is available in school and at trust level.</li> <li>• Professionals are fully involved.</li> <li>• Parents are included in decisions about which professionals are involved.</li> </ul>  |

## Ambition (fulfilling potential)

| What?  | Why?   | How?   | So What?   |
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| <b>All practitioners, including Teaching Assistants, engage in a positive, ‘no limits’ approach to attainment and experience</b>     | CYP should be supported to improve their self-confidence. A ‘no limits’ approach helps build confidence and self-esteem. CYP should be encouraged to explore their interests and talents without fear of failure. This confidence extends beyond the classroom and positively impacts their overall personal and academic growth | <ul style="list-style-type: none"> <li>• High expectations for achievement, behaviour and attitudes are co-produced with leaders and staff.</li> <li>• The classroom environment promotes creativity and risk taking to encourage thinking differently – offering open-ended projects that showcase individuality.</li> <li>• Adaptations are fully incorporated to cater for different learning styles and diverse needs.</li> <li>• Leaders ensure that SEND is a priority in all areas of the curriculum and enrichment.</li> </ul> | <ul style="list-style-type: none"> <li>• CYP have the ambition to achieve high goals and achieve expected outcomes to support next stages</li> <li>• CYP can be creative and engage in individual approaches that foster their own personal aspirations</li> <li>• CYP feel supported by informed and positive staff team.</li> <li>• CYP are all represented equally</li> </ul> |
| <b>All practitioners, including Teaching Assistants actively foster ambition to contribute to the motivation and outcomes of CYP</b> | CYP should be encouraged to think about their future and the full range of possibilities ahead. When CYP have ambitious aspirations, they are motivated to work diligently and create solid  | <ul style="list-style-type: none"> <li>• CYP all have access to careers support at various age-appropriate levels.</li> <li>• Self-assessment is encouraged at all levels to help build motivation and celebrate success.</li> </ul>   | <ul style="list-style-type: none"> <li>• CYP feel supported to pursue their ambitions</li> <li>• CYP have the opportunity to develop their options and gain motivation towards goals</li> </ul>  |

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|  | <p>foundations for the future. It also helps CYP to see the relevance and importance of education</p>  | <ul style="list-style-type: none"> <li>• Opportunities to interact with local and national industry are provided at age-appropriate levels, including work experience in KS4/5.</li> <li>• Apprenticeship opportunities are promoted and explored.</li> <li>• Opportunities to access college / university environments to support transitions and develop academic/vocational ambition.</li> </ul> | <ul style="list-style-type: none"> <li>• Parent and carers feel supported through regular communication</li> <li>• CYP are equipped with the skills and qualities to be independent adults</li> </ul>  |
| <p><b>Effective targets setting encourages pupils to achieve high goals and reach their full potential</b></p> | <p>Effective targets help CYP to reinforce their motivation, providing validation for their efforts and encouraging them to strive for success. Recognition of success leads to confidence and a cycle of success where expectations can be changed away from historical failure</p> | <ul style="list-style-type: none"> <li>• Ambitious, co-produced targets sit within pupil passports; achievable targets promote success.</li> <li>• Opportunities for CYP to discuss and promote options are regularly provided.</li> <li>• Self-assessment is encouraged at all levels.</li> <li>• Celebration of achievement is consistent and shared with CYP and parent carers.</li> </ul>       | <ul style="list-style-type: none"> <li>• CYP feel supported to identify ambitious outcomes and achieve success</li> <li>• CYP are able (at all levels) to use self-assessment to measure their own progress</li> <li>• Staff communicate success and celebrate with parent carers so they feel integral to the cycle of success</li> </ul> |

## Therapeutic Awareness (Practice and Learning Environment)

| What?  | Why?   | How?   | So What?   |
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| <b>The physical environment is adapted to meet the needs of CYP.</b> | <p>Some CYP with SEND experience challenges in accessing the physical learning environment for a variety of different reasons.</p> <p>Educational settings need to think proactively if learning is accessible to all and what reasonable adjustments can be made.</p> | <ul style="list-style-type: none"> <li>• The physical accessibility of the building and individual learning spaces is assessed. The accessibility plan is on the setting's website and reasonable adjustments are made according to individual needs.</li> <li>• The furniture is the appropriate size/ height for CYP.</li> <li>• Extra-curricular activities and educational visits are planned to fully include CYP with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. Reasonable adjustments are made.</li> <li>• CYP's views are routinely sought and are used to inform planning for physical or sensory adaptations that they may require.</li> <li>• The classroom needs to be accessible to those with sensory impairment – visually friendly (good contrast, lighting, reduced glare, blinds to control light etc.) and deaf friendly (acoustics) such as sitting</li> </ul> | <ul style="list-style-type: none"> <li>• The accessibility plan is an enabling document.</li> <li>• Physical equipment is made available to ensure access.</li> <li>• CYP who have SEND are able to join their peers on trips and visits, there is a culture of no one missing out.</li> <li>• Adaptations are made in response to what CYP tells us they need.</li> <li>• Assistive technology is available and can be used effectively.</li> </ul> |

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|   |  | <p>near the speaker, a reduction in background noise by closing doors.</p> <ul style="list-style-type: none"> <li>• Equality of access to use of IT systems which support the use of assistive technology.</li> </ul>   |   |
| <p><b>Practitioners are aware of sensory needs and issues that may impact on CYP.</b></p> | <p>Some CYP with SEND have sensory impairments such as hearing or visual impairments.</p> <p>Many autistic people also have sensory issues. This can affect one or more of the senses and they can be either over-developed (hypersensitive) or under-</p> | <ul style="list-style-type: none"> <li>• CYP's sensory needs are known and used to plan seating arrangements and movement breaks.</li> <li>• Left and right-handed CYP can use equipment comfortably.</li> <li>• CYP who wear glasses and/ or hearing aids wear them and are seated in the optimum position.</li> <li>• Displays are meaningful and visually accessible to reduce sensory overload. For example,</li> </ul> | <ul style="list-style-type: none"> <li>• Planning enables CYP to be engaged and effective in their learning.</li> <li>• Sensory needs are known and met.</li> </ul> |

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|  | <p>developed (hyposensitive). Both can have an impact on how people experience different environments.</p>           | <p>muted tones could be used with simple and clear text.</p> <ul style="list-style-type: none"> <li>• Staff are aware of lighting in the room, for example, use of natural light, glare from the board, who is facing the light, where you stand in relation to the light.</li> <li>• Use of pale background and accessible font styles on the whiteboard/ interactive screens</li> <li>• Staff are aware of smells and noise in the room and any individuals who may be impacted by these (for example, a classroom next to the canteen or music rooms). Simple steps such as keeping doors closed can reduce the impact.</li> </ul> |   |
| <p><b>Resources are allocated appropriately to ensure additional needs are met and are redirected to others where necessary.</b></p> | <p>Interventions that have been effective in the past need to be updated as CYP matures and develops new skills.</p> | <ul style="list-style-type: none"> <li>• Resources are within easy reach of CYP to promote the reduction of dependence on adults.</li> <li>• CYP have easy access to sensory equipment that they require, for example, writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, and weighted blankets.</li> <li>• Due consideration to ensuring labelling in the classroom is child/ young person centred</li> <li>• Assistive Technology</li> </ul>  | <ul style="list-style-type: none"> <li>• CYP reduced dependency on adults is encouraged as preparations for adulthood.</li> <li>• Equipment is where it needs to be.</li> </ul> |



