



**achieving
for children**

A collective responsibility to meet the needs of pupils with SEND within RBWM

Information for professionals, parents and carers

https://rbwm.afcinfo.org.uk/local_offer

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Introduction

The Royal Borough of Windsor and Maidenhead (RBWM) education support offer is **needs led**: any provision or support should be provided in line with the needs of the children or young person and is not dependant on any formal diagnosis.

All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and make a successful transition into adulthood. It is the responsibility of schools to provide good teaching and holistic support for all children. It is particularly important that children who have most difficulty with their learning are taught by good quality teachers.

This document has been produced by Achieving for Children's (AfC) Children's Services (School Support, Educational Psychology, SEMH Pathway, School Improvement team, CYPDS and the Sensory Consortium) in collaboration with SENCOs, Parents and Carers in Partnership (PACIP), Information Advice and Support Service (IAS) and Health services.



Everyone Matters

We believe that all children and young people in Windsor, Ascot and Maidenhead, including those with additional needs, have the right to be included in local services, so they can thrive and reach their potential.

Inclusion Charter for children and young people

This charter sets out what all children and young people should expect when accessing services

Services welcome and value all children, young people and their families to...	So you can....
Make sure that you feel listened to and treated with respect	Have your say and feel safe
Work together to understand and support any reasonable adjustments that you may need	Belong to a community, such as your local school, leisure centre, club, etc
Talk with you and your family to help us understand your need and solve problems together	Feel understood and helped to achieve your best
Speak to other professionals who support you, so you only have to tell your story once	Tell someone what you want to achieve and how we can help

Understanding equality, diversity and inclusion (Equality Act 2010)



The principles of this document are in line with the Inclusion Charter values.

For further DETAILS of services and support please visit: https://rbwm.afcinfo.org.uk/local_offer

1. Special educational needs and disability (SEND) area-wide offer

Expectations for all settings

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their **best endeavours** to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less. (Special Educational Needs and Disability Code of Practice: 0 to 25 years)

Partnership with learners, parents and carers

Involving children and their families in decision making is key. This section sets out the local authority's expectation on all education settings to ensure effective communication and co-production.

Partnership with learners, parents and carers	
<p>The setting works in partnership with parents, carers and learners in decision making</p>	<p>The SEND information report is co-produced with parents and carers.</p> <p>Parents and carers are signposted to https://rbwm.afcinfo.org.uk</p> <p>This is also referenced on the school's website.</p> <p>Parents and carers are aware of the range of communication channels available for sharing information about their child.</p> <p>Parents and carers are aware of the SEN status of their children and the support and/or individually tailored interventions in place. They are involved in setting and reviewing targets for their child. Parents are informed when their child is placed on or removed from the SEN register.</p> <p>Formal and informal events take place to seek views in relation to SEN provision in the school eg, children and parent surveys, coffee mornings.</p> <p>There is regular, quality communication with parents and carers. This can be done via: a home school diary or book bag, text, email, web-based platforms in addition to communication given via learners.</p>
<p>An effective partnership with learners and parents is evident through their participation in assessment and review processes</p>	<p>Learners are involved in the graduated approach: assess, plan, do, review process, setting and reviewing targets and identifying their own learning strategies.</p> <p>Learners are helped to understand their own barriers to learning and to value their achievements.</p>

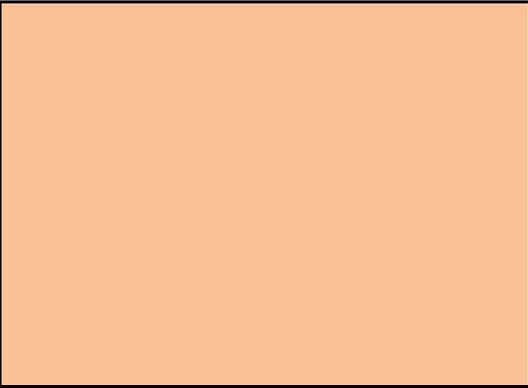
	Learners understand and are able to contribute to the targets they are working to achieve.
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Universal provision

This section sets out the local authority's expectation on all education settings to ensure early identification of SEND as well as appropriate support and reasonable adjustments being in place at a whole school level.

Whole school response for children and young people with SEND	
The school aims to meet the needs of all the learners in their community	<p>The school has an equality scheme and accessibility plan that welcomes all pupils and ensures that current and future learners with SEND have as full an access to the life of the school as possible to enable good progress in their learning.</p> <p>All staff have up-to-date information on all pupils' needs.</p>
Pupil data is used to make sure all children make good progress	<p>Analysis of pupil's data is used to inform practice and ensure progress for all learners, including SEND.</p>
The school ensures smooth transitions within the school and when moving on	<p>Appropriate support and collaborative work to meet individual needs is given for pupils moving to a new year group or the next phase of education, work or apprenticeship.</p> <p>Reasonable adjustments are made to ensure smooth day-to-day transitions as well as appropriate support during unstructured times.</p>
The curriculum meets the needs of all learners	<p>All teachers are teachers or SEN therefore staff are well trained. The learning environment of the school is supportive to all learners, offering a suitable and where needed, flexible curriculum with qualifications for pupils that meet the range of learning needs.</p>
Teaching staff make their teaching accessible and appropriate for all learners in their class	<p>All teaching staff have basic understanding and a skill level that ensures; they understand how to make their teaching accessible for learners with SEND.</p> <p>Staff should have a willingness and expectation to undertake training in SEND that reflects the needs of their cohort.</p> <p>Staff have the confidence and capability to take into account individual learner's needs and adjust their</p>

