



## Need prompts

Needs domain: Communication and Interaction				Tool version: 5-25, v2.3			
1 - 2	3 - 4	5 - 6	7 - 8	9 - 10			
<i>Understanding of language</i>	<i>Understanding of language</i>	<i>Understanding of language</i>	<i>Understanding of language</i>	<i>Understanding of language</i>			
There is immature understanding of verbal language, with limited vocabulary beyond the everyday context.	Limited range of vocabulary understood in writing and oral communication, compared to age-expected range	The CYP finds it difficult to understand language (written and verbal), concepts and vocabulary beyond the everyday context – this may result from verbal dyspraxia, disordered language etc - affecting reasoning and predicting skills	The CYP has persistent difficulty understanding language in all contexts, including everyday conversation.	Very little or no indication that language or visual communication aids are understood, impacting on every aspect of daily life			
Occasional difficulty in understanding instructions	Difficulty in understanding instructions with multiple elements	There are frequently listening and attention difficulties, and associated difficulty in understanding age-appropriate adult instructions	Questions /instructions / conversations are usually misunderstood	Delayed understanding and persistent difficulties recognising instructions in a range of settings.			
Occasionally there are some difficulties with listening and attention	Tires easily when listening and can sometimes appear inattentive or distracted	Difficulty in processing language in particular settings e.g. in whole class listening and discussions	Significant difficulty in processing language in a range of settings and contexts e.g. whole class, small group and some 1:1 conversations, impacting on accessing the curriculum. Attention is fleeting and is either unfocused or over-focused on a detail/object.	Difficulties severely affect curriculum access and social development			

Needs domain: Communication and Interaction				Tool version: 5-25, v2.3					
1 - 2		3 - 4		5 - 6		7 - 8		9 - 10	
<i>Expressive (spoken) language</i>		<i>Expressive (spoken) language</i>		<i>Expressive (spoken) language</i>		<i>Expressive (spoken) language</i>		<i>Expressive (spoken) language</i>	
There is immature use of verbal language, with limited vocabulary beyond the everyday context		The CYP sometimes struggles to express themselves verbally		There are moderate difficulties in expressing themselves verbally, in terms of grammar, word-finding and/ or vocabulary.		The CYP has persistent, significant difficulty in expressing themselves and understanding others.		Needs are difficult to interpret, even by familiar adults .	
Some specific vocabulary takes longer to acquire than for peers		Most new vocabulary will take longer to acquire than for peers		CYP shows poor generalisation of concepts and transfer of skills.		CYP has a very limited vocabulary that is not developing, and very poor generalisation of concepts		The CYP can only communicate a very limited range of words or concepts (e.g. choices between options)	
The CYP will take longer than peers to find the word they wish to use		The CYP confuses words and will frequently use words out of context		The CYP uses alternative forms of communication on occasion, e.g. when tired or stressed		The CYP uses sign language/ communication book to assist most communication		All communication via body language, emotions and alternative forms e.g. communication book, facial gestures, eye-pointing, body movements	
<i>Speech sounds</i>		<i>Speech sounds</i>		<i>Speech sounds</i>		<i>Speech sounds</i>		<i>Speech sounds</i>	
There are concerns about immature speech sound development		Speech sounds are consistently immature, with motor difficulties relating to formation of sounds		The CYP has poor speech intelligibility and therefore struggles to make themselves understood		Persistent and limited range of speech sounds, meaning that communication with unfamiliar adults or peers is very challenging. Communication augmented with sign language/ communication book		Speech is largely unintelligible even in context/ with familiar adults, with frequent use of echolalic language and speech system reduced to a few sounds	
There is inconsistent and slow progress in phonic development		Moderately delayed or disordered speech sounds		Moderate phonological or speech difficulties (including dyspraxia )		Persisting and significant difficulties in phonological		Child has severe speech and/or language delay/disorder.	

Needs domain: Communication and Interaction				Tool version: 5-25, v2.3			
1 - 2	3 - 4	5 - 6	7 - 8	9 - 10			
			processing, impacting on literacy				
<b>Social interaction</b>	<b>Social interaction</b>	<b>Social interaction</b>	<b>Social interaction</b>	<b>Social interaction</b>			
The CYP finds social situations confusing and/ or upsetting	Unstructured and/ or social times are sometimes challenging and can result in low-level distress - they may isolate themselves	They struggle to understand social interactions and interpret other people's behaviour, intentions, social cues and norms and non-verbal communication such as eye contact, gesture, and do not always recognise conversational breakdown	The CYP has persistent, significant difficulty in expressing their wishes and feelings, and in understanding others' emotions – including difficulty in reading facial expressions. CYP has limited motivation to initiate, respond or sustain social interaction	The CYP has enduring social communication needs that mean participation in daily life is very limited			
They are unclear about appropriate responses and how to form relationships, with limited development of conversational skills	There are sometimes difficulties in understanding and using non-verbal communication, and in understanding social 'rules' (including how to maintain a conversation)	They lack the ability to manage conversations with either adults or peers, and social interactions needed to make and maintain friendships	They struggle to make friends and tend to fixate on individuals with a very limited understanding of social norms and cues	They are unable to understand social cues to the extent that they have a very limited number of relationships with adults rather than peers, causing isolation			
The CYP has a number of specific interests which can infrequently (monthly) impact on engagement in learning activity, as they prefer to follow their own plans	The CYP has very strong interests that can sometimes (weekly) take precedence over instructions	They display strong preoccupations or habitual behaviours that impact on their attention to directions and their engaging in expected daily routines, but respond to direction with time	Interests are likely to become fixations and can interfere with daily life and social interactions. CYP often (daily) either vents frustration and anger in very obvious ways or become very quiet and withdrawn in response to requests/	Rigidity of thought and communications consistently impede learning and lead to severe difficulties in functioning. Interests are intense and limit daily functioning, health and social interaction.			

Needs domain: Communication and Interaction					Tool version: 5-25, v2.3				
1 - 2		3 - 4		5 - 6		7 - 8		9 - 10	
						direction that do not align with their wishes.			
The CYP is reluctant to take turns and is unsettled by changes to routine		There is sometimes difficulty in switching tasks, maintaining attention in directed tasks, and in organising/ conceptualising future activity		Times of change can trigger obsessive and repetitive behaviours or short-term distress		Considerable difficulty in dealing with change which can lead to extended periods of anxiety and behavioural changes.		Access to learning is extremely restricted due to high levels of anxiety and consequent challenging behaviour in familiar surroundings and with familiar support/people. The CYP cannot communicate the triggers for their distress.	

Needs domain: Cognition and Learning					Tool version: 5-25, v2.3				
1-2		3-4		5-6		7-8		9-10	
Some difficulties with learning including some misconceptions and/ or taking longer to understand new concepts		The CYP is working outside of the programme of study for their key stage in one or more core subjects and progress is slow		Significant and persistent difficulties with concept development and logical thought		Significant and persistent difficulties in the acquisition and/or use of language, literacy and numeracy skills		Profound and life-long learning difficulties impacting on access to learning in range of settings.	

Needs domain: Cognition and Learning					Tool version: 5-25, v2.3				
1-2		3-4		5-6		7-8		9-10	
						which affect progress in all aspects of the curriculum.			
Some difficulties in some aspect of cognitive processing, i.e. slow phonological processing, poor working memory, and difficulties with auditory and visual processing.		CYP often has difficulties with independent working. Has difficulties with reasoning, understanding or expressing thoughts.		CYP displays poor learning habits and concentration difficulties, and often resistant to learning.		Significant difficulties in tasks involving specific abilities such as sequencing, organisation, or phonological or short-term memory abilities		CYP has significant and persistent difficulties with several aspects of cognition e.g. memory, concept development, information processing, understanding, sequencing and reasoning	
Difficulties are likely to be specific to one aspect of learning, e.g. written/ verbal communication, numbers, appreciating instruction, dyslexia/ dyscalculia/ dysgraphia, and are low level. Evidence of discrepancies between attainment in different core subjects or within one core subject of the curriculum.		Low level to moderate but persistent difficulties in acquiring expected literacy and/or numeracy skills, e.g phonic learning very slow to develop		Significant difficulties in tasks involving specific abilities such as sequencing, organisation or phonological awareness, concentration or short-term memory and which in turn impacts negatively on literacy and mathematics, significantly greater and more persistent than would normally be expected for students of his/her age.		Specific difficulties with an aspect of learning with progress far behind peers in relation to this aspect, which is impacting on progress in multiple parts of the curriculum.		Very specific and permanent difficulties(dyslexia, dyspraxia) affecting literacy skills, spatial and perceptual skills and fine and/o rgross motorskills, Significant and persistent difficulties in the acquisition of reading, writing, spelling number skills, which do not fit his/her general	

Needs domain: Cognition and Learning					Tool version: 5-25, v2.3				
1-2		3-4		5-6		7-8		9-10	
								pattern of learning and performance.	
Difficulties acquiring good learning routines such as concentration, and may be resistant to learning. The CYP may struggle with handwriting.		Dependent on context there are some difficulties with the pace of delivery, understanding instructions and prioritising/ organising work		Significant difficulties with pace of delivery, understanding instructions and prioritising/ organising work		Communicates using signs and gestures and some key words		Very limited or no understanding of language	
Infrequent lapses in memory and/ or longer processing times		Poor phonological processing, working memory and processing skills		Significant difficulties with long/ short term memory		Significant difficulties generalising or transferring from one context to another		Significant difficulties with organisational skills and independent learning	
The CYP is working just below age-related expectations		Below the average range for attainment with standardised scores of 65-85		Below average range for attainment with a standardised score of 65 and below (first percentile or below)		Very limited progress with attainment in the bottom quartile of scores below 65		No evidence of attainment progress with attainment in the bottom quartile of scores below 65 over current academic year	

Needs domain: SEMH					Tool version: 5-25, v2.3				
1 - 2		3 - 4		5 - 6		7 - 8		9 - 10	
The CYP experiences low level/low frequency (once or twice per month) difficulties which impact on their learning.		The CYP sometimes (weekly) displays distressed or ritualistic behaviours resulting from underlying emotional needs		CYP has complex mental health needs which impact on their learning or social relationships, leading to incidents or gaps in engagement in the classroom more than once per week		The CYP experiences significant, persistent difficulties with specific mental health needs, regulating emotions, and/ or understanding the consequences of decisions and actions,		The CYP experiences complex, frequent (daily) and persistent difficulties resulting from mental health problems, which manifest as problems of mood such as anxiety or depression, meaning that	