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| <b>CYP and staff teams are able to utilise their understanding of neuroscience to improve communication and access to learning</b> | Training and implementation of neuroscience techniques support better access to learning and therefore promote the best outcomes   | <ul style="list-style-type: none"> <li>• All staff have access to quality training and support regarding therapeutic awareness; this incorporates Trauma Informed Practice, awareness of ACE's and understanding of approaches that help form meaningful and appropriate relationships.</li> <li>• CYP have access to resources that help them to understand their own reactions neurologically.</li> <li>• The curriculum will find opportunities to highlight this knowledge and focus on self-regulation (Science/PSHE/RSE).</li> </ul> | <ul style="list-style-type: none"> <li>• Staff are informed and utilise their therapeutic awareness enabling them to be more confident in supporting needs.</li> <li>• CYP feel safe and cared for due to higher levels of therapeutic awareness by staff</li> </ul> <p>CYP are more able to self-regulate their own emotions through independent access to the curriculum</p> |
| <b>Quality and impact of support, is scrutinised.</b>  | Therefore, it is important to redirect support and equipment ensuring that it is available for those who will make best use of it. | <ul style="list-style-type: none"> <li>• Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate.</li> <li>• Coloured backgrounds and paper are used to reduce visual stress.</li> <li>• Adapted physical resources such as PE and Maths equipment are adapted to promote independence for example, different size balls.</li> </ul>   | <ul style="list-style-type: none"> <li>• Resource requirements are known, and resources are therefore available.</li> </ul>  |
| <b>Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of</b>                 | Not all interventions work for all CYP. Therefore, we need to use research and evidence to predict the strategies that may work    | <ul style="list-style-type: none"> <li>• Concrete apparatus and adapted resources are available for those CYP who require it.</li> <li>• ICT is used to support alternatives to written recording and to promote independent learning.</li> </ul>  | <ul style="list-style-type: none"> <li>• Staff know what CYP need to be successful and make it available.</li> </ul>   |

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| <p><b>appropriate and supportive ICT resources.</b></p> | <p>best for CYP with specific needs.</p> <p>Interventions often require adapting for individual needs but will need to be based in evidence</p> <p>Informed practice.</p> | <ul style="list-style-type: none"> <li>• Research evidence is used to ensure that we are using evidence informed practices.</li> <li>• Working in collaboration with parent carers to address potential risks and barriers.</li> </ul> | <ul style="list-style-type: none"> <li>• The reduction of dependency on adults is always encouraged.</li> <li>• Staff know what works and why.</li> </ul> |
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## Emotionally literate (effective communication skills)

| What?  | Why?  | How?   | So What?   |
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| <b>Teachers, Practitioners, including Teaching Assistants' model and promote self-awareness in all aspects of academy life</b> | Emotional literacy enables CYP to develop a deeper understanding of their own emotions. This leads to better self-management and decision making. CYP with higher levels of Emotional literacy will have improved understanding of how to communicate their emotions and this supports positive mental health reducing the risk of anxiety and depression | <ul style="list-style-type: none"> <li>• Teachers and Practitioners access a planned CPD schedule to incorporate self-awareness and how neuroscience can support learning and development.</li> <li>• Creation of a safe and supporting learning environment where CYP are encouraged to speak about their thoughts and emotions.</li> <li>• Learning environments encourage open communication and active listening.</li> <li>• Development of a strengths-based approach that help CYP to understand their own unique strengths and talents.</li> <li>• Provide access to effective assessment and feedback that focuses not only on academic performance, but also on the development of traits and character, building on self-awareness.</li> <li>• The use of mindfulness activities.</li> <li>• Utilising sensory breaks to support self-regulation.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff are well trained and able to understand how neuroscience can help access better outcomes</li> <li>• CYP feel safe and are able to talk about their thoughts and feelings</li> <li>• CYP are supported to feel more confident in accessing learning</li> </ul> |

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| <b>Adults promote and model the understanding of neuroscience to support self-regulation of emotions</b>            | <p>An understanding of how neuroscience will help CYP to develop strategies to cope with stress, handle conflicts and adapt to challenging situations. It will lead to CYP being able to make more reasoned and thoughtful decisions</p>   | <ul style="list-style-type: none"> <li>• Neuroscience is incorporated into the curriculum including the relationships between the brain, behaviour and learning</li> </ul>  | <ul style="list-style-type: none"> <li>• CYP can recognise and describe how the function of the brain helps to self-regulate emotional responses</li> <li>• CYP can utilise skills to promote self-regulation and maintain access to learning more consistently</li> </ul> |
| <b>Teachers and practitioners' model effective conflict resolution through the use of empathy and co-regulation</b> | <p>Improved emotional literacy enables CYP to handle conflicts more effectively. By understanding their own emotions, and naming them, they can remain calm and composed during challenging situations. This also promotes open and constructive dialogue to support finding mutually beneficial solutions</p> | <ul style="list-style-type: none"> <li>• Teachers and Practitioners access a planned CPD schedule to incorporate self-awareness and how neuroscience can support learning and development</li> <li>• Restorative Conversations are used to support and rebuild trust.</li> <li>• Modelling of positive conflict resolutions.</li> <li>• Use of emotion coaching.</li> <li>• Effective use of Zones of Regulation techniques are used consistently throughout Weavers Academy.</li> <li>• Context of behaviour/conflict scenario is a core response.</li> <li>• Diversity outside of the verbal format to support resolution.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff are well trained and able to understand how neuroscience can help access better outcomes</li> </ul>   |

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| <p><b>Teachers, practitioners and Teaching Assistants promote a positive classroom environment through the use of positive language</b></p> | <p>The learning environment for CYP should have a foundation of positive language. This ensures that the logic areas of the brain are engaged on a regular basis and leads to better social relationships and better learning outcomes</p> | <ul style="list-style-type: none"> <li>• Consistency of language is co-produced with Leaders, teachers, practitioners, CYP and parent carers.</li> <li>• Linking in rewards and achievement to support positive language.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff are well trained and able to understand how neuroscience can help access better outcomes</li> </ul> |
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## SEND in Practice: COP Areas of Need

This chapter has been divided into four areas as set out in the SEND Code of Practice: **cognition and learning, communication and interaction, social emotional and mental health and physical and sensory needs**. CYP have needs that are diverse and interconnected; therefore, practitioners need to look across all four areas to ensure they are addressing all identified needs. It is not expected that every child or young person will need every intervention and support strategy outlined in this chapter. Rather, that the family, young person and educational setting will work together to identify those most helpful at any time. These will be reviewed and will change as the child or young person makes progress, grows, develops and matures. Prior to detailing the four areas of the SEND COP, the paragraph below discusses ordinarily available provision for CYP with medical conditions.

### Medical Conditions

CYP with medical needs can be supported in all educational settings, even CYP with the most significant medical conditions. Some children with medical conditions will need individual health care plans. This is not the same as an Education, Health and Care Plan.

An individual health care plan is particularly for those who may need emergency treatment in a setting (such as CYP with epilepsy, diabetes or anaphylaxis). An individual health care plan documents a child or young person's medical needs and gives advice to teaching staff about how their medical condition should be managed in a setting and during activities. Settings can then ensure that the appropriate type and level of support is available. The school nursing service can support with the writing of these plans and support teaching staff to access specialist medical advice where relevant.

If a young person has a medical need (and does not have additional special educational needs) then an individual health care plan is enough support. Sometimes this can be confused with the need for an EHCP. Individual health care plans are part of what is ordinarily available as part of the setting-based stages of the SEND COP.