	<p>teaching and activities (including homework) accordingly.</p> <p>All pupils are regularly assessed during the year and their progress tracked. Where insufficient progress is noted, (and the quality of teaching is good), pupils are given additional intervention, that is agreed with parents, to secure their progress.</p>
<p>The Equality Act 2010 is embedded in all policies and practice in the school</p>	<p>All staff understand the term ‘reasonable adjustment’ and all relevant equalities legislation including accessibility requirements. These are also reflected in the overarching teaching and learning policy.</p> <p>All staff actively promote overcoming barriers to learning for all pupils, taking into account individual differences (SEND or otherwise), whilst promoting understanding and acceptance in the peer group.</p>
<p>Parents and carers have clear pathways for advice and support in school and are signposted to appropriate external agencies</p>	<p>The school inspires parental confidence by establishing a positive relationship as partners in their children’s learning and development, through good exchange of information and by using resources flexibly to meet needs.</p> <p>Families have an identified person, such as the SENCo, to go to if they have concerns, who can also assist in accessing Local Offer information for signposting.</p>
<p>Staff can implement a care plan for children who require one to maintain their health</p>	<p>Staff have an awareness on DfE guidance pertaining to medically vulnerable children.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf</p>
<p>The school environment is positive, with staff able to respond flexibly to meet all needs</p>	<p>The school provides a warm, safe and empathic ethos where learners have the confidence to share their concerns with staff, and know that they will be addressed, in order to support their emotional wellbeing.</p> <p>There is a calm and purposeful climate for learning where learners know their contributions are valued.</p>



Pupils can identify an agreed safe space.

PSHE is used to develop wellbeing and resilience.

Teachers are able to respond to unpredictable needs by flexible use of the environment (eg, safe space to calm down).

Pupil's voice is encouraged and acted on.

SEN support

This section sets out the local authority's expectation on all education settings to ensure early identification of SEND as well as appropriate support and reasonable adjustments being in place for pupils identified on the SEND register.

SEN support for individuals and small groups: short term interventions in addition to whole school response to children and young people with SEND	
<p>Small groups and interventions set up using information from a whole school perspective</p>	<p>At the whole school level, additional assessment and information is used to understand any lack of progress across particular areas. This then informs what provision is put in place.</p> <p>A provision map shows the range of small group interventions available for more frequently occurring SEND needs.</p> <p>The location and timing of any group or one-to-one interventions will be carefully considered to provide the best conditions according to the profile of need. This needs to promote inclusion.</p> <p>Staff have training to implement short term interventions to secure improved progress for pupils, enabling them to benefit from whole class teaching and promote social development.</p>
<p>Staff have relevant training to support and implement interventions appropriate for the range of SEND in their school</p>	<p>Staff undertake specialist training in areas of SEND that reflects their cohort of children in order to understand not only the most effective strategies to support learning, but also the range of assessments, provisions and interventions available. (Advice on these above).</p> <p>Staff make timely and effective use of outside agencies.</p>
<p>All practitioners, including teaching assistants, make a valuable contribution to learner progress</p>	<p>In line with current advice, the additional adults are deployed effectively in the classroom and their impact on the learner is monitored carefully to ensure progress is being made.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</p>

	<p>Mixed ability grouping or seating arrangements and additional support are used to promote independent learning as far as possible.</p> <p>Strategies used in interventions are integrated into class teaching so that learners can sustain progress.</p>
<p>All interventions are regularly monitored by the Senior Management Team</p>	<p>The effectiveness of interventions is evaluated by the teacher and monitored by the Senior Leadership Team (SLT) to determine the impact on pupil's academic progress and personal development. The intervention should have the impact of removing barriers to learning.</p> <p>All interventions will be scrutinised by the Senior Leadership Team to ensure their effectiveness, and that progress continues in the classroom environment.</p> <p>Interventions are tracked and reviewed to ensure impact for cost. This includes individual costed provision maps.</p>
<p>Interventions match the pupil's needs</p>	<p>Any external advice given in reports for individual pupils has been taken into account and implemented by the school, as appropriate.</p> <p>Time-limited, evidence-based interventions which are outcome-based SMART targets focussed on the pupil's needs. These will be set in collaboration with parents, carers and learners so that they can be used by trained staff with minimal adaptation. They may include training the learner to be competent and independent in use of curriculum aids such as appropriate computer software.</p> <p>Targeted interventions for individual learners to enable all pupils to receive appropriate whole class learning.</p>

Personalised and individualised learning: Long term interventions

For learners with a need which is long term **with no peers requiring the same intervention**, the planning for intervention is **personalised** and **specifically formulated** to take account of the **unique individual need**.

Personalised and individualised learning: long term interventions in addition to whole school response and SEN support for individual and small group

Pupils requiring long term interventions with personalised learning **may** require the following.

A personalised support plan which describes the strategies required to meet needs, some of which may need to be delivered on an individual basis. This will include detailed planning on the use of individual funding and delegated funding, with an agreed action plan.

An **education, health and care (EHC) plan** which describes the strategies required to meet needs, some of which may need to be delivered on an individual basis. This will include detailed planning on the use of individual funding and delegated funding, with an agreed joint action plan. Annual review will be required to show tracked progress towards outcomes in Section E of the EHC plan.

Early help assessment completed in conjunction with parents for a child who has additional needs and requires the support of the team around the child. The lead professional may be a member of the staff.

An individual healthcare plan (IHP) to maintain learner's health, which is then monitored by specialist staff and/or IEPs.

Schools' and governors' wider responsibilities

This section sets out the local authority's expectation on all education settings to ensure an established vision for SEND supported by key policies.

Schools' and governors' wider responsibilities	
Vision for inclusion	Policies and compliancy
Identify children and young people with SEND, ensure parents and carers are informed and provision is made in line with SEN and Disability Code of Practice (2014) and complies with the Children and Families Act (2014)	<p>In conjunction, with parents and carers, learners and the local authority, produce the school's SEND information report.</p> <p>Publish the school's SEN information report on the school website and send to the local authority for publication on the Local Offer website.</p> <p>Update this information regularly and at least on an annual basis.</p>
Ensure SEND provision is integrated into the school improvement plan	In conjunction, with parents, carers and learners, publish the SEND policy and ensure it is reviewed regularly.
Monitor progress of SEND pupils and ensure provisions specified in EHC plans are in place	Ensure all policies take SEND into account through the equality impact assessment.
Develop a policy for supporting pupils with medical conditions that is reviewed regularly and is readily accessible to parents and school staff	Publish information on SEND funding and provision and monitor expenditure.
Maintain a current record of number of learners with SEND	Appoint a SEND governor and SEND coordinator (see SEN Code of Practice 2014).
Ensure that staff has sufficient training to effectively provide a high standard of education for all learners	Keep under constant review the arrangements for learners, present and future, with a disability

Local authority responsibilities

Local authority responsibilities
Ensure sufficiency of provision for pupils with SEND and keep under constant review.
Involve children, young people and their parents in discussions and decisions about their individual support and local provision (Paragraph 1.3 of the revised code of practice).
Make arrangements for the statutory assessment of learners and maintain education, health and care (EHC) plans.
Publish information on SEND funding and provision.
Monitor the progress of pupils with EHC plans and take appropriate action as required.
Provide information, support, advice and guidance to schools, parents, carers and children and young people with SEN, including the Local Offer.