Needs domain: SEMH					Tool version: 5-25, v2.3				
1 - 2		3 - 4		5 - 6		7 - 8		9 - 10	
						leading to high distress levels exhibited through various behaviours on a daily basis, affecting their daily functioning		they are severely withdrawn from daily life and pose a risk to themselves.	
The CYP shows some distress when their plans are not followed or when required to take turns		CYP struggles with unstructured times and changes in routine, with their response causing interruptions for the whole class		The development of habitual behaviours impacts on participation in daily life on a weekly basis		CYP struggle with small changes to routine, which often leads to significant distress		The CYP experiences complex, frequent (daily) and persistent difficulties resulting from problems of conduct (oppositional problems and more severe conduct problems including aggressing), self-harming, substance abuse, eating disorders, sexualised behaviour or difficulties with attachment.	
CYP may experience some difficulties with social /interaction skills.		CYP may show signs of stress and anxiety and/or difficulties managing emotions and behaviour on occasions.		Pupil may show patterns of stress/anxiety related to specific times of the day in response to particular activities and instructions..		CYP unable to manage self in a group or class and displays significant challenging behaviour, engaging in high risk taking activities .		CYP displays extreme violent/aggressive behaviour. CYP refuses to engage in learning activities and shows extreme abuse towards staff and peers.	
CYP sometimes has difficulties responding appropriately to social situations		They sometimes use non-harmful coping strategies to hide their anxiety, e.g. presenting cheerfully		They sometimes engage in harmful coping strategies, e.g. self-harm and activities which deliberately put them in dangerous situations, e.g. leaving school		They use harmful coping strategies persistently, e.g. self-harm, substance misuse, eating disorders		Self-harm, suicidal ideation is taking place on a near-daily basis, with serious attempts at suicide	



Needs domain: SEMH					Tool version: 5-25, v2.3				
1 - 2		3 - 4		5 - 6		7 - 8		9 - 10	
The CYP will become disproportionately agitated and upset and will take longer than peers to calm down		They struggle with self-regulating emotion or experience strong emotions that have no outlet, resulting in inappropriate language or frequent (weekly) angry, emotional or aggressive outbursts, sexualised language, anxiety, mood swings, and unpredictable behaviour, which affect relationships, learning and response to set-backs		They often struggle to regulate their emotions, to the extent that learning and progression is limited (more than once per week), e.g. intense emotional or aggressive outbursts, uninhibited unpredictable outbursts, inappropriate sexualised behaviour, high levels of anxiety, hyper-vigilance, mood swings, or difficulties with social relationships.		Their high level of anxiety, periods of distress/ heightened emotion or withdrawn behaviours make life very difficult on a daily basis, including acting as a barrier to learning. Distress is unpredictable and extreme.		Their behaviour is unpredictable and dangerous (either to themselves and/or others), with intense episodes of emotional and/ or challenging behaviour	
CYP has low self esteem and confidence levels and is reluctant to attempt some activities as afraid of failure.		CYP experiences issues around identity, belonging and body image.		CYP is over-friendly or withdrawn with strangers, and unaware of vulnerable situations.		CYP significantly socially and emotionally vulnerable, disaffected, withdrawn and isolated, and their unpredictable patterns of behaviour severely impact on their learning.			

Needs domain: SEMH				Tool version: 5-25, v2.3					
1 - 2		3 - 4		5 - 6		7 - 8		9 - 10	
The CYP has immature social/emotional skills e.g. difficulties with turn-taking, reciprocal attention, sharing resources, etc		They regularly (weekly) fail to engage with appropriate learning tasks and struggle with appropriate learning behaviour e.g. sustaining attention and concentration, motivation to engage with work-related tasks		They show low levels of emotional resilience, meaning that any criticism or unforeseen upset results in high levels of distress or destructive behaviour		They show an extreme lack of emotional resilience when faced with challenge or criticism, e.g. flight/ fright/ freeze response, which is impacting on daily life			
CYP will sometimes isolate themselves e.g. spending breaktimes alone, low-level anxiety in social situations		The CYP struggles forming and sustaining relationships with peers and adults e.g. they are withdrawn, or display a lack of empathy, victim or perpetrator of bullying		The CYP is often withdrawn and finds it very difficult to form social relationships, or disengages from relationships with most peers.		The CYP is withdrawn and does not attempt to form relationships with peers. CYP is increasingly isolated and struggles to maintain positive relationships with adults or peers.		The CYP is extremely withdrawn and shows distress at interactions with peers and adults, meaning that participation in daily life is not possible.	
CYP has low self-esteem and lacks confidence		There are significant self-esteem issues affecting relationships and behaviour patterns ('acting in' or 'acting out'), and they will often pre-empt their own failure in school tasks		Persistent anxiety relating to separation from parent(s)/ carer beyond age-appropriate expectations					
They will sometimes (more than once a month) show signs of low mood and/ or anxiety		They often (weekly) show low mood or refuse to communicate for periods of time. Increasing levels of anxiety are apparent at particular times		Significant trauma has continued to impact on CYP's mental health (e.g. bereavement, neglect)		They experience very low mood and this is impacting on their daily life (including their access to learning)		CYP lacks motivation and interest in surroundings. May become depressed, disaffected and unable to recover their engagement.	

Needs domain: SEMH					Tool version: 5-25, v2.3				
1 - 2		3 - 4		5 - 6		7 - 8		9 - 10	
						They exhibit hyper-vigilance, extreme mood swings and/or other behaviours that damage relationships with peers and adults, increasing the likelihood of social isolation		Significant disruption to social situations and periods of heightened emotion or extreme withdrawal, leading to extreme disengagement and isolation	
CYP has some difficulties complying with adult direction and are unwilling to acknowledge or accept responsibility for their own actions		Relationships with adults in authority are difficult. They sometimes (weekly) challenge rules and show resistance to adult intervention to help them manage their behaviour		They often struggle to understand the consequences of their behaviour on themselves and others, which may result in aggressive behaviour towards peers or staff, or in unsafe decision-making more than once per week		The CYP is unable to access learning for the majority of the school day due to resistance to adult direction and resulting escalations of emotion or aggression.		CYP is unable to co-operate with adults and is not able to plan a way forward on a daily basis or for their long term future.	
-CYP has some difficulties following classroom routines		The CYP sometimes (weekly) approaches situations in ways which cause a barrier to learning such as disengaging, destroying own/others' work, using work avoidance strategies, often with limited concentration		They find it difficult to learn from previous experiences, make good choices and understand the consequences of their actions.		CYP has become disengaged from learning, which is having a significant impact on all aspects of learning and behaviour around school.		CYP presents extreme health and safety risk to self and others due to their significant levels of agitation and avoidance of adult direction .	
The CYP shows signs of anxiety in the classroom environment and reluctance to engage.		Attendance is falling below 90%		Attendance is below 75%		The CYP has very poor attendance (under 60%)		Long term non-attendance and disaffection.	

Needs domain: Physical or Sensory needs					Tool version: 5-25, v2.3				
1 - 2		3 - 4		5 - 6		7 - 8		9 - 10	
<i>Physical health/ disabilities</i>		<i>Physical health/ disabilities</i>		<i>Physical health/ disabilities</i>		<i>Physical health/ disabilities</i>		<i>Physical health/ disabilities</i>	
The CYP has fine and/ or gross motor skills developing at a slower pace than his/ her peers. They may appear clumsy, poorly coordinated or lack strength		The CYP has fine and gross motor difficulties – their physical condition varies from day to day. This impacts on their ability to record their work		The CYP has moderate difficulties with fine and gross motor		They have very limited fine motor skills and require significant time to complete simple motor tasks		Fine and gross motor difficulties limit access to daily life including participation in the classroom	
Their mobility is affected by fatigue		They have difficulties with their core stability		They show signs of fatigue during the school day, which may impact on their attendance or engagement at school		Fatigue resulting from underlying health conditions is routinely impacting on attendance and meaning a significant proportion of school time is missed		The CYP is not managing to access learning due to fatigue resulting from underlying health conditions	
Verbal communication is limited for physical reasons		Physical difficulties impact on their spoken language		The CYP has physical difficulties with eating and/ or drinking		They have significant communication needs resulting from their physical disability		They are unable to chew food or take food orally	
The CYP has a mild mobility impairment that is easily managed		Their mobility is moderately impaired, causing difficulties on stairs, with spatial orientation and in crowded areas or uneven ground		They require equipment in order to walk		They have severely limited mobility, including being dependent on others/ equipment for mobility and being unstable when seated		The CYP has severely limited head and trunk control	

The CYP has a physical or medical condition	Yellow	Their physical health/ medical condition has a moderate impact on their self-care functions	Yellow	They have difficulties resulting from a medical condition in communicating, addressing self-care needs, moving independently, managing a medical condition (including self-managing when appropriate)	Yellow	The CYP has a medical condition that impacts on personal hygiene (i.e. a catheter, colostomy bag)	Yellow	The CYP has a complex medical need requiring frequent monitoring and medical intervention throughout the school day.	Yellow
C&YP has a medical condition which they are able to manage with medication, stress relief or time out.	Yellow	They have an unpredictable long-term medical condition, e.g. they experience fluctuating levels of pain, which at times impacts on their ability to access daily activities	Yellow	The CYP has a medical condition that is increasingly difficult to manage and CYP is experiencing considerable pain and disruption to their ability to focus.	Yellow	The CYP has significant medical needs impacting on their ability to access daily life safely, including schooling. When these conditions are at their most severe, they may be life-threatening	Yellow	The CYP has severe and complex medical needs, that seriously limit their ability to access daily life safely and may be a persistent, life-threatening or life-limiting condition, or a degenerative condition.	Yellow
						The CYP has one or more health domains assessed as 'severe' as part of a continuing healthcare assessment		The CYP has one or more health domains assessed as 'priority' as part of a continuing healthcare assessment	
C&YP may have fluctuating medical need which impacts on their self esteem and confidence eg weight difficulties, incontinence,	Yellow	The CYP's growth is impacted by their diet (either under or over-eating)	Yellow	Their on going medical needs restricts C&YP's confidence and resilience and may result in poor attendance	Yellow	The CYP's health is negatively impacted by their weight (either under- or over-weight) or delay in development of other areas of independence.	Yellow	C&YP believes they cannot access learning and community environments due to nature of their health condition.	Yellow
<b>Hearing impairment</b>		<b>Hearing impairment</b>		<b>Hearing impairment</b>		<b>Hearing impairment</b>		<b>Multi-sensory impairment</b>	