## Cognition and Learning

### Strategies

- Appropriate adaptations to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviours that can be challenging and emotional difficulties and promotion of appropriate interpersonal skills with other students.
  - Arrangements to support the use and delivery of approaches/materials for CYP with Specific Learning Difficulties (SpLD) which may include, a focus on phonological awareness or motor skills programme.
  - Effective use of IT equipment to support learning.
  - Practitioners and Teaching Assistants are trained and skilled in supporting CYP with general and specific learning difficulties.
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- Creative Education Academy Improvement and Trust Directors
  - Better Together Learning Trust – Cognition and Learning Consultants
  - LA Virtual School consultation for the learning and progress of children in care.
  - Evidence based interventions information from Education Endowment Foundation  
**[educationendowmentfoundation.org.uk/](http://educationendowmentfoundation.org.uk/)**
  - Consultation with SEND Specialist Leaders in Education.
  - NASEN: **[www.sendgateway.org.uk](http://www.sendgateway.org.uk)**
  - Achievement For All: **[www.afa3as.org.uk](http://www.afa3as.org.uk)**

| Need  | How we support  | So What?   |
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| <p><b>Difficulties with learning. For example, despite appropriate differentiation CYP are making inadequate progress over time across the curriculum and working below age related expectations.</b></p> | <ul style="list-style-type: none"> <li>• Visual cues and prompts.</li> <li>• Assessment through observation or teaching to identify the areas of need in consultation with individual learners.</li> <li>• Whole setting C&amp;L awareness training.</li> <li>• Clear and simple instructions, breaking down longer instructions and giving one at a time. Scaffolding and modelling. Use of questioning. Oracy, talk partners, articulating learning.</li> <li>• Appropriately adapted resources. For example, teach the curriculum appropriate to the needs of the CYP not to a chronological age, but rather working to narrow gaps.</li> <li>• Chunking, cognitive load and working memory supported.</li> <li>• Give processing time before response if needed.</li> <li>• Use of finely grained standardised reading tests to understand learning needs and to measure progress. A whole setting vocabulary approach and focus on the impact of speech and language on learning including whole staff knowledge and awareness of communication milestones.</li> <li>• Collecting pupil voice around CYP perception of how they are doing/coping- Pupil Passports accurate, up to date, shared with staff. Time spent 1:1 with CYP to collect their input.</li> <li>• Clear information about time missed from education and the knock-on effect of this- attendance success discussions, what students perceive as their barriers.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff have a clearer identification of need and the CYPs gaps in learning, this allows for individualised provision to meet needs.</li> <li>• Staff can respond in the moment to make adaptations to meet need.</li> <li>• A more accessible curriculum is provided.</li> <li>• CYP are more engaged and make progress in their learning.</li> <li>• CYP have increased confidence.</li> <li>• CYP social mobility is improved and more consistent</li> <li>• There is an increase in placement stability (reduction in transient movement of CYP)</li> </ul> |