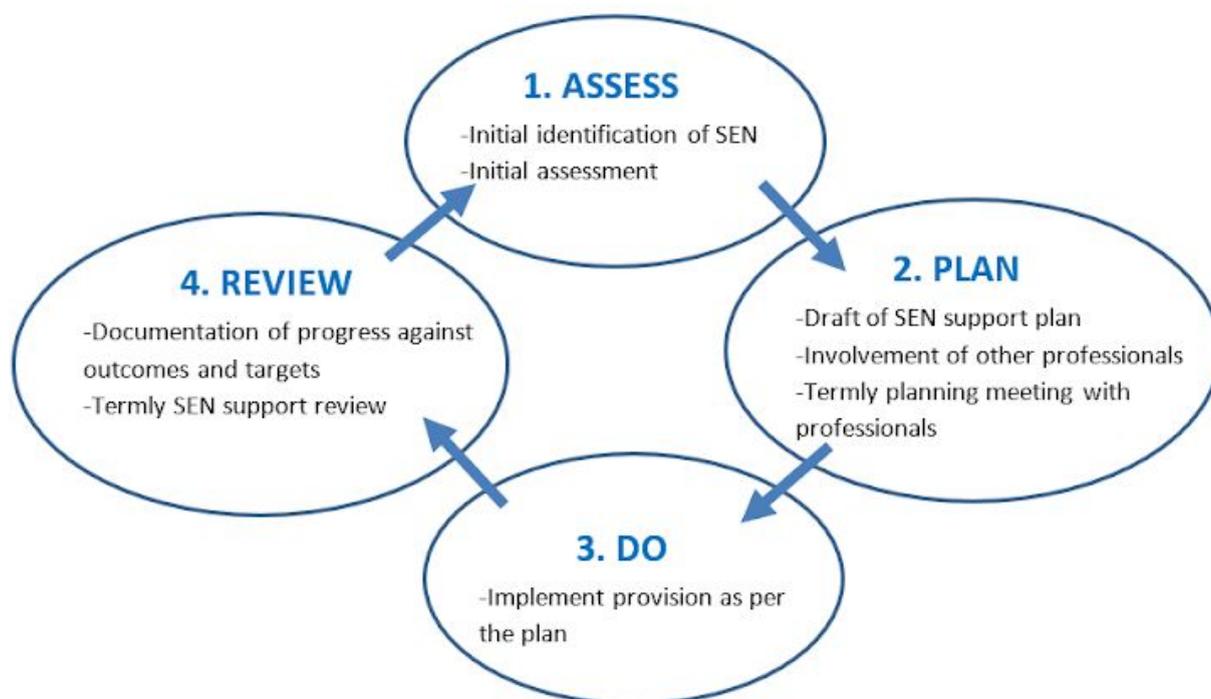
2. Identification and assessment

This section sets out the local authority's expectation on all education settings to ensure early identification of SEND as well as an embedded graduated response to this, in line with the SEND Code of Practice 2014.

The graduated approach

“Where a child is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four part (Assess, Plan, Do, Review) cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the children in making good progress and securing good outcomes.”
(SEND Code of Practice 2014).

Assess, Plan, Do, Review Cycle



Every learner who has been identified as having SEN should have their needs identified (**Assess**), their desired outcomes agreed (**Plan**) and provision made (**Do**) that will enable the pupil to reach these outcomes. The pupil's progress should then be reviewed regularly (**Review**).

Before schools put in a request to the Royal Borough of Windsor and Maidenhead for an EHC plan for a child or young person, they are expected to show evidence that they have undertaken this

Assess, Plan, Do, Review cycle in an attempt to remove barriers to learning their pupil's experience.

Assessment

Expectations of all settings	Strategies
<p>A regular cycle of Assess, Plan, Do, Review is used to ensure that learners with SEND are making progress</p>	<p>Pupils' strengths and challenges in learning and behaviour are observed and monitored in different settings and contexts for a short period of time to inform planning.</p> <p>Staff are aware of pupil's starting points so that expected progress can be measured across each key stage.</p> <p>Assessment is used to inform planning and interventions.</p> <p>Consideration is given for individual pupil's developmental trends. Case studies are used to demonstrate holistic progress.</p>
<p>Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy</p>	<p>A wide range of assessment strategies and tools are used to ensure a thorough understanding of learners.</p> <p>Learners have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets.</p> <p>The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the learners.</p>
<p>Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations</p>	<p>Settings make adaptations to assessment arrangements as part of their everyday practice. This is used to establish the pupil's normal way of working.</p> <p>Please refer to the relevant exam board guidelines. Arrangements could include:</p> <ul style="list-style-type: none"> ● smaller rooms ● rest breaks ● use of a reader, scribe, laptop ● extra time <p>Adapted resources are used in class and assessments.</p>

3. Support for broad areas of need

This section can be used by school staff to inform the Assess, Plan, Do, Review cycle. This section details the provisions which staff can implement as part of 'quality first teaching' in order to support the needs of their learners.

This section is separated by the four areas of need set out in the Code of Practice. Many learners may have needs across more than one area and certain conditions may not fall neatly into one area of need. When reviewing and managing special educational provision the four broad areas of need may be helpful as a guide to ensure you can provide support across these areas.