The CYP has a reoccurring conductive deafness (may be associated with middle ear infections, temporary perforated eardrums)		The CYP has moderate long-term conductive hearing loss, unilateral hearing loss, mild – moderate sensori-neural hearing loss, functional moderate hearing loss due to auditory neuropathy		The CYP has a severe sensory-neural hearing loss, moderate hearing loss with conductive overlay, functional severe hearing loss due to auditory neuropathy		The CYP has profound hearing loss, profound functional hearing loss due to auditory neuropathy, or cochlear implant functioning as profound hearing loss		The CYP has profound multi-sensory impairments	
<b>Visual impairment</b>		<b>Visual impairment</b>		<b>Visual impairment</b>		<b>Visual impairment</b>			
The CYP is diagnosed as having mild vision loss (within the range of 6/12 to 6/18)		The CYP is diagnosed as having moderate vision loss (within the range of 6/18 to 6/36).		The CYP is diagnosed as having moderate to severe vision loss (within the range of 6/36 to 6/60)		The CYP is diagnosed as having profound vision loss (within visual acuities of 6/60 and 6/120 or less)			
<b>Sensory processing</b>		<b>Sensory processing</b>		<b>Sensory processing</b>		<b>Sensory processing</b>		<b>Sensory processing</b>	
The CYP has low level sensory preferences or dislikes		The CYP has a range of sensory preferences (e.g. for specific food)		The CYP's diet is limited by their sensory preferences, which is negatively impacting on their health		The CYP finds busy/ noisy environments distressing, to the extent that their participation in daily activities is limited.		The CYP is mostly overwhelmed by sensory inputs	
The CYP will sometimes show signs of low level distressed in certain sensory environments, e.g. busy corridors		The CYP becomes over-stimulated/ stressed in noisy/ busy environments		The CYP finds environments that are busy/ noisy/ have particular smells stressful to the extent that certain daily activities are limited or cannot be undertaken		They may be under-responsive to sensory input, leading to muted or delayed responses to sensory events, which impacts on their safety (i.e. high pain threshold)		The CYP seeks sensory inputs to the extent that their daily life and social interactions are inhibited	
There are some signs of sensory-seeking behaviour, but this does not interrupt activities and is managed by the CYP		Lack of sensory feedback leads to difficulties with daily sensory inputs, e.g. difficulties with writing or drawing		CYP is distressed by normal body contact and/ or is unaware of other people's personal space		The CYP seeks sensory input which inhibits daily life (e.g. head-banging, squeezing self into small spaces...)		The CYP exhibits a high level of self-injurious behaviour	

Needs domain: Independence needs				Tool version: 5-25, v2.3					
1 - 2		3 - 4		5 - 6		7 - 8		9 - 10	
<i>Transitions to next stage of education/ to employment</i>		<i>Transitions to next stage of education/ to employment</i>		<i>Transitions to next stage of education/ to employment</i>		<i>Transitions to next stage of education/ to employment</i>		<i>Transitions to next stage of education/ to employment</i>	
The CYP adapts to the next stage of education with some guidance/ planning		The CYP adapts to the next stage of education with planned preparation		The CYP responds to a phased transition to a change in environment (e.g. education setting) with additional support		The CYP responds to a phased transition to a change in environment (e.g. education setting) and additional support and monitoring over initial transition period		CYP responds to changes in environment (e.g. education setting) overseen by others	
The CYP plans for the day ahead, with occasional prompts required		The CYP understands sequencing of events and can plan for later in the day/ week with occasional guidance (which may be visual)		The CYP understands sequencing of events and can plan for later in the day with some support and prompts (which may be visual)		CYP requires regular prompts and guidance to complete activities and struggles to think ahead in time		CYP will only organise their day with explicit instructions/ chaperoning and direct guidance or steering, and often refuses this guidance	
CYP follows complex instructions, completes tasks without guidance after practice, and asks where further instruction is needed		CYP follows multiple-step instructions, completes some tasks without guidance after practice, and asks when further instruction is needed		CYP can follow two-step instructions and will complete some tasks without guidance after practice		CYP uses specific instructions for most tasks, and can follow simple instructions.		CYP requires specific instructions and repetition for all tasks	
The CYP can explain their hopes for the future and some steps to achieve these		The CYP can outline their hopes for the future when questioned and select some steps to achieve these when given options		The CYP will sometimes select preferences for their future from options, and with support will agree some steps to achieve these when given options		The CYP can sometimes select preferences for their future from some simple options, and can indicate steps they would like to take towards achieving these from options defined by others		The CYP can sometimes indicate preferences or agreement for future plans that others suggest, but is not always realistic and consistent in their responses.	



Needs domain: Independence needs				Tool version: 5-25, v2.3					
1 - 2		3 - 4		5 - 6		7 - 8		9 - 10	
<i>Friends, relationships &amp; community</i>		Friends, relationships & community		Friends, relationships & community		Friends, relationships & community		Friends, relationships & community	
The CYP can engage in some level of social interaction and is willing /able to communicate with peers and adults, with infrequent difficulties		The CYP can engage in some level of social interaction and is willing /able to communicate with peers and adults, with some difficulties at times		Social interaction and/ or understanding social rules is often difficult, but the CYP is sometimes willing /able to communicate with peers and adults		The CYP struggles to engage in many social interactions and follow social norms, and to communicate with some unknown others on some occasions.		The CYP struggles to engage in all social interactions, and communicates with a very small group of known others.	
The CYP will follow social rules and conventions but these may need to be explained in new environments/ contexts.		The CYP will follow social rules once they are explained, e.g. respecting personal space, but may need reminding of these.		The CYP shows difficulty in understanding social rule resulting in occasional slips in inappropriate sexualised behaviour		The CYP struggles to follow social norms, at times displays inappropriate sexualised behaviour.		The CYP does not understand social norms and struggles to control sexualised thought and feelings, resulting in frequent inappropriate sexualised behaviour.	
The CYP will mostly consider their own safety or that of others before making decisions		The CYP will mostly consider their own safety or that of others before making decisions, with occasional slips		The CYP will sometimes follow the instructions of others and/ or their own wishes, without considering their own safety or the safety of others		The CYP will often follow the instructions of others and/ or their own wishes, without considering their own safety or the safety of others		The CYP will follow the instructions of others and/ or their own wishes, without considering their own safety or the safety of others and is unaware of consequences.	
The CYP is mostly able to express their own wishes and feelings, and has alternative strategies to express these in more challenging circumstances		The CYP is mostly able to express their own wishes and feelings, with some strategies in place to communicate these in difficult circumstances		The CYP has limited expression of their own wishes and feelings, with some strategies in place to communicate these		The CYP has limited expression of their own wishes and feelings, particularly when with unknown others		The CYP expresses their wishes and feelings when supported to do so, e.g. by providing options, alternative means of communication etc.	

Needs domain: Independence needs				Tool version: 5-25, v2.3					
1 - 2		3 - 4		5 - 6		7 - 8		9 - 10	
The CYP is able to initiate play with others and/ or is willing to engage in others' plans despite very infrequent misunderstanding of others' purpose, how they should interact or wanting to take over.		The CYP mostly takes part in plans with others but will sometimes need support to do so.		The CYP is generally receptive to plans that are not their own (e.g. group activities) but on occasion may struggle to maintain interest or refuse		The CYP struggles to keep to plans that are not their own and will withdraw from activity.		The CYP only follows their own plans and significant distress/ disruption occurs if other activities take place	
The CYP can form appropriate relationships with peers, adults, known and unknown to them with some prompting.		The CYP can make mostly appropriate relationships with peers, adults, known and unknown to them.		The CYP can it difficult to regulate their feelings for peers and adults.		The CYP is not always appropriate in the relationships with others, being over friendly or engaging in inappropriate physical contact, e.g. hugging strangers.		The CYP does not have awareness of danger in relation to others and may put themselves at risk in social situations.	
The CYP can confidently manage a travel plan		The CYP can use public transport for a number of specific routes, provided that service is regular and assistance is available when required		The CYP can use public transport to travel between home and school, but alternatives would need to be arranged if there were short-term changes to service		The CYP can use public transport with assistance		The CYP travels privately and may become distressed when there are changes in vehicles, routes or personnel.	
<b>Independent Living</b>		<b>Independent Living</b>		<b>Independent Living</b>		<b>Independent Living</b>		<b>Independent Living</b>	
The CYP can independently dress, wash and use the toilet, but sometimes needs prompts in one or more of these areas		The CYP needs prompting or guidance in relation to one or more of the following: washing, dressing, using the toilet – but can complete these independently		The CYP may sometimes struggle with one or more of the following: washing, dressing, using the toilet		The CYP has limited self-care skills, and cannot manage in two or more of the following: using the toilet, washing or dressing		The CYP cannot attend to their own self-care needs (dressing, using the toilet, washing) but may express some preferences e.g. choice of clothing	

Needs domain: Independence needs				Tool version: 5-25, v2.3					
1 - 2		3 - 4		5 - 6		7 - 8		9 - 10	
The CYP is interested in choosing different foods and confident undertaking age appropriate food preparation and choosing a healthy diet, after guidance.		The CYP can undertake age appropriate food preparation and choosing a healthy diet with guidance and practice		The CYP can undertake some basic food preparation with appropriate guidance and practice, and reminders about healthy diets		The CYP cannot prepare food for themselves but under instruction could undertake simple tasks relating to eating and drinking (e.g. using tap to get water, fetching pre-made food) and choosing healthy food		The CYP cannot prepare food for themselves but expresses preferences about meals prepared by others when options are provided	
The CYP increasingly understands safety in the home with occasional prompts and is aware of dangers.		The CYP responds to prompts relating to age appropriate safety in the home (e.g. timers, instructions)		With some monitoring and use of prompts, the CYP usually manages safety in the home and knows when to call an adult.		With significant monitoring, reminders and prompts, the CYP stays safe in the home		The CYP requires close monitoring and guidance to keep safe at home, school and in the community	
The CYP understands how to use money (including saving) and the concept of value, with occasional prompting		The CYP understands how money is used, with limited understanding of savings, and usually shows an awareness of value with some guidance		The CYP will follow others' example in using money and needs guidance around savings and appropriate value		The CYP can participate in a transaction with guidance		The CYP has difficulties making purchases, understanding the value of money or being able to budget.	
Good Health		Good Health		Good Health		Good Health		Good Health	
The CYP can communicate their health needs – whether physical or mental - but infrequently will require prompts/questions		The CYP can communicate their health needs – whether physical or mental - but on occasion will require prompts/questions		The CYP can communicate their health needs – whether physical or mental – in a basic way, but sometimes requires prompts/questions		The CYP can sometimes communicate their health needs – whether physical or mental – in a basic way, but often requires prompts		The CYP cannot communicate their health needs – whether physical or mental. The CYP may have a high pain threshold and may not always be aware of the location of pain.	