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| <p><b>Specific learning difficulties affecting one or more specific aspect of learning (for example, literacy difficulties, numeracy difficulties or specific language impairment).</b></p> <p><b>(A small number of CYP may have a formal diagnosis of, for example, dyslexia, dyscalculia or dyspraxia. For all areas of need any provision or support should be provided in line with the needs of the child or young person and is not dependent on diagnosis).</b></p> | <ul style="list-style-type: none"> <li>• Assessment through observation or teaching to identify the areas of need in consultation with CYP.</li> <li>• Metacognition approaches such as learning to learn by trying to understand the learner's difficulty and asking them what helps.</li> <li>• A neuro-diversity approach to celebrate the strengths of each child or young person.</li> <li>• Recognising and celebrating success in other areas of their life.</li> <li>• Use of evidence-informed approaches to address the difficulty and inform intervention.</li> <li>• Simple presentation changes, for example, font, coloured paper, linespacing, lighting, overlays, adaptation and assistive technology.</li> <li>• Staff, parent carers and CYP will have been informed of what strategies or approaches to use in line with advice from assessments or consultation with outside professionals.</li> <li>• Whole setting training or cascaded training accessed by setting as appropriate. This may be for dyslexia or dyscalculia.</li> <li>• Evidence based interventions to develop skills. For example, spelling, handwriting, literacy, numeracy.</li> <li>• Use of referrals to access NHS Therapies advice (for example, OT and or SALT).</li> <li>• Use of accessible/assistive technology.</li> </ul> | <ul style="list-style-type: none"> <li>• There is a consistency across the curriculum</li> <li>• A more accessible curriculum is provided.</li> <li>• Whole school culture supports the self-image of CYP and leads to them feeling well supported.</li> <li>• Staff have a clearer identification of need and the CYPs gaps in learning, this allows for individualised provision to meet needs.</li> <li>• Staff can respond in the moment to make adaptations to meet need.</li> </ul> |
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| <p><b>Difficulties saying or expressing what they want to and/ or difficulties in being understood</b></p> | <ul style="list-style-type: none"> <li>• Ensure classrooms are communication friendly environments.</li> <li>• In some circumstances, use the child's name first to draw their attention, followed by key word instructions, for example, 'Jamie, listen'.</li> <li>• Simple instructions (avoiding idioms, for example, 'over the moon'). Using appropriate and timely verbal prompts</li> <li>• Using literal language (avoiding sarcasm and figures of speech).</li> <li>• Use positive body language as 70% of what we communicate is non-verbal. Use appropriate tone of voice (calm, not too loud). Create an appropriate environment (noise, room temperature, lighting, room layout). Awareness of use of language and individual needs (some children and young people may need a language rich environment; others may need it to be kept simple).</li> <li>• Firm and clear direction without shouting.</li> <li>• Referrals to and use of NHS SALT team where appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>• Increased confidence of CYP that they can express their need and be understood by staff- this will encourage CYP to be more likely to engage with communication as it will serve a purpose.</li> <li>• Reduced CYP frustration.</li> <li>• Leaders and Staff have an awareness of self-reflection techniques.</li> </ul> |
| <p><b>CYP does not understand or use social rules of communication.</b></p>                                | <ul style="list-style-type: none"> <li>• Modelling and role play.</li> <li>• Small group sessions (for example, Social Skills).</li> <li>• Social stories.</li> <li>• Prompts, symbols, RAG cards.</li> <li>• Now (you are doing this) and Next (you are going to be doing that) boards.</li> </ul>   | <ul style="list-style-type: none"> <li>• A more holistic view of the CYP in the context of their family and home environment.</li> <li>• CYP feel empowered to be themselves, hopefully reducing the need for masking (which is exhausting and often at the cost of academic learning)</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Staff understanding around social constructs and the need to support CYP in recognising the relevance to them of social rules</li> </ul>   | <ul style="list-style-type: none"> <li>• Reduction in negative behaviour</li> <li>• Increase in spontaneity of social interaction/greetings</li> <li>• Staff are better able to interpret student behaviour and responses which means that they are then more likely to meet the student's need.</li> </ul>  |
| <p><b>Difficulties with social imagination.</b></p> <p><b>Difficulty with social communication and developing relationships.</b></p> | <ul style="list-style-type: none"> <li>• Whole setting ASD awareness training.</li> <li>• Small group and or 1 to 1 tasks and activities.</li> <li>• Calm learning environment.</li> <li>• Clear communication of expectations.</li> <li>• Clear positive support to resolve playground / common areas and or peer group disputes.</li> <li>• Opportunities for shared enjoyment</li> </ul> | <ul style="list-style-type: none"> <li>• CYP feel empowered to be themselves, hopefully reducing the need for masking (which is exhausting and often at the cost of academic learning)</li> <li>• Reduction in negative behaviour.</li> <li>• Increase in spontaneity of social interaction/greetings.</li> <li>• Staff are better able to interpret CYP's behaviour and responses which means that they are then more likely to meet the CYP's need.</li> </ul> |
| <b>Anxiety in busy unpredictable environments</b>  | <ul style="list-style-type: none"> <li>• Assessment through observation and teaching (for example, are there parts of the routine and or curriculum that they find easier to manage than others?).</li> </ul>   | <ul style="list-style-type: none"> <li>• CYP have the tools they need to be as resilient as they can be.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Preparation for change of activity or routine. Beginnings and endings are important and require consideration using individual visual prompts as appropriate.</li> <li>• Small group / 1 to 1 tasks/activities/interventions where identified need requires this support.</li> <li>• Calm learning environment.</li> <li>• Clear communication of expectations.</li> <li>• Key Adult identified to check in with the student regularly.</li> <li>• Positive praise to improve self-esteem as a learner and as an individual.</li> <li>• Use of unconditional positive regard.</li> </ul> | <ul style="list-style-type: none"> <li>• CYP know when changes will happen and are prepared for them.</li> <li>• Communication is clear and appropriate to the age and stage of the CYP.</li> <li>• Therapeutic Thinking approaches are used when appropriate and staff know how to make the changes needed.</li> </ul> |
| <b>Sensitivity to sensory stimuli.</b> | <ul style="list-style-type: none"> <li>• Sensory breaks such as, use of a timeout card or regulating activities from their Zones of Regulations toolbox.</li> <li>• Consideration to the environment for example, noise, room temperature. Consider the proximity to and intensity of stimuli.</li> <li>• Flexible approach to transitions for example, between lessons, to and from the setting at the start and end of the day and during the daily routine.</li> <li>• Access to a safe place with clear and shared boundaries agreed with all staff and CYP</li> </ul>  | <ul style="list-style-type: none"> <li>• Staff know what adjustments work and how to decide when to use them.</li> <li>• The learning environment is well managed to meet need.</li> <li>• Transitions are planned and plans are shared with the CYP.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>Engage CYP to share their voice.</li> </ul>   |  |
| <b>Physical outbursts causing harm to others and/or to self and/or damage to property.</b>                           | <ul style="list-style-type: none"> <li>Assessment through observation and teaching (for example, are there parts of the routine and or curriculum that they find easier to manage than others?).</li> <li>A consistent approach to managing individuals with “reasonable adjustments / adaptations” made.</li> <li>Therapeutically aware behaviour policy.</li> <li>Recording and sharing of frequency and location of triggers and the severity and duration of unregulated behaviours to understand and adjust provision with an aim to reduce frequency and intensity.</li> <li>Communication with families about what might be happening at home (divorce, bereavement, illness) and strategies that work/don’t work and relaying this information to staff.</li> <li>Safe area and or reflection/re-engage room.</li> </ul> | <ul style="list-style-type: none"> <li>Staff are well informed about aspects of the curriculum/ learning which challenge and know what to do to help.</li> <li>Sound relationships help CYP engage in learning activities.</li> <li>High quality record keeping about difficult and dangerous behaviour informs next step planning.</li> <li>Staff understand preceding events.</li> <li>CYP know where they can go to self-regulate in a safe place.</li> <li>Staff know which de-escalation strategies work and use them.</li> </ul> |
| <b>Physical outbursts causing harm to others and/or to self and/or damage to property.</b><br><br><b>(continued)</b> | <ul style="list-style-type: none"> <li>Appropriate de-escalation strategies in place (time out card, mirroring, re direction to a safe area, activity or resource).</li> <li>Risk management plan or individual risk assessment.</li> <li>Reintegration plans (for school age exclusions).</li> </ul>  | <ul style="list-style-type: none"> <li>Risk management plans are in place to inform staff of management process.</li> <li>Therapeutic thinking trained staff are available in school.</li> <li>CYP have their voice heard.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• A clear plan of action agreed with parents regarding physical intervention, if appropriate.</li> <li>• Whole setting training on de-escalation strategies and or emotion coaching strategies.</li> <li>• Engage CYP to give their voice and open approach to co-production of any plans.</li> </ul>   |   |
| <b>Limited attention span compared to developmentally appropriate milestones.</b> | <ul style="list-style-type: none"> <li>• Assessment through observation and teaching (for example, are there parts of the routine and or curriculum that they find easier to manage than others?).</li> <li>• Regular, short breaks as appropriate.</li> <li>• Adaptation of task and environment as appropriate.</li> <li>• Chunking, breaking tasks down to ensure learning successes for CYP.</li> <li>• Visual prompts such as task managers.</li> <li>• Backward chaining. For example, chain parts of the task together (build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task).</li> <li>• Instructions are given using the CYP name first to gain their attention.</li> <li>• Asking the child to repeat back what activity they are going to do.</li> <li>• Use of timers, so CYP know they only must focus for a comfortable amount of time.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff are well informed about aspects of the curriculum/learning which challenge and know what to do to help.</li> <li>• Sound relationships help CYP engage in learning activities.</li> <li>• High quality record keeping about difficult and dangerous behaviour informs next step planning.</li> <li>• CYP have a chance to experience success.</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Clear feedback on progress.</li><li>• I do, we do, you do approach to working independently.</li></ul> |  |
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## Communication and Interaction

| Strategies  |
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| <ul style="list-style-type: none"><li>• Whole setting awareness and understanding of communication and interaction needs (including administrative and lunch time staff).</li><li>• CYP will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities.</li><li>• Tasks may need to be adapted by level, outcome, pitch, pace and grouping.</li><li>• Staff are skilled in adjusting the pace and order of activities to maintain interest and attention. Beginnings and endings of activities will be clear and precise.</li></ul>   |
| Resources, Advice and Consultation available  |
| <ul style="list-style-type: none"><li>• Weavers Academy Improvement and Trust Directors</li><li>• Referral to NHS Speech and Language Therapy Service where appropriate.</li><li>• CAMHS referral.</li><li>• The Autism Education Trust (AET) for CYP on the autism spectrum <b><a href="http://www.autismeducationtrust.org.uk">www.autismeducationtrust.org.uk</a></b></li><li>• The Communications Trust for CYP with speech, language and communication difficulties <b><a href="http://www.thecommunicationtrust.org.uk">www.thecommunicationtrust.org.uk</a></b>. This will include information on Dyspraxia (CAS), Developmental Language Disorders (DLD), 'Phonological Disorders, and Speech Sound Disorders.</li><li>• Elkan resources and training</li></ul> |