Cognition and learning

Whole school approaches and strategies

- Differentiation or personalisation of task and teaching style to ensure the development of literacy, numeracy, of learners.
- Arrangements to support the use and delivery of approaches and materials for learners with specific learning difficulties (SpLD) which may include multi-sensory teaching strategies, a focus on phonological awareness and motor skills programme.
- Correct and consistent use of scaffolding for learning across the curriculum.
- Short-term, time-limited, targeted and evidence based interventions (Using graduated response).
- Effective use of recommended adaptive resources for individual learning eg, overlays, pencil grips, coloured paper, tinted screens.
- Use of specialised IT equipment to implement specific recommended programmes and applications to support learning.
- Staff are regularly trained and up-skilled in supporting learners with general and specific learning difficulties across all key stages.

Reasonable adjustments and quality first teaching strategies	
Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
<p>Difficulties with learning:</p> <p>Such as despite appropriate differentiation, making less than expected progress over time across the curriculum and/or working below age related expectations</p>	<ul style="list-style-type: none"> ● Adjustment, modification and differentiation of the curriculum, for identified areas of need to enable the learner to fully access the curriculum. ● To identify the area of need for the young learner, using relevant assessment tools and classroom observations. ● To set and review specific achievable SMART targets with the young person, shared with all teaching staff, parents and carers. ● Meta-cognition approaches: learning to learn eg, by trying to understand the learner’s difficulty and asking them what helps. ● Instructions broken into manageable chunks and given in sequence, using simplified language when needed. ● Use of a visual planner to support the organisation of written work. ● Visual cues and prompts use to ensure learner is engaged in active listening and looking and is ready to learn. ● To ensure the teacher has a strong awareness of additional processing needs for some learners to engage and respond. ● Pre-teaching: eg, provision of a teacher or teaching assistant to help prepare the learner for the new subject specific vocabulary. ● Explicit explanation of success criteria for learning. ● Provision of reasonable adjustments should be appropriate to the child’s learning needs and not their chronological age. Modified tracking and assessment tools should reflect the level of differentiation and resources needed. ● Simple changes eg, font, coloured paper, line spacing, lighting, overlays, adaptation, and technology. ● Ensure teaching staff can present relevant and recent evidence of strategies used in differentiation as part of QFT.

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<p>Generalised learning difficulties such as difficulties across the curriculum but with some areas of strength. Learners with an uneven profile of skills and attainment</p>	<ul style="list-style-type: none"> ● Adjustment, modification and differentiation of the curriculum, for identified areas of need to enable the learner to fully access the curriculum. ● Meta-cognition approaches: learning to learn eg, by trying to understand the learner’s difficulty and asking them what helps (learner’s voice). ● Consistent planning and tracking of all additional support accessible to all teaching adults, and used in conjunction with learning at home. ● Evidence based interventions to develop skills eg, spelling, handwriting, literacy, numeracy. ● Active learning, concrete, pictorial and pragmatic approach to learning through effective interventions, focusing on the individual’s strengths to overcome barriers to learning. ● Intervention will work on SMART targets that give the learner the required tools to be included in learning alongside their peers in the classroom. ● Emphasis on activities designed to develop skills which will support them to become independent learners. ● Prioritising support to manage self-esteem by celebrating individual’s strengths, successes and develop resilience. ● Use of structured resources such as precision teaching methods to target specific learning goals. For example Toe by Toe, Nessy, adaptive IT resources, Lexia, Word Shark. ● Ensure teaching staff can present relevant and recent evidence of strategies used during structured interventions both within class and on an individual basis.
<p>Specific learning difficulties affecting one or more-aspect of learning, eg, literacy; numeracy difficulties or specific language impairment</p>	<ul style="list-style-type: none"> ● Ensure the voices of learner, parent or carer are included in all stages of planning ● Inclusive teaching practice, with a balance of specific learning programmes and group work with peers

<p>For all areas of need any provision or support should be provided in line with the needs of the learner and is not dependant on any formal diagnosis</p>	<ul style="list-style-type: none"> ● Potential investigation to identify learning needs by external professionals ● Ensure teaching staff can present relevant and recent evidence of reviewed interventions to support referrals to external agencies ● Staff will have been informed of what strategies or approaches to use in line with advice from external assessments or consultation. This may include using adaptive teaching resources or making modifications to their learning environment. ● Staff will have received thorough training to ensure they have both the skills and resources to implement specialist programmes of support
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Communication and interaction

Whole school approaches and strategies	
<ul style="list-style-type: none"> ● Whole school awareness and understanding of the children’s or young person’s communication and interaction needs. ● Learners will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities ● Tasks may need to be differentiated by level, outcome, pitch, pace and grouping. Aspects of structured teaching might be helpful ● Staff are skilled in adjusting the pace and order of activities to maintain interest and attention. 	

Reasonable adjustments and quality first teaching strategies	
Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
<p>Difficulties expressing themselves and being understood by others</p>	<ul style="list-style-type: none"> ● Model language for the learner, focusing on key words or vocabulary. ● Deliver individual or small group language sessions using evidence-based interventions focusing on vocabulary, word level

	<p>work, social communication organisational skills eg, early language stimulation programme, I Talk.</p> <ul style="list-style-type: none"> ● Implement a language programme devised by a speech and language therapist (SALT) or via use of CYPIT toolkit. ● Allow time for learners to process and respond eg, use the 10 second rule. ● Introduce a variety of language through rhymes, songs. ● Support and encourage the learner’s attempts to speak. ● Provide an additional method of communicating eg, use of ICT, symbol communication eg, Makaton, Picture Exchange Communication System (PECS).
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<p>Difficulties comprehending words spoken to them</p>	<ul style="list-style-type: none"> ● Key words and vocabulary should be emphasised when speaking. ● Tailor the number of information carrying words included in spoken instructions to the amount the learner is able to comprehend. ● Use a delivery style tailored to the learner’s needs eg, ‘bossy talk’ (give name and clear short instruction) or language modification techniques such as speaking slowly to allow time for processing. ● Use a range of multi-sensory approaches to support spoken language and key vocabulary eg, symbols, visual timetables, role play, artefacts, concrete artefacts. ● Allow time for the children to process the information. ● Show learners how to clarify the meaning of spoken language eg, use visual feedback system to demonstrate whether information has been understood. ● Minimise auditory distractions in the environment. ● Gain the learner’s attention before speaking to them – use the learner’s name or agreed cue. ● Ensure the learner’s hearing has been tested by the appropriate medical professional. ● Use pre-teaching of topic vocabulary. ● Use of first, then, next... ● Use Now (you are doing this) and Next (you are going to be doing that) boards to give the student a clear understanding of their routine. ● Allow access to an oral language modifier for assessments.
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	<ul style="list-style-type: none"> ● Display photographs of staff with names around the school.
Difficulties with peer relationships, understanding and/or using social rules of communication	<ul style="list-style-type: none"> ● Model or role play social situations for the learner. ● Use of individual or small group sessions designed to provide the learner with an understanding of social norms and develop their social skills eg, Attention Autism, Circle of Friends, Comic Strip conversations, Helping Young children to Speak with Confidence, Social Stories, Time to Talk. ● Use prompts to encourage the pupil to use appropriate means of communicating eg, symbols, signing systems. ● Provide clear communication of expectations.