Needs domain: Independence needs					Tool version: 5-25, v2.3				
1 - 2		3 - 4		5 - 6		7 - 8		9 - 10	
The CYP remembers to complete basic, routine healthcare management tasks – e.g. taking medication – and will often take steps to manage those that are not routine without prompts		The CYP remembers to complete basic, routine healthcare management tasks – e.g. taking medication – and can sometimes take steps to manage those that are not routine without prompts		The CYP remembers to complete basic, routine healthcare management tasks – e.g. taking medication – and can take some steps to manage those that are not routine when prompted		The CYP requires prompting to complete some basic healthcare management tasks – e.g. taking medication – and requires support to manage all that are not routine		The CYP is not aware of how to manage their own health needs	
The CYP can take steps to manage their emotional responses		The CYP can take steps to manage their emotional responses when prompted		The CYP will usually signal when they need help in managing emotional responses		The CYP will sometimes take steps to manage their emotional responses when prompted		The CYP responds after a time when others take steps to support them to manage their emotional responses	

## Setting Readiness

Setting Readiness domain: Communication and Interaction	Tool version: 5-25, v2.3
Level 1-2	<p><b>Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions.</b></p> <p>Quality First Teaching within a broad and balanced curriculum meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> <li>• Flexible grouping arrangements.</li> <li>• Some differentiation of activities, materials &amp; questioning</li> <li>• Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently.</li> <li>• Environmental considerations are made to meet the needs of all pupils.</li> <li>• Consideration of c&amp;yp’s learning style, such as the need for visual/ kinaesthetic preferences.</li> <li>• An understanding that the communication need may have a wider impact on a child’s social and emotional wellbeing despite the apparent lack of obvious impairment.</li> <li>• Strategies to identify whether CYP is vulnerable to bullying or has low self-esteem.</li> <li>• Awareness of implications of SLCN on basic skills, i.e. numeracy, reading, writing, following instructions.</li> <li>• Consider seeking specialist teacher advice and guidance</li> <li>• Visual, concrete and practical supports e.g. Visual timetables, resources and lists to enhance learning..</li> <li>• SEAL materials and interventions.</li> <li>• structured opportunities for social interaction between peers and the wider community to bolster self esteem and confidence.</li> </ul> <p>Planned opportunities to learn and practice communication skills during structured activities e.g. snack time choices, lunch and break time, role play, circle time.</p> <p>Other school /setting pastoral interventions could include:</p> <ul style="list-style-type: none"> <li>• Meeting and Greeting</li> <li>• Circle Time</li> <li>• Peer mentoring</li> <li>• Buddy systems</li> <li>• Restorative Practice</li> </ul>

	<ul style="list-style-type: none"> <li>• ELSA support</li> <li>• Lunch clubs.</li> <li>• School trips which are planned well in advance and take into consideration the needs of the CYP.</li> </ul> <p>Strategies which embed communicating for a variety of purposes, for example, expressing feelings, forming and maintaining friendships, describing or commenting, communicating appropriately in different contexts, for example, the classroom, local shops, the workplace and the home;</p> <ul style="list-style-type: none"> <li>• Supporting the c&amp;yp to understand areas of difficulty and how to build on his/her strengths.</li> <li>• Support for c&amp;yp to express their views and aspirations.</li> <li>• Support for access to work options.</li> <li>• Opportunities for voluntary work, leisure activities, part time work.</li> </ul>
<p><b>Level 3-4</b></p>	<p>In addition to good Quality First Teaching some of the following may be required:</p> <ul style="list-style-type: none"> <li>• Personalised/small group learning to target identified areas of need'</li> <li>• Learning environment with seating plan which takes account of acoustic needs of CYP.</li> <li>• Flexible pupil groupings with access to positive peer speech and language models</li> <li>• A range of screening tools such as: Universally Speaking or WellComn to inform and plan next steps and/or provision</li> <li>• Request advice and guidance from ASD Specialists and</li> <li>• Speech and Language Therapist (SaLT) /Educational Psychologist or Specialist Teacher and monitor and review outcomes.</li> <li>• Deliver interventions systematically to develop social communication skills e.g. small group work, negotiating activities, turn-taking/sharing, role-play/social stories as appropriate</li> <li>• Be aware of the constraints of testing when ascertaining a CYP's cognitive ability, attainment and progress and being flexible in approach to meet the needs of individuals</li> </ul> <p>Training for staff may include:</p> <ul style="list-style-type: none"> <li>• Understanding ASD</li> <li>• Supporting Social Communication Difficulties</li> <li>• Elklan</li> <li>• Using Social Stories/Comic strip conversations</li> <li>• Supporting CYP with Sensory Processing issues.. Information about the CYP's difficulties is shared with relevant staff, in partnership with parents.</li> </ul>

	<ul style="list-style-type: none"> <li>• Access to some individual support based on targets in support plan</li> <li>• Careful consideration of group dynamics in the class</li> <li>• Establish strategies to facilitate communication and to assess learning</li> <li>• Classroom Teaching Assistance (TA) targeted to support access for specific tasks/settings/reinforcing and overlearning new concepts</li> <li>• Specialist outreach professionals advise and model strategies for school/setting staff Speech</li> <li>• Listening skills groups</li> <li>• Phonological awareness, processing and discrimination</li> </ul> <p>Language:</p> <ul style="list-style-type: none"> <li>• Systematic teaching of vocabulary to enable CYP to participate in activities, including use of general vocabulary, specific topic vocabulary and links across the curriculum.</li> <li>• Access to small group support e.g. Talk Boost, Time to Talk, Talking Partners, Narrative groups.</li> </ul> <p>Social communication:</p> <ul style="list-style-type: none"> <li>• Socially speaking, Talkabout, Time to Talk</li> <li>• Checking pupil’s understanding of task and recording of work.</li> <li>• Small group support e.g. Circle of Friends, self-esteem group. Group work to be planned and tailored to meet identified need.</li> <li>• Preparation for changes to activities/routines/ staffing</li> <li>• Aspects of structured teaching (TEACCH) used in planning</li> <li>• Supporting specific areas of difficulty e.g. assembly, RE, PE, outdoor play, forest schools</li> <li>• Individual work on recognition and understanding of emotions, including visual supports (emotion rating scale)</li> <li>• Support development of creative storytelling and writing by providing choice of pictures and words within an overall framework.</li> <li>• Identify and monitor any patterns in behaviour and responses to environment, social situations and changes in routines.</li> <li>• Provide young people with range of pathways to adulthood including developing the pupil’s voice and supporting aspirations; meeting role models; work experience</li> </ul>
Level 5-6	<p><b>Quality first teaching which includes differentiated delivery, content and task offering frequent challenge and success and linked to individual outcomes</b></p>



	<ul style="list-style-type: none"> <li>• Teaching style adapted to suit c&amp;yp's learning style e.g. level/ pace/volume/amount of teacher talk reduced, practical activities.</li> <li>• Some targeted, high quality support from adults in class which supports engagement in learning and encourages independence from the earliest time</li> <li>• Consider need for support plan which incorporates the C&amp;YP's descriptors, targets, learning style and approaches and which is shared with all staff and kept under review.</li> <li>• Manage access arrangements for internal and external examinations and assessments. e.g. reader or scribe, extra time</li> <li>• Speech and Language Therapist's advice reflected in lesson/ curriculum planning and delivery overseen by SENCO</li> <li>• Pre-teaching and over learning of key vocabulary and concepts</li> </ul> <p><b>Speech</b></p> <ul style="list-style-type: none"> <li>• Follow-up interventions supplied from clinic sessions e.g. Black Sheep Press, Metaphon, Nuffield Dyspraxia Programme, Sound &amp; Speak books.</li> <li>• Consideration of speech sound development when delivering phonics.</li> </ul> <p>Social communication</p> <p><b>Regular/daily small group or 1:1 teaching of social skills, targeting:</b></p> <ul style="list-style-type: none"> <li>• Peer awareness</li> <li>• Social understanding and insight.</li> <li>• Recognising emotions in themselves &amp; others.</li> <li>• Use of language to communicate.</li> <li>• Specific conversational skills.</li> <li>• Non-verbal skills- body language</li> </ul> <ul style="list-style-type: none"> <li>• Chunking work into small steps of learning</li> <li>• use of language to investigate and reflect on feelings, behaviour or relationships</li> <li>• Established communication strategies to facilitate communication and to assess learning e.g. PECs or visual communication supports as advised by Social Communication Emotional Regulation Transactional Support (SCERTS), including language script</li> <li>• Personalised motivation systems known to all staff in school who have contact with the pupil, implemented consistently across the curriculum. These are updated regularly to engage and motivate.</li> </ul> <p><b>Identified regular support to undertake the following:</b></p> <ul style="list-style-type: none"> <li>• Prepare and make relevant visual supports and structure</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• Write Social Stories, where needed</li> <li>• Adapt materials for lesson</li> <li>• Facilitate alternative recording strategies e.g. keyboard for writing if needed.</li> <li>• Modified and adapted PE/leisure sessions as required.</li> <li>• ICT equipment as necessary to support curriculum access and in exams</li> <li>• Adjusted ,flexible timetable introduced in negotiation with c&amp;yp, parents and staff e.g. temporary withdrawal from some activities e.g. assemblies, specific lessons.</li> <li>• Time-limited intervention programmes with staff who have knowledge/skills to address specific needs, may include withdrawal for Social Interaction/Communication groups, e.g. Socially speaking, Lego therapy, musical intervention</li> <li>• Individual work around recognition and understanding of emotions, including personalised visual supports and resources/ interventions e.g. 5 Point scale, feelings board, Zones of regulation</li> <li>• Use of key-working approaches/mentor to ensure CYP has trusted adult to offer support for both self &amp; mutual regulation during vulnerable times.</li> <li>• Peer awareness is actively promoted and embedded in everyday practice</li> <li>• Individual work station to develop independence, to practice and reinforce learning where appropriate to child</li> </ul> <p><b>Strategies to address c&amp;yp’s heightened awareness and response to environmental triggers including noise, heat, smell.</b></p> <ul style="list-style-type: none"> <li>• Use Autism champion in setting to support planning</li> <li>• Individualised/ small group support to implement recommendations from support services e.g. STT, SALT, OT, specialist teacher, EP etc.</li> <li>• Consideration given to delivery of PSHE to ensure key messages are understood</li> <li>• Individual emotional ‘checking in’ and ‘checking out’ at beginning and end of session/day to encourage self -monitoring.</li> </ul> <p><b>Support c&amp;yp to manage change and transitions.</b></p> <ul style="list-style-type: none"> <li>• A ‘passport’ of information or a one-page profile to help others understand what cyp needs.</li> <li>• Adaptations to learning environment including seating arrangements and equipment, including sensory dens, weighted blankets and fibre optics;</li> </ul>
Level 7-8	<ul style="list-style-type: none"> <li>• <b>Communication-friendly learning environment,</b></li> <li>• <b>Access to a highly differentiated curriculum</b></li> <li>• <b>Advice and assessment of the use of specialist or adapted ICT to access the curriculum , Alternative Augmented Communication e.g. communication aid, Makaton.</b></li> </ul>