| Need   | How we support  | So What?  |
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| <b>Difficulties saying or expressing what they want to and/ or difficulties in being understood (comprehension).</b> | <ul style="list-style-type: none"> <li>• Assessment through observation/teaching, for example, are there parts of the routine/curriculum that they find easier to manage than others?</li> <li>• Modelling and scaffolding language.</li> <li>• Small group language sessions delivered by teaching staff.</li> <li>• Allowing processing time for CYP to process and respond.</li> <li>• All attempts to communicate and speak are encouraged.</li> <li>• Providing an additional method of communicating. This could include the use of technology as well as approaches that do not use technology.</li> <li>• A multi modal communication environment including augmented and assisted communication, environmental cues, modelling and ICT.</li> <li>• All classrooms should be communication friendly.</li> <li>• Consider how many information carrying words a child or young person can manage when giving instructions and reduce them.</li> <li>• Tailor delivery style according to the learner's needs for example, give name and clear short instruction or language modification techniques.</li> <li>• Provide visual prompts including key vocabulary and visual prompts.</li> <li>• Extra time to process what has been said.</li> <li>• Think about the environment and limiting any distractions.</li> <li>• Think about the seating arrangements or the design of appropriate seating plans co-produced with CYP.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff have clear knowledge of pupil need, identify gaps and target support.</li> <li>• Staff contribute towards a plan of appropriate individualised support where needed.</li> <li>• CYP has developed confidence, they feel success and thrive.</li> <li>• Impact on measured progress with their speech and language skills.</li> <li>• CYP is confident in their own voice, expressing own needs and being a self-advocate.</li> <li>• There are opportunities to know vocab and use in other contexts which in turn closes the gap.</li> <li>• CYP takes ownership of their own work.</li> <li>• Staff demonstrate equitable and Inclusive practice in the school community.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Check you have engaged the child or young person's attention before talking to them, use their name to do this.</li> <li>• Check that hearing has been tested.</li> <li>• Pre-teaching of topic vocabulary where necessary.</li> <li>• Now (you are doing this) and Next (you are going to be doing that) boards.</li> <li>• Avoid turning instructions into questions, for example, by adding 'shall we' to the start.</li> <li>• Simple instructions (avoiding idioms, for example, over the moon).</li> <li>• Use simple instructions which provide positive direction, for example tells the child or young person what you do want them to do and not what you don't want them to do.</li> <li>• Using literal language (avoiding sarcasm and figures of speech).</li> <li>• Use of intensive interaction strategies (for example) with EYFS and nonverbal CYP.</li> <li>• Use positive body language as 70% of what we communicate is non- verbal. Use appropriate tone of voice (calm, not too loud). Create an appropriate environment (noise, room temperature, lighting, room layout). Awareness of use of language and individual needs (some children may need a language rich environment; others may need it to be kept simple).</li> <li>• Firm and clear direction without shouting.</li> <li>• Assessments – leading to targeted intervention.</li> </ul> | <ul style="list-style-type: none"> <li>• There is a clarity of instructions to support emotional regulation and support the CYP in being able to comprehend and act on the instructions.</li> <li>• Clear baseline and tracking show progress over time.</li> <li>• CYP have reduced dependence on adults.</li> </ul> |
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| <p><b>CYP does not understand or use social rules of communication.</b></p> | <ul style="list-style-type: none"> <li>• Whole setting ASD awareness training.</li> <li>• Modelling.</li> <li>• Small group sessions where need is identified (for example, social skills).</li> <li>• Prompts, symbols.</li> <li>• Now (you are doing this) and Next (you are going to be doing that) boards.</li> <li>• Routines – having set routines builds confidence and skills for the CYP and their reduction of dependence on adults</li> </ul> | <ul style="list-style-type: none"> <li>• Inclusivity &amp; equity is demonstrated by all staff.</li> <li>• There is a consistency in staff response, reducing anxiety for CYP.</li> <li>• Staff understand social norms</li> <li>• There is a reduction in challenging behaviours.</li> <li>• CYP are aware of social rules of communication and how to get their needs met.</li> <li>• Improvement in peer relations</li> <li>• Reduced dependence on adults.</li> </ul> |
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| <b>Difficulty with social communication and developing relationships.</b> | <ul style="list-style-type: none"> <li>• Modelling story telling using photos, videos and sounds can used to talk through what might be happening and to assist the imagination.</li> <li>• Whole setting Neuro Diversity awareness training.</li> <li>• Calm learning environment.</li> <li>• Clear communication of expectations.</li> <li>• Clear positive support to resolve peer group disputes.</li> <li>• Lunch clubs – modelling communication</li> <li>• Social time support during breaks, breakfast lunch, after school club from an adult/ teacher or facilitator who take opportunities to teach, practice social skills and conversation interactions</li> <li>• Zones of regulations/Emotion coaching</li> <li>• ELSA strategies and interventions</li> <li>• Key worker sessions</li> </ul> | <ul style="list-style-type: none"> <li>• Staff scaffold social situations to support CYP in completing task with reduced adult support.</li> <li>• Staff can remove the pressure of CYP generating their own ideas.</li> <li>• Adults model social skills; both positive and negative enabling CYP to reflect, with staff support, how to deal with contexts. Therefore, normalising feelings</li> <li>• The CYP is given the language to discuss emotions and know its ok to feel different feelings</li> </ul> |
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| <b>Anxiety in busy unpredictable environments</b> | <ul style="list-style-type: none"> <li>• Assessment through observation and teaching (for example, are there parts of the routine and or curriculum that they find easier to manage than others?).</li> <li>• Preparation for change of activity or routine - made aware of in advance. Beginnings and endings are important and require consideration using individual visual prompts as appropriate.</li> <li>• Meet and greet – with a familiar adult, where stated in EHCP.</li> <li>• Small group tasks and activities where need is identified.</li> <li>• Calm learning environment.</li> <li>• Leaders effectively communicate changes in staffing so teachers and staff can share information with CYP to aid processing and prepare for change.</li> <li>• Early pass to support effective transitions where need is identified and evidenced.</li> <li>• Consistent seating plans, with prior agreement, sharing context when changed</li> <li>• Clear communication of expectations.</li> <li>• Regular mentor support, including adults or peers.</li> <li>• Positive praise to improve self-esteem as a learner and as an individual.</li> <li>• Use of unconditional positive regard.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff create a flexible environment which can be adapted as required.</li> <li>• Staff ensure a consistency of boundaries to support reducing anxiety</li> <li>• Trust is built between adults and CYP creating positive relationships</li> <li>• CYP have a support network that they know and understand, which includes peers and/or adults</li> <li>• CYP can self- advocate.</li> </ul> |
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| <p><b>Sensitivity to sensory stimuli.</b></p> | <ul style="list-style-type: none"> <li>• Sensory breaks such as use of a fidget toy, use of identified Zones Tool or a time out to the progress room.</li> <li>• Consideration to the environment for example, noise, room temperature. Consider the proximity to and intensity of stimuli.</li> <li>• Flexible approach to transitions for example, between lessons, to and from the setting at the start and end of the day and during the daily routine.</li> <li>• Access to a safe place with clear and shared boundaries agreed with all staff and CYP</li> <li>• Engage CYP to share their voice.</li> </ul> | <ul style="list-style-type: none"> <li>• CYP can ground themselves and feel confident to leave,</li> <li>• CYP can self-regulate and return knowing that they can continue as part of the class.</li> </ul> |
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| <p><b>Physical outbursts causing harm to others and/ or to self and/or damage to property.</b></p> <p><b>Physical outbursts causing harm to others and/or to self and/or damage to property.</b></p> | <ul style="list-style-type: none"> <li>• Assessment through observation and teaching (for example, are there parts of the routine and/or the curriculum that they find easier to manage than others?).</li> <li>• A consistent approach to managing individuals with “reasonable adjustments/ adaptations” made.</li> <li>• Recording and sharing of frequency and location of triggers and the severity and duration of unregulated behaviours to understand and adjust provision with an aim to reduce frequency and intensity.</li> <li>• Understanding, recording and sharing of the severity and duration of Dysregulated behaviour.</li> <li>• Communication with families about what might be happening at home (divorce, bereavement, illness) and strategies that work/don’t work and relaying this information to staff.</li> <li>• Preventative strategies in place.</li> <li>• Safe area and or reflection/re-engage room.</li> <li>• Risk management plan or individual risk assessment.</li> <li>• Internal reintegration plans (for school age exclusions).</li> <li>• A clear plan of action agreed with parents regarding physical intervention if appropriate.</li> <li>• Whole setting training on de-escalation strategies and or emotion coaching strategies.</li> <li>• Engage CYP to give their voice and promote co-production of any plans.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff can make informed decisions about adjustments made.</li> <li>• Dysregulated behaviour/activity is accurately recorded.</li> <li>• Clear communication with home supports wellbeing.</li> <li>• Everyone in the school community feels safe</li> <li>• All are involved and engaged through clear communication</li> <li>• Everyone knows what will happen and when.</li> <li>• Everyone is part of a common sense of purpose, working together to improve outcomes.</li> </ul> |
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| <p><b>Limited attention span compared to developmentally appropriate milestones.</b></p> | <ul style="list-style-type: none"> <li>• Assessment through observation and teaching (for example, are there parts of the routine and or curriculum that they find easier to manage than others?).</li> <li>• Adaption of task and environment as appropriate.</li> <li>• Chunking, breaking tasks down to ensure learning successes for CYP.</li> <li>• Instructions are given using the CYP name first to gain their attention.</li> <li>• Asking the child to repeat back what activity they are going to do.</li> <li>• Use of timers, so CYP know they only must focus for a comfortable amount of time.</li> <li>• Clear feedback on progress.</li> <li>• 'I do it, we do it, you do it' approach to working independently.</li> <li>• Engage CYP to give their voice.</li> </ul> | <ul style="list-style-type: none"> <li>• Task Managers in place to support attention and focus, tailoring and building from their CYP starting point.</li> <li>• CYP feels successful</li> <li>• Inclusive &amp; equitable practice are apparent.</li> </ul> |
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### Strategies & Approaches