Difficulties with language and communication	<ul style="list-style-type: none"> ● Gain the learner's attention before speaking to them (use the learner's name or agreed cue), followed by a simple instruction eg, 'Jack, stop'. ● Minimise use of abstract language (avoid sarcasm and figures of speech) and use literal language. ● Supplement spoken language with symbol communication eg, Picture Exchange Communication System (PECS). ● Be mindful of your body language - 70% of what we communicate is non-verbal. ● Be aware of what would be an appropriate tone of voice eg, calm, not too loud. ● Be aware of what would be an appropriate environment, consider noise, room temperature, lighting and room layout. ● Be aware of use of language - some learners may need a language rich environment, others may need it to be kept simple. ● Use photos to talk through what events may occur in the future.
Difficulties with imagination	<ul style="list-style-type: none"> ● Use role play, drama and props (eg, puppets) to aid the development of the learner's imagination. ● Read stories to and with the learner.
Anxiety in busy unpredictable environments	<ul style="list-style-type: none"> ● Prepare learner for change of activity or routine. ● Undertake small group and one-to-one tasks with the learner. ● Aim to create a calm and predictable learning environment.

	<ul style="list-style-type: none"> ● Clearly communicate expectations and boundaries. ● Use a visual timetable. ● Provide the learner with regular mentor support which may include adults or peers.
Sensitivity to sensory stimuli	<ul style="list-style-type: none"> ● Use sensory breaks and snacks. ● Be flexible with uniform policy. ● Consider the learning environment eg, noise, room temperature, visual stimuli, proximity. ● Have a flexible approach to transitions eg, between lessons and to and from school. ● Provide the learner with access to a safe haven to prevent them becoming overwhelmed.
Physical outbursts causing harm to others and/or to self and/or damage to property	<ul style="list-style-type: none"> ● Use a consistent approach to managing individuals with 'reasonable adjustments' made. ● Try to understand the function or purpose of the behaviour eg, consider exceptions when this behaviour does not occur and use ABC charts to identify potential triggers of the behaviour. ● Communicate with families and staff about what might be happening at home (eg, divorce, bereavement, illness) and strategies that work or do not work for the learner. ● Agree a plan of action with parents and carers with regards to physical intervention. ● Develop a risk management or reintegration plan where appropriate. ● Implement preventative and de-escalation strategies eg, time out card. ● Provide the learner with access to a safe haven which can be used to reflect and de-escalate. ● Deliver interventions focusing on resilience, regulating and expressing emotions eg, the incredible fivepoint scale.
Limited attention span compared to developmentally appropriate milestones	<ul style="list-style-type: none"> ● Provide the learners with regular, short breaks. ● Chunk subject matter and break tasks down. ● Use visual timetables. ● Use backward chaining: chain parts of the task together eg, allow the learner an opportunity to complete the end steps of tasks so they experience success and encourage the pupil to gradually

	<p>complete more of the final steps of the exercise, until they can undertake the whole activity.</p> <ul style="list-style-type: none"> ● Gain the learner’s attention before speaking to them: use the learner’s name or agreed cue. ● Ensure the learner has understood the instruction by asking them to state what they are expected to do. ● Use timers so learners know they only have to focus for a comfortable amount of time. ● Use individualised timetables. ● Rules of good listening displayed, taught, modelled and regularly reinforced.
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<p>Difficulties expressing themselves and being understood by others</p>	<ul style="list-style-type: none"> ● Model language for the learner, focusing on key words and vocabulary. ● Deliver individual or small group language sessions using evidence-based interventions focusing on vocabulary, word level work, social communication organisational skills eg, early language stimulation programme, I Talk. ● Implement a language programme devised by a speech and language therapist (SALT) or via use of CYPIT toolkit. ● Allow time for learner to process and respond eg, use the 10 second rule. ● Introduce a variety of language through rhymes, songs. ● Support and encourage the learner’s attempts to speak. ● Provide an additional method of communicating eg, use of ICT, symbol communication e.g. Makaton, Picture Exchange Communication System (PECS).
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Social emotional mental health

Whole school approaches and strategies

The successful inclusion of children and young people with a SEMH is largely determined by a school's whole school approach to meeting these needs and reducing barriers to learning,

- Use of whole school approaches to promote wellbeing and resilience of learner makes a significant difference.
- A behaviour policy underpinned by a clear inclusive ethos and values is essential, supplemented by effective classroom practice.
- Settings should assess SEMH needs to help staff understand the barriers to learning that learners face.
- Learning needs should also be reviewed using school's own screening or assessment tools or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by an unmet learning need or communication difficulty.
- The use of restorative approaches to build, maintain and repair relationships is required with a focus on anti-bullying work.
- The identification of a key adult to build positive and trusting relationships with pupils with a SEMH difficulty is invaluable.
- The resilience of the staff is also important, and support needs to be available for staff working with pupils with SEMH through group or individual supervision or opportunities to debrief at the end of the day and particularly after a significant incident.
- Emphasis on choice rather than control should underpin a behaviour policy with firm but flexible boundaries which provide certainty and consistency.
- Use curriculum time such as PSHE and Circle time to explicitly teaching de-escalation and self-management strategies. Building resilience is important for all learners but particularly those with a SEMH difficulty.
- Staff training is crucial. Particularly developing attachment aware strategies.