- Use of low and high tech equipment to access the curriculum
  - Outreach advice from SLCN specialist teachers reflected in lesson/curriculum planning ELKLAN strategies are used with the CYP, such as:
    - Additional processing time
    - Limited use of language (Information Carrying Words)
    - Broken down instructions and information
    - Daily follow up of speech sound activities as advised by Speech and Language Therapist
    - Use of Makaton/ PECS in classroom as appropriate
    - Use of visual supports such as Numicon, colour coding,
    - Use of sign/gesture to alongside speech —Cued Articulation, Makaton, gestures.
    - Explicit teaching of social skills CYP would benefit from:
      - A low stimulus classroom
      - De-stimulating learning areas/ pods
      - Very small group teaching
      - Access to calm and distraction free environment
      - Personalised interactive learning displays
- Examples of Interventions:
- Speech  
Nuffield, Phonological Awareness Training, cued articulation and phonological programmes.
- Language  
Colourful semantics, Shape coding, Active Listening, Language for Thinking, Word Aware, Blank Language Model
- Social communication
- Talkabout, Lego Therapy, Circle of Friends, Intensive Interaction.
  - Specialised teaching style and tasks are adapted to suit c&yp's learning style, e.g visual support, task plans, visual timetables, use of symbols
  - Individualised support to implement recommendations from SaLT service
  - Programmes to develop social interaction as per specialist guidance
  - Access to mentor systems
  - Disapplication from certain subjects if appropriate and within agreed timescale
  - Specialist teaching focusing on both learning curriculum and social skills throughout the school day.

	<ul style="list-style-type: none"> <li>• Adult support to access an individualised curriculum</li> <li>• Social Communication Emotional Regulation Transactional Support (SCERTS) framework may be used.</li> <li>• Structured 1:1 teaching using TEACCH principle</li> <li>• Planned support during breaks and lunch.</li> </ul> <p>High levels of adult support alongside a teacher/tutor -led individualised curriculum which includes:</p> <ul style="list-style-type: none"> <li>• Specialist teaching for academic learning which allows for challenge and independent work</li> <li>• Exploring their identity and understanding their needs/diagnosis</li> <li>• Use a structured approach to vocabulary learning, incorporating phonic, visual and conceptual links.</li> <li>• Use topic vocabulary in practical activities e.g. giving each other instructions, devising board or card games.</li> <li>• Support to build a personal profile of interests and ambitions</li> <li>• Support to build on strengths when considering career choices and opportunities for work experience in range of settings.</li> <li>• Support for transition through educational stages and to adult services, including education, training and employment</li> </ul>
Level 9-10	<p>Highly visual teaching strategies commonplace to support spoken word.</p> <ul style="list-style-type: none"> <li>• Support c&amp;yp to make choices using objects, photos etc.</li> <li>• Facilitate language/signing/symbols to support established concepts.</li> <li>• Engage CYP through use of music, rhythm, sounds, intonation, facial expression and body language.</li> <li>• TEACCH</li> <li>• Additional staff support to access learning in a specialist setting due to high level of vulnerability presented by the c&amp;yp.</li> <li>• Use of Makaton as routine in every classroom, around school, etc</li> <li>• Following Eating and Drinking Plan</li> <li>• Delivery of communication groups by teachers /Tutors/TAs under guidance of SLT</li> <li>• Specialist teaching matched to comprehension levels of individual child &amp; young person. <ul style="list-style-type: none"> <li>• Layered curricular targets at school, class and group levels based on analysis of child’s performance and progress within speaking and listening;</li> <li>• Personalised targets for c&amp;yp, including priorities for cross-curricular needs or subject targets;</li> <li>• Provide a quiet space for c&amp;yp who need more practice to understand feelings and explore contrasting emotions through face, voice and body in a small group, pair or one-to-one</li> </ul> </li> <li>• Teaching approaches which model appropriate nonverbal behaviour and which teach explicit rules of behaviour in social situations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Personalised communication curriculum to encourage interactions with others</li> <li>• Purpose built/ specialist resource base and/or college facilities to deliver inclusive learning and bespoke programmes</li> <li>• Specialist College / post 16yrs provision offering individual support, flexible timetables and content, including range of experiences and guidance towards independence</li> <li>• Supported work placements including job coaches, access to mentors, work buddies, assisted work teams, interveners and personal assistance.</li> <li>• Preparation for range of living options, including assistance in home setting, supported living, and independent living.</li> <li>• Managing health needs using PfA evaluation tool.</li> </ul>
--	--

Setting Readiness domain: Cognition and Learning	Tool version: 5-25, v2.3
Level 1-2	<p>Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions</p> <ul style="list-style-type: none"> <li>• The school is flexible in adapting the core offer to meet needs of all pupils.</li> </ul> <p>Quality First Teaching within a broad and balanced curriculum meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> <li>• Flexible grouping arrangements.</li> <li>• Some differentiation of activities and materials</li> <li>• Differentiated questioning</li> <li>• Use of visual, auditory and kinaesthetic approaches.</li> <li>• Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently.</li> <li>• Routine feedback to pupils</li> <li>• Focussed guided reading and writing groups which are led by a teacher</li> <li>• Barriers to learning are considered and appropriate arrangements made to overcome these.</li> <li>• Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage.</li> <li>• Opportunities are provided for small group work based on identified need</li> <li>• Well-planned and stimulating PHSE/Citizenship curriculum, differentiated to needs of cohort/class</li> <li>• SEAL materials and interventions are routinely used.</li> </ul>

	<ul style="list-style-type: none"> <li>• bullying is routinely addressed and pupils are confident in reporting incidents.</li> <li>• Pastoral arrangements are embedded in whole school practice</li> <li>• Other school pastoral interventions could include <ul style="list-style-type: none"> <li>• Meeting and Greeting</li> <li>• Circle Time</li> <li>• Peer mentoring</li> <li>• Buddy systems</li> <li>• Restorative Practice</li> <li>• ELSA support</li> <li>• Lunch clubs</li> <li>• Peer reading</li> </ul> </li> </ul> <p>A learning environment which supports following routines and develops resilience.</p>
Level 3-4	<p>In addition to good Quality First Teaching the following will be required:</p> <p>Teaching and Learning:</p> <ul style="list-style-type: none"> <li>• Differentiation is used to ensure the development of literacy, numeracy, expressive language and communication skills and to minimise behaviour and emotional difficulties</li> <li>• Access to adults who are skilled and experienced in supporting students with general and specific learning difficulties</li> <li>• Assessments focus on how the pupil is learning, more in-depth analysis of strengths and weaknesses and progress in relation to time</li> <li>• Arrangements to support the use and delivery of approaches/materials for students with Specific Learning Difficulties (SpLD) which may include multi-sensory teaching strategies, a focus on phonological awareness and/or motor skills programme</li> <li>• Make reasonable adjustments to the learning environment e.g. appropriate seating, individual work-station, visual timetable, timings of breaks and transition arrangements within the school day, use of timers</li> <li>• Materials which reduce or support note taking, copying of diagrams and charts and/or alternative approaches to recording</li> <li>• Effective use of IT equipment to support learning</li> </ul> <p>Whole Setting:</p> <ul style="list-style-type: none"> <li>• Appropriate interpersonal skills with other students are promoted</li> <li>• Mentoring/Learning mentors can be accessed by learners</li> </ul>