- Settings should assess SEMH to help staff understand the barriers to learning that CYP face. Learning needs should also be reviewed using the settings' own screening or assessment tools and/or external advice to ensure that any SEMH needs, or behavioural difficulties are not caused by an unmet learning need or communication difficulty.
- Whole setting approach to understanding Adverse Childhood Experiences (ACES) and that promotes resilience and well-being.
- A behaviour policy underpinned by a clear ethos and values that is relationship based, therapeutically aware, and attachment informed.
- Anti-bullying work across the setting and community. Examples of this might include; school assemblies, restorative practice, buddies, links to the PSHE curriculum. All of these approaches are based on the education not exclusion expectation.
- The Identification of key adults to build positive and trusting relationships with CYP and their families.
- Use of social stories support effective communication.
- Small group or 1 to 1 work with ELSA / Learning Mentor or Equivalent and support available for staff working with CYP with SEMH via group or individual supervision or ELSA supervision.
- Use of distraction techniques and giving responsibility.
- Explicitly teaching de-escalation and self-management strategies to both staff and CYP.
- Use of PSHE, to explicitly teach rules and routines, build self- esteem and develop social and emotional skills to all learners.
- Whole school approach to wellbeing and understanding, delivered in partnership with Therapeutic Thinking Ltd

### Resources, Advice and Consultation available

- Weavers Academy Improvement and Trust Directors
- ELSA training for LSAs
- Therapeutic Thinking approaches
- WEA has multiple Mental Health First Aiders.
- NHS School nursing team.
- Local special school outreach work.
- CAMHS/Healthy Minds etc
- Evidence based interventions information from Education Endowment Foundation [educationendowmentfoundation.org.uk/NASEN](http://educationendowmentfoundation.org.uk/NASEN):  
**[www.sendgateway.org.uk](http://www.sendgateway.org.uk)**
- MindEd: **[www.minded.org.uk](http://www.minded.org.uk)**
- Schools in Mind a free network for setting staff and allied professionals which shares practical, academic and clinical expertise regarding the wellbeing and mental health issues that affect schools **[www.annafreud.org/what-we-do/schools-in-mind/](http://www.annafreud.org/what-we-do/schools-in-mind/)**
- Anna Freud resources for supporting mental health in schools  
**[www.annafreud.org/what-we-do/improving-help/resources/](http://www.annafreud.org/what-we-do/improving-help/resources/)**

| What?  | How?  | So What?  |
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| <b>Patterns of non-attendance</b>  | <ul style="list-style-type: none"> <li>• Early identification of CYP at risk of non-attendance.</li> <li>• Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and settings.</li> <li>• Assess, plan, do review is approach is used with regular meetings to look at attendance data and to update strategies and interventions.</li> <li>• Discussions with other professionals to try to identify the cause of non-attendance. For example, anxiety, young carer, unmet educational needs.</li> <li>• Discussions with parent/carers. If concerned, identify possible causes and formulate a plan to support increased attendance in partnership. Identifying those push and pull factors limiting attendance.</li> <li>• Actively gather CYP voice to identify needs or issues preventing attendance.</li> </ul> | <ul style="list-style-type: none"> <li>• Improved attendance at school or provision. Either rapidly increasing or good.</li> <li>• Improved holistic progress.</li> <li>• CYP happy to attend and positive about their experience.</li> <li>• Strengthening relationship between home and school. Parents and carers feel well supported and can gain wider opportunities.</li> </ul> |
| <b>Presenting as withdrawn or isolated and unwilling or unable to participate.</b> | <ul style="list-style-type: none"> <li>• Assessment through observation and teaching (for example, are there parts of the routine and or curriculum that they find easier to manage than others?). Use these to develop confidence.</li> <li>• Small group work for example, social skills where needs are identified.</li> <li>• Backward chaining/Check-ins – (for example, bringing learner in at the end of assembly, activity, session or day to build up confidence and attendance).</li> <li>• Play based activities.</li> <li>• Access to a sensory space and consideration of the impact of the environment if required.</li> </ul>  | <ul style="list-style-type: none"> <li>• Improved or increased positive relationships between adult and CYP.</li> <li>• CYP have positive peer relationships</li> <li>• CYP have increasing confidence boosting self- esteem.</li> <li>• There is a reduction in anxiety of the CYP.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Establish interests and use them as motivators for engagement.</li> <li>• Giving responsibility for looking after someone or something else.</li> <li>• Focus on developing existing relationships with adults and peers.</li> </ul>  | <ul style="list-style-type: none"> <li>• CYP is more willing to engage positively.</li> </ul>  |
| <p><b>Presenting with challenging and or dysregulated behaviour, for example, refusal to follow instructions, aggression, and damage to property.</b></p> | <ul style="list-style-type: none"> <li>• Whole setting training in awareness of SEMH needs and strategies to support.</li> <li>• Assessment through observation and or teaching, (for example, are there parts of the routine/curriculum that they find easier to manage than others?).</li> <li>• A consistent message but flexible approach (for example, “I want you to be in class learning” is the consistent message, the approach to support this happening may vary or be flexible depending on individual needs).</li> <li>• Whole setting approach to support strategies to facilitate consistency amongst adults.</li> <li>• Reasonable adjustments are made such that we adapt for SEMH in the same way that we use adaptations for learning.</li> <li>• Understand the story behind the behaviour (for example; what is the history and or context?).</li> <li>• Understand that behaviour is a method of communication, for example, what is the CYP trying to communicate to us through their behaviour?</li> </ul> | <ul style="list-style-type: none"> <li>• Increased confidence of adults in responding to pupils who demonstrate difficult or dangerous behaviour.</li> <li>• Adult responses are consistent.</li> <li>• There is a reduction in time taken to return to learning.</li> <li>• Staff see a reduction of lesson withdrawal and/or exclusions.</li> <li>• CYP present and increase in pro social behaviours</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Helping the CYP to identify and work towards substituting other, more acceptable behaviours.</li> <li>• Use of options to allow the child or young person some control with the same result (for example, would you like to talk to me now or in 5 minutes? Would you like to sit on the red chair or the blue chair?).</li> <li>• Teach the learner different ways to get their needs met through PSHE, emotional literacy and social skills work.</li> <li>• Consideration of the routine or timetable and transitions making adaptations where reasonable.</li> <li>• Detailed planning to support transition between year groups and phases of education.</li> <li>• Professionals meeting to discuss and understand behaviours with parents/carers</li> <li>• Signposting to community services for parent carers to support home routines and/or behaviour patterns.</li> <li>• Assessing risk using templates.</li> <li>• Communication with home/family to understand what is going on and to agree strategies.</li> <li>• Communication with other agencies to understand their involvement or possible involvement.</li> <li>• Regular asses, plan, do review cycle.</li> <li>• Engage CYP to give their voice.</li> </ul> | <ul style="list-style-type: none"> <li>• There is a reduced need for external professional input</li> <li>• APDRs are appropriate and support CYP</li> <li>• CYP can speak positively about their school experiences.</li> <li>• Transitions are smoother.</li> </ul> |
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| <p><b>Physical symptoms that are medically unexplained for example, soiling, stomach pains.</b></p> | <ul style="list-style-type: none"> <li>• Notes situations which prompt anxiety, through anxiety mapping or similar.</li> <li>• Identify a key worker or adult which the CYP trusts.</li> <li>• Liaise with school nurse or health visitor.</li> <li>• Liaise with external agencies is appropriate.</li> <li>• Liaison and collaboration with home is essential to understand the wider picture. This should be frequent and regular through the assess, plan, do, review cycle.</li> <li>• Liaise with safeguarding colleagues as appropriate.</li> <li>• Engage CYP to give their voice where appropriate.</li> </ul>  | <ul style="list-style-type: none"> <li>• There are reduced incidents of anxiety related responses.</li> <li>• Staff see an Increased attendance of CYP to school and to lessons.</li> <li>• CYP are engaged in learning.</li> <li>• CYP feels heard.</li> </ul>   |
| <p><b>Attention and or concentration difficulties.</b></p>  | <ul style="list-style-type: none"> <li>• Whole setting awareness training on ADHD</li> <li>• Assessment through observation and or teaching (for example, are there parts of the routine/curriculum that they find easier to manage than others?).</li> <li>• Use of sensory aids or spaces where required.</li> <li>• Have a clear structure to the day.</li> <li>• Seating etc considered within the learning space</li> <li>• Have clear expectations regarding behaviours and a clear and consistent response to behaviours.</li> <li>• Being aware of times of the day that may be more difficult for example before lunch if hungry, responding appropriately re snacks (agree with parent carer)</li> </ul> | <ul style="list-style-type: none"> <li>• Improved concentration and/or attention resulting in improved holistic progress.</li> <li>• CYP can Self-regulate their sensory needs, or staff can prompt them to use a sensory break.</li> <li>• Staff are consistent in their approach.</li> <li>• Staff use educational consequences where appropriate.</li> <li>• Age related strategies are used and make a difference.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Consideration of discipline procedures and or behaviour policies and any reasonable adjustments that need to be made in line with Equalities Legislation.</li> <li>• Use of emotional regulation strategies and check ins such as “Zones of Regulation”.</li> <li>• Engage CYP to give their voice.</li> </ul>  |  |
| <p><b>Low level disruption or attention seeking behaviours, for example, talking out of turn, frequent interruptions to learning, fiddling with objects.</b></p> | <ul style="list-style-type: none"> <li>• Adapted use of voice, gesture and body language by staff.</li> <li>• Focus on reducing anxiety and thereby behaviours.</li> <li>• Flexible and creative use of rewards and consequences (for example, ‘catch them being good’).</li> <li>• Time out and or quiet area in the setting.</li> <li>• Use of unconditional positive regard strategies.</li> <li>• Engage CYP to share their voice.</li> <li>• Understanding that all behaviour is a form of communication</li> </ul> | <ul style="list-style-type: none"> <li>• Relationships are developed.</li> <li>• The voices of CYP are heard.</li> <li>• Age-appropriate supports are used.</li> </ul> |