Reasonable adjustments and quality first teaching strategies

Identified barrier and need

Provision and strategies: approaches, adjustments and specific

	interventions expected to be made by settings according to the ages and stages of the learners
<p>Environment: school and classroom</p> <p>Pupils with SEMH need a learning environment which provides a safe space to learn</p>	<ul style="list-style-type: none"> ● Classroom well organised and labelled (with picture symbols). ● Keep learning spaces as clear from clutter as possible and consider if there is too much sensory stimulus or not enough. ● Where possible, create a quiet area both for working and as a 'quiet time' zone. ● Ensure that tools and equipment are easily accessible and available for use. ● Allow pupils to have a safe place to store belongings and 'listening' (fiddle) toys. ● Provide alternative seating at carpet time, if this is a challenge. ● Play calming music where appropriate. ● A safe space is important to have in the school, and in the classroom. A popup tent with a security blanket can work well. ● Are learners with SEMH needs seated in a way that meets their needs eg, away from windows, near a clear exit, etc. It is important this is discussed with the learner.
<p>Knowing the learner and having a positive relationship</p> <p>Pupils with SEMH difficulties often do not have a strong sense of being belonging and may feel that they are unlovable.</p>	<ul style="list-style-type: none"> ● Take time to find learner's strengths and praise these – ensure that the learner has opportunities to demonstrate their skills to maintain self-confidence. 'Catch' the learner being good and emphasise positives in front of other learners and staff (where appropriate). ● Give the learner a classroom responsibility to raise self-esteem. ● Use learner's name and ensure you have their attention before giving instructions. ● Make use of different seating and grouping arrangements for different activities. ● Personalise teaching where possible to reflect learner's interests. ● Have a range of simple, accessible activities that the learner enjoys to use as 'calming' exercises. ● Legitimise movement by getting learner to take a message, collect an item, use a 'listening toy' if necessary. ● Listen to the learner, giving them an opportunity to explain their behaviours. ● Use restorative justice. ● Refer learners regularly to the classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency.

	<ul style="list-style-type: none"> ● Look at patterns and triggers to identify what may be causing the behaviours for example, an antecedents, behaviour and consequences (ABC chart). ● Offer choices – both of which must be acceptable. ● Liaison and collaboration with home is essential to understand the wider picture. ● Ensure that information is gathered from a range of agencies. ● Create a risk assessment which identifies triggers as well as preventative and de-escalation strategies. Use this as a part of a behaviour support plan or pastoral support plan. ● Ensure that all information is shared with current school staff as well as for staff who don't know the pupil - new class or new school. ● Consider a buddy or peer mentoring. ● Distraction techniques work well – find out what the learner is interested in so that this is possible. ● Are there underlying, as yet undiagnosed SEND such as a speech and language difficulty?
<p>Language</p> <p>Pupils with SEMH difficulties benefit from staff who maintain calm and positive no matter how challenging the behaviour. This ensures that they feel safe and also a sense of belonging</p>	<ul style="list-style-type: none"> ● Communicate in a calm, clear manner. Think about what you say, how you say it as well as how your body language may be perceived. ● Never use language which humiliates or embarrasses a pupil. Avoid using 'blame' or trying to make a learner feel guilty about their behaviour. ● Keep your language positive, particularly in the first 10 minutes. Focus on engaging the learner rather than any low-level behaviour. ● Make expectations for behaviour explicit by giving clear targets, explanations and modelling. ● Keep instructions, routines and rules short, precise and positive ● Praise is specific and named. ● Use a visual timer to measure and extend time on task – start small and praise, praise, praise. ● Teach learner how to use post-it notes for questions and ideas rather than interruptions (when appropriate). ● Positive reinforcement of expectations through verbal scripts and visual prompts. ● Communicate positive achievements – no matter how small – with home and encourage home to do the same. Could be in the form of a 'Golden moments' or 'Good News' book or 'Good notes' to be collected in a small plastic wallet.

	<ul style="list-style-type: none"> ● Give a set time for written work and do not extend into playtime to 'catch up' – the learner will need these breaks. ● Humour is often a great way to de-escalate a situation but ensure that this is never sarcasm. ● Avoid reprimanding a learner in front of the class or in public. ● Be mindful of not talking too much. When a learner is in a heightened state, their ability to listen is diminished. ● Never threaten a consequence which is impossible to enforce.
<p>Accessing the curriculum: teaching and Learning</p> <p>Pupils with SEMH often feel incapable, with low self-esteem. They do not always have the resilience to try something new and often do not persevere if something is perceived as being too difficult</p>	<ul style="list-style-type: none"> ● Create a climate within the classroom where making mistakes is positive and okay. ● Clear lesson structure with learning objectives presented orally and visually. ● Identify and build on a range of learning styles. ● Provide lots of opportunities for kinaesthetic learning eg, practical activities, experiential learning, multi-sensory resources. ● Chunk instructions and support with visual cues. ● Use interactive strategies eg, learners have cards or whiteboards to hold up answers, come to the front to take a role, etc. ● Activities and listening broken up with breaks for more kinaesthetic activities. ● Ensure groupings provide positive role models. ● Provide visual timetables and task lists – may need to be for a short period of time depending on the learner. ● Provide visual cues to support expectations. ● Give breaks between tasks and give legitimate 'moving around' activities eg, Brain Gym, Wake Up and Shake Up, MIND Up. ● Transition from whole class work to independent or group work is taught, clearly signalled and actively managed. ● Training - ensure that you have all the knowledge you need to meet the needs within your classroom.
<p>Resources: including the use of support staff</p>	<ul style="list-style-type: none"> ● Ensure that your classroom assistants are planned for and used to maximise learning. ● Focus on encouraging independent learning if possible or at least always be working towards this.