	<ul style="list-style-type: none"> <li>• SENCO accesses relevant Continued Professional Development (CPD)</li> <li>• Staff trained and able to support students with a range of learning difficulties, including SpLD. This might include support from external specialist professionals</li> <li>• Class teacher/SENCo makes good use of recommendations from outside agencies/specialists</li> </ul> <p>Resources/Research:</p> <ul style="list-style-type: none"> <li>• Class teacher/SENCO makes good use of approved websites and free on-line training programs to enhance skills and understanding</li> <li>• SENCO makes use of current evidence-based research available e.g. the Education Endowment Foundation (EEF) publication/toolkit and EEF Teaching Assistant document and Nasen Journals.</li> </ul> <p>CYP's identified needs are highlighted to all relevant staff with advice on support strategies provided and monitored by the SENCO/SLT</p> <ul style="list-style-type: none"> <li>• Inclusive teaching with emphasis on small step approach</li> <li>• Increased differentiation by presentation, outcome, timing, scaffolding, and additional resources.</li> <li>• Simplified level/pace/amount of teacher talk.</li> <li>• Pre-tutoring used effectively</li> <li>• Activities and time built into lesson planning to give opportunities for pupils to work on own targets</li> <li>• Alternative forms of recording routinely offered and used e.g.ppts, oral presentation, posters, sound buttons, mind maps, matching labels to pictures, sorting into category etc</li> <li>• Some additional and/or different provision enhances the core offer.</li> <li>• Normal curriculum plans include individual/group targets.</li> <li>• TAs are used flexibly so that the teacher can focus on individuals and groups.</li> <li>• Time-limited, proven interventions are matched to pupil need and delivered by suitably trained staff.</li> <li>• Some use of small group or 1:1 programmes planned by the teacher and delivered by a TA to address specific difficulties</li> <li>• Progress in interventions is recorded and shared with teachers so that learning is transferred and focussed teaching can be planned to address any difficulties</li> <li>• Opportunities are provided for skill reinforcement / over learning / revision / transfer and generalisation.</li> <li>• Whole school/settings systems evaluate the impact of interventions and monitor the quality of teaching and learning.</li> </ul>
Level 5-6	An individualised learning programme is developed with support from SENCO and advice from education and non-education professional as appropriate



- Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement
  - Substantial adaptations may be required in at least the core subject to allow the CYP to work and be assessed on programmes of study appropriate to the CYP rather than the key stage.
  - Mainstream class with regular targeted small group support
- Qualified and experienced teachers and directed TA deliver aspects of the programme acting on advice from external specialists to include:
- Additional specific provision and/or advice might include a detailed time-limited programme, intervention, personalised timetable and/or resources.
  - Some withdrawal for short periods with learning planned by the class/subject teacher and/or additional teacher and reinforced within the classroom.
  - provides regular opportunities for small group work
- On going opportunities for 1:1 support focused on specific personalised targets with reinforcement in whole class activities to aid transfer of skills
- Flexibility of groupings allows for buddy support / good role models / focused teaching.
  - Frequent opportunities for small group work based on identified need.
  - Small steps targets within group programmes and/or 1:1
  - Further modification of level, pace, amount of teacher talk to address pupils' identified need.
  - Advice from external agencies is implemented in the classroom
  - structured and multi-sensory approaches to learning.
  - Pre-tutoring to enable the pupil to engage with learning in the classroom.
  - Enhanced opportunities to use technological aids
  - Use of visual reminders, timers, resources and rewards to develop independence.
  - Emphasis on increasing differentiation of activities and materials within an inclusive curriculum to individual pupil level
  - Some adaptation to NC programme of study may be necessary to reflect attainment outside the expected range for the year group or key stage.
  - Routine opportunities for over learning and practice of basic skills on a daily basis.
  - Emphasis on skill mastery, and generalisation of skills
  - Regular monitoring and evaluation of programmes to measure outcomes.
  - Flexible seating arrangements enable the CYP to interact and learn with a range of peers

	<ul style="list-style-type: none"> <li>• Individualised level/pace/ amount of teacher talk.</li> <li>• Significant emphasis on consolidation and lateral progress before introducing new skills.</li> </ul>
Level 7-8	<ul style="list-style-type: none"> <li>• <b>Specialist, highly skilled and trained staff take responsibility for devising, delivering &amp; evaluating a personalised programme that accelerates learning.</b></li> <li>• <b>Multisensory approaches are used</b></li> </ul> <p><b>Support the development of creative storytelling and writing by providing choice of pictures and words within an overall frame work</b></p> <p><b>Range of strategies to develop memory including relating new experiences to past knowledge, using task-boards to support children in planning and recalling their own activities.</b></p> <p><b>Introduce written words supported by symbols/pictures. Support memory through rehearsal, visualisation and visual reminders.</b></p> <ul style="list-style-type: none"> <li>• <b>Alternative ways to record work are offered</b></li> <li>• <b>Intensive and varied opportunities are provided to develop automaticity in reading and writing skills.</b></li> <li>• <b>IT software programs are used to support learning</b></li> <li>• <b>Programmes to support Travel training</b></li> <li>• <b>Development of social skills for the work place, general employability skills and IT skills.</b></li> <li>• <b>Staff promote active leisure/fitness sessions.</b></li> <li>• <b>Targeted curriculum to include</b></li> <li>• <b>Functional Skills in English and Maths focused on use of money, time, and budgeting and daily tasks.</b></li> <li>• <b>Supported internship (in the workplace) with job coach support as required.</b></li> <li>• <b>Community course includes visits to different workplaces</b></li> <li>• <b>Support to understand and manage health conditions and healthy living</b></li> <li>• <b>Support for Transition through educational stages and to adult services.</b></li> <li>• <b>Support for yp to understand relationships, including sexual relationships - choices, safety and when and how to seek advice.</b></li> <li>• <b>Preparation to adapt to new environments</b></li> <li>• <b>Opportunities to access career related role models</b></li> <li>• <b>Support to build a personal profile of interests and ambitions</b></li> </ul>

Level 9-10	<ul style="list-style-type: none"> <li>• Additional staff support to access learning is provided due to high level of vulnerability presented by the CYP.</li> <li>• Opportunities and support for c&amp;yp to engage through vocalisation, laughter, stillness, watching and listening.</li> <li>• Systematic recording of c&amp;yp's responses and which seeks an interpretation of their meaning.</li> <li>• Use of f repetition and immediate response to what the c&amp;yp is doing..</li> <li>• Access to travel training programmes</li> <li>• Development of social skills for the work place and general employability skills</li> <li>• Strategies to develop Independent living skills</li> <li>• Access to range of therapies.</li> <li>• Supported access to recreational activities</li> <li>• Job coach support</li> <li>• Continuing to develop independent living skills as part of a study programme</li> </ul>
------------	---

Setting Readiness domain: SEMH		Tool version: 5-25, v2.3
Level 1-2	<ul style="list-style-type: none"> <li>• Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions</li> <li>• Prioritise staff wellbeing and a sense of belonging for all</li> <li>• Promote a trauma-informed approach school-wide, providing an emotionally regulating climate for all pupils</li> <li>• Focus on building trusting relationships, e.g. meet and greet every lesson</li> <li>• Familiarise pastoral staff with solutions focused coaching (SFC), &amp; help pupils identify and grow strengths</li> <li>• Promote a whole school attitude of PACE (Playfulness, Acceptance, Curiosity, Empathy)</li> <li>• Use logical, proportionate consequences</li> <li>• Enforce boundaries with empathy, using connection before correction</li> <li>• Notice, praise and reward positive behaviour</li> <li>• Prepare for changes to routine</li> <li>• Differentiate tasks by level/outcome/pitch/pace and grouping to match learning needs, concentration level, interest and motivation</li> <li>• Consider classroom organisation, seating and group dynamics</li> <li>• Assign age appropriate jobs or tasks to help build confidence</li> </ul>	

	<ul style="list-style-type: none"> <li>• Explicitly teach social skills through strategies such as circle time, friendship circles, discussion groups, mentoring/buddying, the PSHE curriculum</li> <li>• Ensure a well-planned mental health education is informed by positive psychology (the promotion of wellbeing)</li> <li>• Apply the 3 Rs of Regulate, Relate, Reason in response to incidents and familiarise parents/carers with the approach</li> <li>• Use 'Time-in' rather than 'time out' when pupil needs co-regulating</li> <li>• Deploy brain breaks within the classroom to support emotional regulation</li> <li>• Display language of emotions, both in words and pictures, to assist with the development of emotional literacy – accessible to the age in the class</li> <li>• Use whole school mindfulness approaches to promote regulation</li> <li>• Adopt growth mindset approaches (Dweck 1999)</li> <li>• Intervene early when attendance is an issue, using the ATTEND framework to understand the difficulties and to mitigate</li> <li>• Ensure pupils participate in decision making</li> </ul>
Level 3-4	<ul style="list-style-type: none"> <li>• Deploy a PSP, co-produced with pupil and family, to ensure that there is a coherent approach. Be prepared to differentiate behaviour policy</li> <li>• Deploy a co-produced EBSA PSP to address school-based anxiety</li> <li>• Maintain regular with parent/carer through either a communication book or other agreed mechanism. Share positives as well as issues</li> <li>• Create time for sessions with a solutions focused coach (trained pastoral staff)</li> <li>• Provide a work station within the classroom to reduce triggers/sensory overload.</li> <li>• Differentiate teaching – e.g. level/pace/amount of teacher talk reduced/ visual reinforcement/access to practical activities</li> <li>• Use time out cards are used in conjunction with 5 point scale. Pupil knows when to use (at 3) where to go and has regulating strategies to draw on</li> <li>• Undertake 'ABC analysis' to inform interventions and evaluations (Antecedents, Behaviour and Consequences)</li> <li>• Provide a choice of tasks to secure learning goal is provided</li> <li>• Use calm boxes, fidget gadgets or other supports identified as stress-reducing</li> <li>• Personalise the timetable– e.g. withdrawal from some curriculum areas for work on social and emotional skills or because they are anxiety-provoking and counter-productive</li> <li>• Reasonable adjustment to homework policy may be necessary – for example, reading only</li> </ul>