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| <b>Difficulty in making and maintaining healthy relationships.</b> | <ul style="list-style-type: none"> <li>• Supporting transitions within individual setting and in transfer to new settings including adulthood through 'Preparation for Adulthood' interventions.</li> <li>• Restorative approaches to enable repair to take place following relationship fractures.</li> <li>• Engage CYP to give their voice.</li> </ul>   | <ul style="list-style-type: none"> <li>• Emotional development tools are used to support individual's resilience.</li> </ul>   |
| <b>Difficulties following and accepting adult direction.</b>       | <ul style="list-style-type: none"> <li>• Assessment through observation or teaching (for example, are there parts of the routine or curriculum that they find easier to manage than others?).</li> <li>• Limited options to engage and motivate.</li> <li>• Consideration of any safeguarding issues regarding adult relationship</li> <li>• Flexible and creative use of rewards and consequences.</li> <li>• Relationship based therapeutic awareness practices.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff know which aspects of the curriculum/learning CYP find a challenge and put in place support which helps.</li> <li>• Therapeutic Thinking approaches are used to inform practice.</li> </ul>                   |
| <b>Presenting as significantly unhappy or stressed.</b>            | <ul style="list-style-type: none"> <li>• Identify and build on preferred ways of learning, subjects and interests.</li> <li>• Safe place and or quiet area identified and clear guidelines for access.</li> <li>• Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and setting.</li> <li>• Consideration of safeguarding records</li> <li>• Communication with all stakeholders to ensure awareness of context</li> </ul>  | <ul style="list-style-type: none"> <li>• Preferred learning approaches are known by staff and used.</li> <li>• Plans are coproduced.</li> <li>• The voice of the CYP is heard.</li> <li>• Proactive communication leads to less reactive outcomes</li> </ul> |



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|  | <ul style="list-style-type: none"><li>• Allocated time with keyworker or designated member of staff team</li><li>• Engage CYP to give their voice.</li></ul> |  |
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## Sensory and/or Physical Needs

### Strategies & Approaches

- All setting staff are aware of individual CYP's sensory and or physical disability and implications in all teaching and learning environments.
- Favourable access arrangements are identified & Favourable seating arrangements are identified.
- Staff are aware that for some CYP, a sensory or physical disability could impact on CYP language and social interaction.
- Staff should encourage CYP to wear appropriate sensory equipment and use physical aids.
- Staff should ensure that all CYP have understood instructions.
- Staff should be aware and take swift action to prevent unkindness related to sensory or physical needs of CYP.
- Accessibility plan in place
- PEEPs

### Resources, Advice and Consultation available

- Weavers Academy improvement and Trust Directors.
- Private provision for specialist guidance and support.
- LA Sensory Support service. For CYP with sensory impairment (vision, hearing or multi-sensory) information from Sensory Support Service is available to support settings understand the specific, individual needs of these CYP.
- LA Occupational Therapy Service referral system.

- LA Children with Disabilities Team.
  - NHS Physiotherapy Service.
  - Council for disabled children: **[councilfordisabledchildren.org.uk/](http://councilfordisabledchildren.org.uk/)**
  - The national sensory impairment partnership for vision impairment, hearing impairment and multi- sensory impairment:  
**[www.natsip.org.uk](http://www.natsip.org.uk)**
  - RNIB: **[www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/education resources](http://www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/education-resources)**. Links to useful resources and a document listing teacher-reviewed resources for blind and partially sighted learners.
  - Seeing Ear Library: **[www.seeingear.org/](http://www.seeingear.org/)** (accessible online library for large print).
- RNIB Lending Library: **[www.rnib.org.uk/braille-and-giant-print](http://www.rnib.org.uk/braille-and-giant-print)** (large print and Braille books).