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| | <ul style="list-style-type: none">● Consider using baseline assessments which will baseline social and emotional development such as the Boxall profile.● For children with ADHD consider the use of resources such as a 'listening toy' or a sensory wobble cushion● Resources to support friendships and social communication such as a 'Circle of Friends'. |
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Sensory and/or physical needs

Whole school approaches and strategies	
<ul style="list-style-type: none"> ● All staff are aware of individual learner's sensory or physical disability and implications in all teaching and learning environments. ● Favourable seating arrangements are identified. ● Staff are aware that for some learners, a sensory or physical disability could impact on their language and social interaction. ● Staff should encourage pupils to wear appropriate sensory equipment and use physical aids. ● Staff should ensure that all pupils have understood all instructions. 	

Reasonable adjustments and quality first teaching strategies	
Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Hearing impairment	<ul style="list-style-type: none"> ● Seated near front of class with clear view of teacher's face and any visual material used. ● Instructions delivered clearly and at an appropriate volume. ● Check the lesson content has been heard and understood, particularly when delivering new information, instructions or homework, and/or using unfamiliar vocabulary. ● Repeating or rephrasing pertinent comments made by other learners ● Ensuring the learner accesses those comments. ● Be aware the learner may use lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking. ● Visual reinforcement (pictures and handouts), to support learning. ● Be aware that during PE or games lessons it will be more difficult to follow instructions. ● Words spoken on an audio or visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles. ● Carpeting, soft furnishing, rubber feet on the table and chair legs, etc. will reduce noise. ● Seat away from any source of noise eg, window, corridor, fan heater, projector, the centre of the classroom, etc.

	<ul style="list-style-type: none"> ● Encourage good listening behaviour: sitting still, looking and listening. ● Encouraged to ask when not sure what to do. ● A quiet working environment, particularly for specific listening work. ● All staff who work with a learner with hearing impairment should be made aware how best to support in school. ● Staff working directly with a learner with hearing impairment to have appropriate training such as British Sign Language (BSL). ● Visual timetable and use of visual cues such as sand timers to support sharing. ● Staff to work together with other professionals to share strategies and advice to support the child learner.
Visual impairment	<ul style="list-style-type: none"> ● Staff to work together with other professionals to share strategies and advice to support the learner. ● Use of a Braille and Braille training (via Sensory Impairment Service). ● Use of ICT eg, iPad connected to whiteboard (via Join Me). ● Talking books and literature and books in Braille. ● Reading apps. ● 3D printer. ● Mobility and cane training. ● Talking equipment for life skills and curriculum activities.
Physical disability	<ul style="list-style-type: none"> ● Staff to work together with other professionals to share strategies and advice to support the learner. ● Moving and manual handling training. ● Support equipment. ● Accessibility planning. ● Hoisting. ● Accessible transport. ● Work chairs. ● Standing frame. ● Walkers. ● iPad and grips. ● Staff with care training and appropriate hygiene suites. ● Switch operated life skills and curriculum equipment. ● Adapted equipment to access specific aspects eg, cutlery, crockery,

	<ul style="list-style-type: none"> ● Scissors.
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<p>Severe and complex medical needs including a life-threatening diagnosis or condition</p>	<ul style="list-style-type: none"> ● Reasonable adjustments in line with the Equality Act 2010. ● Support equipment such as lockable medicine cabinets, first aid bags, sharps box, fridges. ● Rotated medication or care training. ● Liaising with specialist colleagues for up-to-date training. ● Clear bereavement training and policies. ● Regular home school contact when or if learner is not in school to maintain 'sense of belonging' with peers and school community.
<p>Physical sensitivity including hyper and hypo responses and possible sensory processing disorder (SPD)</p>	<ul style="list-style-type: none"> ● Differentiated curriculum and use of time limited small group programme of activities. ● Staff to work together with other professionals to share strategies and advice to support the learner's sensory diet. ● Sensory reduction planning and reasonable adjustments made to learning environment. ● Regular adult support to complete tasks and supervise transitions or regular movement breaks. ● Prompting to independently access sensory strategies. ● Staff training through CPD. ● Individual work stations. ● Build resilience using timers. ● Relevant equipment such as footrest, angle board, pencil grip, move'n'sit cushion, etc. ● Risk assessment as appropriate.

4. Resources, advice and consultation available

Autism Berkshire	www.autismberkshire.org.uk
The Autism Group (TAG)	www.theautismgroup.org.uk
Children and Young People Disability Service (CYPDS)	https://rbwm.afcinfo.org.uk/pages/local-offer/who-is-who-in-sen/children-and-young-people-disability-service-cypds
Children and Young People Integrated Therapies (CYPIT) support and advice toolkits	https://cypf.berkshirehealthcare.nhs.uk/support-and-advice/
Children and Young People Integrated Therapies (CYPIT) OT/Physiotherapy and Speech and Language service	https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-young-peoples-integrated-therapies-cypit/
Children and Adolescent Mental Health Service (CAMHS) Single Point of Access (SPA)	https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-adolescent-mental-health-services-camhs/
Early Help Assessment or relevant charities and services	https://5f2fe3253cd1dfa0d089-bf8b2cdb6a1dc2999fecbc372702016c.ssl.cf3.rackcdn.com/uploads/ckeditor/attachments/4768/Early_Help_Booklet_2019_May.pdf
Education Psychology Team	https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/education/educational-psychology-service
Education Welfare Officers	https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/education/education-welfare-service-ews
Information, Advice and Support Service (IAS)	https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/assessment-and-education-health-and-care-planning/information-advice-and-support-service-ias

Consultation with the MASH (Multi Agency Safeguarding Hub)	www3.rbwm.gov.uk/forms/form/405/en/multi_agency_safeguarding-hub-mash-referral
Parents and Carers in Partnership (PACiP)	www.pacip.org/
Parenting Special Children	www.parentingspecialchildren.co.uk/
School Nursing Service	www3.rbwm.gov.uk/publichealth/info/18/school_nursing_service/64/school_nursing_team
Sensory Consortium	https://berkshirescs.btck.co.uk/AdviceForTeachers
Specialist teachers in School Support team	https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/education/school-support-service
SHINE	www.theshineteam.com/
Social Emotional Mental Health Project Co-ordinator	alasdair.whitelaw@achievingforchildren.org.uk
The Virtual School	https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/education/education-of-children-and-young-people-in-specific-circumstances/looked-after-children-virtual-school