	<ul style="list-style-type: none"> <li>• Adjust classroom / teaching to create psychological safety (e.g. cold call questioning or reading aloud in front of the class may be stress-inducing)</li> <li>• Teach and practice grounding and regulating skills, such as box breathing</li> <li>• Deploy a trusted adult, for daily check-in and check-out and during crisis</li> <li>• Plan education visits in advance using an individual risk assessment</li> <li>• Use intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal for individual programmes (e.g. therapeutic stories) or targeted group work (e.g. FRIENDS. Therapeutic Story Writing, Dealing with Feeling etc.)</li> <li>• Strategies to support self-regulation e.g. use of a calm box, exercise, mindfulness, breathing techniques, sensory breaks / sensory circuits - walking, running, trampoline.</li> <li>• Carefully support transition, both between lessons and between activities</li> </ul>
Level 5-6	<ul style="list-style-type: none"> <li>• SMART realistic targets, in line with the individualised plan for the pupil. May be agreed with specialists involved</li> <li>• Consistent language and de-escalation strategies following non-compliance to avoid escalation</li> <li>• Strategies aimed at building the pupil's stamina to wait and regulate during Q and A sessions should be utilised. Staff to be mindful of expectations linked to diagnosed needs such as ADHD</li> <li>• Extra-curricular activities and trips are encouraged, supported by risk assessment. Focus on capturing the pupil's interests</li> <li>• Vocational learning / work experience may supplement the core offer for Key Stage 4 learners</li> <li>• Nurture group provision, with whole school nurture principles embedded</li> <li>• Any access arrangements such as separate room and rest breaks are used for all formal assessments (ER and SR)</li> <li>• Group supervision enables staff to identify strengths and strategies that have proven effective as well as to problem-solve</li> <li>• Pupils may access alternative provisions / bespoke / personalised package</li> <li>• Ensure there are opportunities to plan for social expectations both in the learning and unstructured context</li> <li>• Personalise timetable to allow more time with key adult and solutions focused or other social and emotional work</li> <li>• Unstructured time is structured – this could include small group/structured play opportunities/clubs/safe base to scaffold social skills</li> <li>• Daily interventions to develop emotional-regulation skills</li> <li>• Equip the pupil with the emotional vocabulary to be able to highlight and pro-actively seek support when distressed</li> <li>• Time out cards enable access to a safe base and co-regulating adult – there is time in, not time out. Staff to be mindful that this requires executive functioning therefore explicit teaching and rehearsal must be implemented</li> </ul>

	<ul style="list-style-type: none"> <li>• Grounding and regulating strategies are taught, practiced and deployed within the daily routine</li> <li>• Specialist advice, for example from BOSS, HML or CAMHS, may inform the support plan which will be underpinned by an up-to-date assessment</li> <li>• There is a daily check-in and check-out with trusted adult, long enough to ensure that any worries are shared and mitigated</li> <li>• Trusted adult makes regular contact with home, developing a close link and acting as advocate / safe base / single point of contact</li> <li>• Access to therapeutic interventions e.g. Cognitive Behavioural Therapy (CBT), solutions focused coaching, Motivational Interviewing and Narrative Therapy</li> <li>• All staff are aware of emotional vulnerability and understand behaviour as communication. They are updated as required on events outside of home or in the past which have impacted and also the current management strategies that are in place</li> <li>• Staff use therapeutic approaches, on a daily basis, to support and contain the pupil e.g. through connection before correction, emotions coaching or the 3 Rs</li> <li>• Time-limited intervention programmes with familiar staff that have knowledge, skills and experience to address pupil's specific needs</li> <li>• There is a daily check-in and check-out with trusted adult, long enough to ensure that any worries are shared and mitigated</li> <li>• Trusted adult makes regular contact with home, developing a close link and acting as advocate / safe base / single point of contact</li> <li>• All staff are aware of emotional vulnerability and understand behaviour as communication</li> </ul>
Level 7-8	<ul style="list-style-type: none"> <li>• <b>The pupil is supported in mainstream activities that they do attend</b></li> <li>• <b>Off-site activities, meet and greet, delayed start time, adjustment to access arrangements</b></li> <li>• <b>Unconditional positive regard achieved through consistent application by all staff of connection before correction and 3 Rs</b></li> <li>• <b>Small steps of progress celebrated and resources harnessed through solutions focussed coaching</b></li> <li>• <b>Logical consequences – non-shaming</b></li> <li>• <b>Reasonable adjustment to behaviour policy and focus on social support rather than isolation/rejection</b></li> <li>• <b>Stress-reducing environment which minimises triggers and the number of relationships</b></li> <li>• <b>Completely bespoke timetable leading to increased success with regard to engagement, access and resilience</b></li> <li>• <b>Teaching for a significant amount of the time in small groups or individually outside of the mainstream curriculum</b></li> <li>• <b>Regulating activities such as sensory circuits or movement breaks planned throughout the day</b></li> <li>• <b>Choice of activities to meet need for control whilst securing learning goals</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Whole school training on de-escalation strategies</li> <li>• Planned opportunities for the pupil to be included with peers where the pupil is able to experience success</li> <li>• Extra-curricular opportunities prioritised, including out of school</li> <li>• Planned programmes of intensive therapeutic intervention involving multi agency approaches</li> <li>• Trusted 'safe' staff with experience and training in meeting the needs of pupils with SEMH, working on modified holistic curriculum tasks and key skills – including structured interventions as advised by external agencies</li> <li>• Daily implementation of approaches towards meeting the individual's SEMH targets which have been identified through the use of appropriate assessment data, e.g. Boxall, SDQ</li> <li>• Access to specialised SEMH provision – alternative provision, therapeutic support services, counselling, vocational provision etc may be considered alongside advice from other agencies/ professionals</li> <li>• A placement/environment that ensures the safety of the individual and others</li> </ul>
Level 9-10	<ul style="list-style-type: none"> <li>• High teacher: pupil ratios at all times</li> <li>• Regularly reviewed use of flexi-schooling or reduced timetable in partnership with families</li> <li>• Clear plan to address low self esteem / lack of motivation – strong emphasis on careers education / independence</li> <li>• Focus on strengths/small steps of progress</li> <li>• Commitment to 3 Rs – focus on emotional regulation before academic learning can be prioritised</li> <li>• Access to highly skilled and empathic adults who demonstrate unconditional positive regard</li> <li>• Personalised timetable with focus on regulating activities and relationship-building with small number of trusted adults. Use of outdoors</li> <li>• Predictable, clear routines with careful preparation for any change or transition</li> </ul>

Setting Readiness domain: SEMH		Tool version: 5-25, v2.3
Level 1-2	<ul style="list-style-type: none"> <li>• Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions</li> <li>• Prioritise staff wellbeing and a sense of belonging for all</li> <li>• Promote a trauma-informed approach school-wide, providing an emotionally regulating climate for all pupils</li> <li>• Focus on building trusting relationships, e.g. meet and greet every lesson</li> </ul>	

	<ul style="list-style-type: none"> <li>• Familiarise pastoral staff with solutions focused coaching (SFC), &amp; help pupils identify and grow strengths</li> <li>• Promote a whole school attitude of PACE (Playfulness, Acceptance, Curiosity, Empathy)</li> <li>• Use logical, proportionate consequences</li> <li>• Enforce boundaries with empathy, using connection before correction</li> <li>• Notice, praise and reward positive behaviour</li> <li>• Prepare for changes to routine</li> <li>• Differentiate tasks by level/outcome/pitch/pace and grouping to match learning needs, concentration level, interest and motivation</li> <li>• Consider classroom organisation, seating and group dynamics</li> <li>• Assign age appropriate jobs or tasks to help build confidence</li> <li>• Explicitly teach social skills through strategies such as circle time, friendship circles, discussion groups, mentoring/buddying, the PSHE curriculum</li> <li>• Ensure a well-planned mental health education is informed by positive psychology (the promotion of wellbeing)</li> <li>• Apply the 3 Rs of Regulate, Relate, Reason in response to incidents and familiarise parents/carers with the approach</li> <li>• Use 'Time-in' rather than 'time out' when pupil needs co-regulating</li> <li>• Deploy brain breaks within the classroom to support emotional regulation</li> <li>• Display language of emotions, both in words and pictures, to assist with the development of emotional literacy – accessible to the age in the class</li> <li>• Use whole school mindfulness approaches to promote regulation</li> <li>• Adopt growth mindset approaches (Dweck 1999)</li> <li>• Intervene early when attendance is an issue, using the ATTEND framework to understand the difficulties and to mitigate</li> <li>• Ensure pupils participate in decision making</li> </ul>
Level 3-4	<ul style="list-style-type: none"> <li>• Deploy a PSP, co-produced with pupil and family, to ensure that there is a coherent approach. Be prepared to differentiate behaviour policy</li> <li>• Deploy a co-produced EBSA PSP to address school-based anxiety</li> <li>• Maintain regular with parent/carer through either a communication book or other agreed mechanism. Share positives as well as issues</li> <li>• Create time for sessions with a solutions focused coach (trained pastoral staff)</li> <li>• Provide a work station within the classroom to reduce triggers/sensory overload.</li> </ul>