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| <b>Hearing impairment</b> | <ul style="list-style-type: none"> <li>• All staff who work with a CYP with HI should be made aware how best to support in the setting as advised by their link teacher of the deaf.</li> <li>• Seat near front of class/ group with clear view of practitioner's face and any visual material used.</li> <li>• Instructions delivered clearly and at an appropriate volume.</li> <li>• Ensure the lesson/ activity content has been heard and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary.</li> <li>• Pre and post tutoring if advised by Teacher of the Deaf (ToD).</li> <li>• Repeating / rephrasing pertinent comments made by other CYP.</li> <li>• Ensuring the CYP accesses those comments.</li> <li>• Be aware the CYP may use lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Avoid moving around the room whilst talking.</li> <li>• Use visual reinforcement (pictures and handouts), to support learning.</li> <li>• Be aware that during physical activity it will be more difficult to follow verbal instructions. Also consider the acoustics in the hall, gym and swimming pool.</li> <li>• Words spoken on an audio/visual recording may need a person to repeat what is being said, provide visual support such as written copy and/or subtitles.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff follow guidance of teacher of deaf e.g., re seating/correct equipment for classroom where possible.</li> <li>• Staff know child's individual needs so right equipment in place.</li> <li>• Professionals share reports in timely manner to rest of staff.</li> <li>• CYP able to access learning to make expected progress for the child.</li> <li>• CYP is given time to learn vocabulary for following week. Additional time/adult to explain homework.</li> <li>• Staff speak to the CYP to know how best to speak to peers during learning activities.</li> <li>• CYP has a way to show they haven't heard something.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise.</li> <li>• Seat away from any source of noise, for example, window, corridor, fan heater, projector, the centre of the classroom etc.</li> <li>• Encourage good listening behaviours such as sitting still, looking and listening.</li> <li>• Encouraged to ask when not sure what to do and to access resources independently when needed.</li> <li>• A quiet working environment, particularly for specific listening work.</li> <li>• Staff to work together with other professionals to share strategies and advice to support the child or young person.</li> <li>• Provide additional time to complete tasks and assignments. Sensory Support Service would carry out specialist assessments to inform settings practice, for example, language assessments, functional vision assessments, IT, NEALE analysis for large print or braille users.</li> <li>• A specialist teacher from Sensory Support Service would need to contribute to requests for modified assessment papers or where more than 25% of time is required.</li> <li>• Parental communication to learn how to best support at school</li> <li>• Pupil voice heard and acted upon</li> <li>• IT equipment and specific equipment when needed</li> <li>• Extra training for appropriate adults working with child specific to their needs</li> <li>• Education to other children in school on deaf awareness to increase understanding.</li> </ul> | <ul style="list-style-type: none"> <li>• Correct procedures are used in exams, and these have been put into place before so are identified as everyday practice.</li> </ul> |
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| <b>Visual impairment</b> | <ul style="list-style-type: none"> <li>• Staff to work together with other professionals to share strategies and advice to support the child or young person as advised by Qualified teacher for the visually impaired (QTVI).</li> <li>• Use advice from Sensory Support Service available through the website:</li> <li>• <b><a href="http://www.sensorysupportservice.org.uk">www.sensorysupportservice.org.uk</a></b></li> <li>• Touch Typing when required to improve recording.</li> <li>• Use of magnification and accessibility features.</li> <li>• Use of magnification equipment, for example, visualisers, low vision aids, tablets.</li> <li>• Additional time to complete tasks.</li> <li>• Language mediation of visual information beyond CYP visual reach.</li> <li>• Adapted PE activities.</li> <li>• Line marking and visually friendly environments as per environmental audit and similar interventions suggested by QTVI.</li> <li>• Use of real objects to support concept development and understanding.</li> <li>• Reading apps/reading pens</li> <li>• Equipment for life skills/curriculum activities.</li> <li>• CYP voice</li> <li>• Rest breaks</li> <li>• Promote understanding of visual impairments for other children</li> </ul> | <ul style="list-style-type: none"> <li>• Interventions are planned where touch typing can be taught/practiced</li> </ul> <p>Reports showing what size fonts/colour/sitting position etc are in place in the classroom.</p> <ul style="list-style-type: none"> <li>• CYP Learn braille/use of braille when needed.</li> <li>• Classroom/school is tidy and clear and CYP know to put things away if in way of person walking etc</li> <li>• Signage is clear around school.</li> <li>• Lots of concrete resources out in classroom are used to support learning.</li> <li>• Health and Safety risk assessment is in place and followed if necessary.</li> </ul> |
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| <b>Physical disability</b> | <ul style="list-style-type: none"> <li>• Staff to work together with other professionals to share strategies and advice to support the child. This could include the inclusion of appropriate exercises (recommended from a therapist) for a child within the curriculum such as during a warmup session for PE/games etc.</li> <li>• Moving and manual handling training, all staff who may be involved with Moving and Handling children should have Basic Manual Handling training.</li> <li>• Support equipment.</li> <li>• Accessibility planning.</li> <li>• Accessible transport.</li> <li>• Work chairs.</li> <li>• Staff with care training and appropriate hygiene suites.</li> <li>• Switch operated life skills / curriculum equipment.</li> <li>• Adapted equipment to access specific aspects for example, cutlery, crockery, scissors.</li> <li>• Engage CYP to give their voice.</li> <li>• Engage Parent carer voice in planning</li> </ul> | <ul style="list-style-type: none"> <li>• Correct equipment is available as suggested in professional reports.</li> <li>• School trips are accessible. Risk assessments are in place.</li> <li>• Adjustments are made to rooms when necessary.</li> <li>• Accessibility plans detail support required and available.</li> <li>• Staff coproduce plans with professional advice.</li> <li>• An appropriate number of staff are trained in Imitate care and moving and handling etc.</li> </ul> |
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| <p><b>Severe and complex medical needs including a life-threatening diagnosis or condition.</b></p> | <ul style="list-style-type: none"> <li>• Reasonable adjustments in line with the Equality Act 2010.</li> <li>• Support equipment such as lockable medicine cabinets, first aid bags, fridges.</li> <li>• Rotated medication and or care training.</li> <li>• Liaising with specialist colleagues for up-to-date training.</li> <li>• Clear bereavement training and policies.</li> <li>• Regular home and setting contact when/if learner is not in a setting to maintain feeling of belonging with peers and community.</li> <li>• Engage CYP to give their voice.</li> <li>• Engage parent carer voice in planning</li> </ul> | <ul style="list-style-type: none"> <li>• Staff have a good understanding/knowledge of condition. Where possible experts talk to members of staff to ensure they are well informed.</li> <li>• Staff receive training from appropriate organisations.</li> <li>• Attendance officers are engaged if there is an effect on learning/schooling.</li> <li>• Medicines are correctly stored</li> </ul> |
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| <p><b>Physical sensitivity including hyper (over) and hypo (under) responses and possible Sensory Processing Difficulties (SPD).</b></p> | <ul style="list-style-type: none"> <li>• Staff to work together with other professionals to share strategies and advice to support the child or young person.</li> <li>• Sensory reduction planning.</li> <li>• Staff training through CPD.</li> <li>• Individual workstations or work systems.</li> <li>• Build resilience using timers.</li> <li>• Engage CYP to give their voice.</li> <li>• Engage parent carer voice in planning</li> <li>• Equipment given to reduced hyper and hypo responses</li> </ul> | <ul style="list-style-type: none"> <li>• Suggestions from professionals are followed</li> <li>• Reasonable adjustments such as:<br/><br/>leave lessons early, ear defenders, other sensory equipment are in place.</li> <li>• Environmental audit is undertaken alongside the CYP.</li> <li>• Teachers develop and think about classroom environment.</li> </ul> |
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