5. Glossary

Education Terminology	Definition or explanation
Adapted resources	These are general modifications or additional resources to accommodate all pupils in learning.
Attention Deficit Disorder (ADD)	AAD: is a term used for people who have excessive difficulties with concentration without the presence of other ADHD symptoms such as excessive impulsiveness or hyperactivity.
Attention Deficit Hyperactivity Disorder(ADHD)	ADHD is a neurodevelopmental condition that affects how someone sees the world, processes information and relates to others.
Autistic Spectrum Disorder or Autistic Spectrum Condition (ASD or ASC)	Autism is a lifelong developmental disability that affects how people perceive the world and interact with others. Autistic people see, hear and feel the world differently to other people. Autism is a spectrum condition. All autistic people share certain difficulties but being autistic will affect them in different ways.
Barriers to learning	Are anything that stands in the way of a child or young person being able to learn effectively.
Child and Adolescent Mental Health Services (CAMHS)	CAMHS is used as a term for all services that work with children and young people who have difficulties with their emotional or behavioural wellbeing,
Communication and interaction (SEND Area of Need)	The children or young people have difficulty in communicating with others due to a speech, language and communication need (SLCN), developmental language disorder (DLD) or ASD. This may be because they have difficulty saying what they want to do, understanding what is being said to them, or they do not understand or use social rules of communication and cannot always interact as needed.
Cognition and learning (SEND Area of Need)	When children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), specific learning difficulties (SpLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD).
Distraction techniques	Any activity to re-direct attention, energy, and emotions – used well can defuse or deflect issues.
Delegated funding	Funding that comes into the school from the local authority (based on a formula).
Differentiation	Tailoring instruction, content, processes, resources or the environment to suit the learners.

Education health and care plan (EHC Plan)	An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.
Emotional literacy support assistant (ELSA)	ELSAs have been trained by educational psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs.
Educational psychologists (EPs)	Educational psychologists work within local authorities in partnership with families and other professionals. To help children and young people achieve their potential. They use their training in psychology and knowledge of child development to assess difficulties pupils may be having with their learning. They provide advice and training on how schools might help pupils to learn and develop.
Equality Act 2010	The act provides a legal framework to protect the rights of individuals, including those with SEND, and advance equality of opportunity for all.
Equality scheme and accessibility plan	Sets out the proposals to increase access for disabled learners (or other SEN) as required by the DDA.
Exam concessions	Some learners with SEND are entitled to special arrangements to support them during their exams. This may include extra time, having a reader, scribe or being able to have extra rest breaks.
First attempt in learning (FAIL)	
Graduated approach	The four stages of support for learners with SEND: Assess Plan Do and Review.
Hearing impairment (HI)	A partial or total loss of hearing.
Higher Level Teaching Assistant (HLTA)	An HLTA is a teaching assistant with additional responsibilities to support children and young people with SEND. They have additional training and qualifications.
Holistic progress	The development of every learner's intellectual, emotional, social, physical, artistic, creative and spiritual potential through a collective responsibility.
Information Advice and Support Service (IAS)	Provides free, confidential and impartial support for children and young people with SEND and their parents or carers. Advice, information and guidance in relation to education, health and social care where there is, or may be, a special educational need.

Inclusion	The model where learners with SEN spend most time with their class teacher and peers, not withdrawn. Any withdrawal will be short-term and targeted.
Individual education plan (IEP)	This is used to help plan, teach, monitor and evaluate a learner's progress who has a SEND.
Interventions	An approach, programme or set of steps to help a learner improve in skills and/or knowledge.
Local Offer	The SEND Local Offer was introduced in 2014 and gives children, young people and their families information about what support services are available in their local area. This is a statutory requirement for a local authority.
Multi-sensory impairment (MSI)	Impairment with both sight and hearing.
Oppositional Defiance Disorder (ODD)	A disorder that is defined by a pattern of defiant behaviours directed at adults or other authoritative figures.
Occupational Therapist (OT)	Provides practical support to children and young people
Pathological defiance avoidance (PDA)	A profile that describes those whose main characteristic is to avoid every day demands and expectations to an extreme extent. This is a diagnostic term and fits within the autism spectrum.
Profound and multiple learning difficulties (PMLD)	When someone has multiple disabilities, which may be physical and sensory impairments and may require high levels of support both for learning and personal care.
Quality first teaching (QFT)	A style of teaching that emphasises high quality, inclusive teaching for all learners in a class – it includes differentiated learning, strategies or resources.
Reasonable adjustments	The reasonable adjustments duty under the Equality Act refers to the positive steps that need to be taken to ensure that any learners with SEND can fully participate in learning or any activity taking place in school.
Regulating (self-regulating)	The ability to adapt your responses and emotions according to different situations. To be able to calm or resettle themselves with minimal intervention.
Resilience	The capacity to recover quickly from difficulties eg, our toughness.
Restorative approaches and restorative justice	How to improve and repair relationships – working with students to fix problems, impose fair punishments, foster understanding and adjust learners behaviour. It is a process based on a belief that the path to justice lies in problem solving and healing rather than punishment.

Speech and language therapy (SALT)	Supporting children and young people with communication difficulties or difficulties with eating and drinking.
Special needs coordinator (SENCo)	A teacher who has day-to-day responsibility for operation of SEND provision within a school. Every school in the UK is required to employ a SENCo as they ensure that learners with SEND are well equipped to obtain the right support they need in school.
Sensory and/or physical needs (SEN Area of Need)	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. For example, people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or facilitation support. Some learners require additional ongoing support and equipment to access all the opportunities available to their peers.
Speech, language and communication needs (SLCN)	Difficulties with listening, understanding and communication with others.
SMART targets	SMART is an acronym which stands for Specific, Measurable, Achievable, Relevant and Time-based.
Social, emotional and mental health (SEMH) (SEN Area of Need)	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways, becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, ADD, ODD or PDA, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
Sufficiency of provision	The duty to provide suitable and sufficient education for all children and young people.
Teaching assistant (TA)	Supports children and young people with their learning under the direction of a teacher.
Visual impairment (VI)	A partial or total loss of vision.