	<ul style="list-style-type: none"> <li>• Differentiate teaching – e.g. level/pace/amount of teacher talk reduced/ visual reinforcement/access to practical activities</li> <li>• Use time out cards are used in conjunction with 5 point scale. Pupil knows when to use (at 3) where to go and has regulating strategies to draw on</li> <li>• Undertake ‘ABC analysis’ to inform interventions and evaluations (Antecedents, Behaviour and Consequences)</li> <li>• Provide a choice of tasks to secure learning goal is provided</li> <li>• Use calm boxes, fidget gadgets or other supports identified as stress-reducing</li> <li>• Personalise the timetable– e.g. withdrawal from some curriculum areas for work on social and emotional skills or because they are anxiety-provoking and counter-productive</li> <li>• Reasonable adjustment to homework policy may be necessary – for example, reading only</li> <li>• Adjust classroom / teaching to create psychological safety (e.g. cold call questioning or reading aloud in front of the class may be stress-inducing)</li> <li>• Teach and practice grounding and regulating skills, such as box breathing</li> <li>• Deploy a trusted adult, for daily check-in and check-out and during crisis</li> <li>• Plan education visits in advance using an individual risk assessment</li> <li>• Use intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal for individual programmes (e.g. therapeutic stories) or targeted group work (e.g. FRIENDS. Therapeutic Story Writing, Dealing with Feeling etc.)</li> <li>• Strategies to support self-regulation e.g. use of a calm box, exercise, mindfulness, breathing techniques, sensory breaks / sensory circuits - walking, running, trampoline.</li> <li>• Carefully support transition, both between lessons and between activities</li> </ul>
Level 5-6	<ul style="list-style-type: none"> <li>• SMART realistic targets, in line with the individualised plan for the pupil. May be agreed with specialists involved</li> <li>• Consistent language and de-escalation strategies following non-compliance to avoid escalation</li> <li>• Strategies aimed at building the pupil’s stamina to wait and regulate during Q and A sessions should be utilised. Staff to be mindful of expectations linked to diagnosed needs such as ADHD</li> <li>• Extra-curricular activities and trips are encouraged, supported by risk assessment. Focus on capturing the pupil’s interests</li> <li>• Vocational learning / work experience may supplement the core offer for Key Stage 4 learners</li> <li>• Nurture group provision, with whole school nurture principles embedded</li> <li>• Any access arrangements such as separate room and rest breaks are used for all formal assessments (ER and SR)</li> <li>• Group supervision enables staff to identify strengths and strategies that have proven effective as well as to problem-solve</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils may access alternative provisions / bespoke / personalised package</li> <li>• Ensure there are opportunities to plan for social expectations both in the learning and unstructured context</li> <li>• Personalise timetable to allow more time with key adult and solutions focused or other social and emotional work</li> <li>• Unstructured time is structured – this could include small group/structured play opportunities/clubs/safe base to scaffold social skills</li> <li>• Daily interventions to develop emotional-regulation skills</li> <li>• Equip the pupil with the emotional vocabulary to be able to highlight and pro-actively seek support when distressed</li> <li>• Time out cards enable access to a safe base and co-regulating adult – there is time in, not time out. Staff to be mindful that this requires executive functioning therefore explicit teaching and rehearsal must be implemented</li> <li>• Grounding and regulating strategies are taught, practiced and deployed within the daily routine</li> <li>• Specialist advice, for example from BOSS, HML or CAMHS, may inform the support plan which will be underpinned by an up-to-date assessment</li> <li>• There is a daily check-in and check-out with trusted adult, long enough to ensure that any worries are shared and mitigated</li> <li>• Trusted adult makes regular contact with home, developing a close link and acting as advocate / safe base / single point of contact</li> <li>• Access to therapeutic interventions e.g. Cognitive Behavioural Therapy (CBT), solutions focused coaching, Motivational Interviewing and Narrative Therapy</li> <li>• All staff are aware of emotional vulnerability and understand behaviour as communication. They are updated as required on events outside of home or in the past which have impacted and also the current management strategies that are in place</li> <li>• Staff use therapeutic approaches, on a daily basis, to support and contain the pupil e.g. through connection before correction, emotions coaching or the 3 Rs</li> <li>• Time-limited intervention programmes with familiar staff that have knowledge, skills and experience to address pupil’s specific needs</li> <li>• There is a daily check-in and check-out with trusted adult, long enough to ensure that any worries are shared and mitigated</li> <li>• Trusted adult makes regular contact with home, developing a close link and acting as advocate / safe base / single point of contact</li> <li>• All staff are aware of emotional vulnerability and understand behaviour as communication</li> </ul>
Level 7-8	<ul style="list-style-type: none"> <li>• <b>The pupil is supported in mainstream activities that they do attend</b></li> <li>• <b>Off-site activities, meet and greet, delayed start time, adjustment to access arrangements</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Unconditional positive regard achieved through consistent application by all staff of connection before correction and 3 Rs</li> <li>• Small steps of progress celebrated and resources harnessed through solutions focussed coaching</li> <li>• Logical consequences – non-shaming</li> <li>• Reasonable adjustment to behaviour policy and focus on social support rather than isolation/rejection</li> <li>• Stress-reducing environment which minimises triggers and the number of relationships</li> <li>• Completely bespoke timetable leading to increased success with regard to engagement, access and resilience</li> <li>• Teaching for a significant amount of the time in small groups or individually outside of the mainstream curriculum</li> <li>• Regulating activities such as sensory circuits or movement breaks planned throughout the day</li> <li>• Choice of activities to meet need for control whilst securing learning goals</li> <li>• Whole school training on de-escalation strategies</li> <li>• Planned opportunities for the pupil to be included with peers where the pupil is able to experience success</li> <li>• Extra-curricular opportunities prioritised, including out of school</li> <li>• Planned programmes of intensive therapeutic intervention involving multi agency approaches</li> <li>• Trusted 'safe' staff with experience and training in meeting the needs of pupils with SEMH, working on modified holistic curriculum tasks and key skills – including structured interventions as advised by external agencies</li> <li>• Daily implementation of approaches towards meeting the individual's SEMH targets which have been identified through the use of appropriate assessment data, e.g. Boxall, SDQ</li> <li>• Access to specialised SEMH provision – alternative provision, therapeutic support services, counselling, vocational provision etc may be considered alongside advice from other agencies/ professionals</li> <li>• A placement/environment that ensures the safety of the individual and others</li> </ul>
Level 9-10	<ul style="list-style-type: none"> <li>• High teacher: pupil ratios at all times</li> <li>• Regularly reviewed use of flexi-schooling or reduced timetable in partnership with families</li> <li>• Clear plan to address low self esteem / lack of motivation – strong emphasis on careers education / independence</li> <li>• Focus on strengths/small steps of progress</li> <li>• Commitment to 3 Rs – focus on emotional regulation before academic learning can be prioritised</li> <li>• Access to highly skilled and empathic adults who demonstrate unconditional positive regard</li> <li>• Personalised timetable with focus on regulating activities and relationship-building with small number of trusted adults. Use of outdoors</li> <li>• Predictable, clear routines with careful preparation for any change or transition</li> </ul>

Setting Readiness domain: SEMH		Tool version: 5-25, v2.3
Level 1-2	<ul style="list-style-type: none"> <li>• Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions</li> </ul> <p><b>Quality First Teaching Provision for CYP with Hearing Impairment:</b></p> <ul style="list-style-type: none"> <li>• Arrangements in place for regular (daily where required) monitoring and checking of specialist equipment e.g. hearing aids and radio aids, by setting staff</li> </ul> <p>Sustain consistent environment (tables, chairs,etc.), allowing children to ‘mapout’ the classroom and to be as independent as possible.</p> <p>Site adaptations to be considered in consultation with the LA.</p> <ul style="list-style-type: none"> <li>• Deaf Awareness training for all staff</li> <li>• Assessment, advice and recommendations from specialist teachers</li> <li>• Differentiated learning opportunities and reasonable adjustments are made to create a good acoustic environment and ensure access. For example:</li> </ul> <p>Seating arrangements</p> <p>Appropriate lighting (e.g. to aid lip-reading)</p> <p>Reduction of background noise</p> <p>Repetition of instructions</p> <p>Multi-sensory approach</p> <p>Additional support during speaking and listening activities</p> <p>New vocabulary shared with parents</p> <p>Home-school book</p> <p>Loop systems</p> <p>Use of specialist materials e.g. National Deaf Children’s Society (NDCS) Phonics Guidance, NatSIP – Special exam arrangements.</p> <p><b>Quality First Teaching Provision for CYP with Visual Impairment:</b></p> <p>Resources in place to support this inclusive learning</p> <p>Ensure that CYP do use glasses to correct vision if required</p>	

	<p>Understanding of the impact of eye conditions on learning and the needs related to identified VI, including the complexities inherent in learning despite the “single” diagnosis</p> <p>Use information and resources available to assist with increased awareness of implications of VI on learning</p> <p>Resources may include RNIB (e.g. eye condition leaflets), VIEW (e.g. teaching and learning strategies), NatSIP (e.g.accessibility guidance for assessment)</p> <p>QFT Provision for CYP with Physical Needs:</p> <ul style="list-style-type: none"> <li>• with adaptations and reasonable adjustments to the environment children and young people can be independent</li> </ul> <p>Quality First Teaching meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> <li>• Flexible grouping arrangements</li> <li>• Some differentiation of activities, materials and questioning</li> <li>• Routine feedback to pupils</li> <li>• Environmental considerations are made to meet the needs of all CYPs</li> <li>• Questions to the child may need rephrasing to minimise the effort of replying</li> <li>• Opportunities for social interaction between peers and the wider community of the school may need to be engineered to develop self esteem and confidence</li> <li>• An understanding that the physical disability/medical need may have a wider impact on a child’s social and emotional well-being despite the apparent lack of obvious impairment</li> <li>• Consideration given to pupils individual learning style e.g. visual or kinesthetic</li> <li>• Awareness that a child may need more time to complete tasks and that equality of access may mean that they need to do some things differently</li> <li>• A range of alternative equipment may be useful - chunky pencils, adapted scissors, pencil grips etc.</li> <li>• Planning may need to include rest breaks or movement breaks</li> <li>• CYPs may need to leave classrooms and lessons before their peers to avoid crowded corridors/busy stair cases</li> <li>• Appropriate differentiation of task and teaching style</li> <li>• SEAL materials and interventions</li> <li>• Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate</li> <li>• Provision of an inclusive curriculum for all subject areas</li> <li>• Opportunities for social interaction between peers and the wider community of the school may need to be engineered to develop self esteem and confidence</li> <li>• Opportunities for additional experience to develop: gross motor, fine motor, visual perception</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• School trips which are planned well in advance and take into consideration the needs of the CYP</li> <li>• Other school pastoral interventions could include</li> </ul> <p>Meet and Greet  Circle Time  Peer mentoring  Buddy systems  ELSA support</p>
Level 3-4	<p><b>Hearing impairment:</b></p> <ul style="list-style-type: none"> <li>• Use of hearing aids and other assistive listening devices e.g. radio aids as appropriate</li> </ul> <p>Sustain consistent environment (tables, chairs, etc.), allowing children to 'mapout' the classroom and to be as independent as possible.</p> <ul style="list-style-type: none"> <li>• Classroom management strategies e.g. seating position, reducing background noise.</li> <li>• Daily personalised/small group learning to target identified areas of need with ongoing cycle of assess-plan-do-review.</li> </ul> <p>Close monitoring of the above by SENDCo/class teacher.</p> <ul style="list-style-type: none"> <li>• All listening devices e.g. hearing aids, cochlear implants and radio aids are functioning optimally in order to access speech</li> <li>• Equal access to curriculum, premises, information and assessment</li> <li>• Opportunities to meet with other deaf peers.</li> <li>• May need alternative communication approach e.g. Total Communication, Sign Bilingualism and Oral/Aural</li> <li>• Differentiated learning opportunities, for example: <ul style="list-style-type: none"> <li>• Use of radio aid in all lessons</li> <li>• Soundfield systems</li> <li>• Specialist language programme e.g. Elklan</li> <li>• Reading programme</li> </ul> </li> </ul> <p>Training for staff may include:</p> <ul style="list-style-type: none"> <li>• Glue ear training</li> <li>• BTEC for Teaching Assistants</li> <li>• Bespoke training for staff in meeting needs of a deaf CYP</li> <li>• Training for staff in appropriate communication strategies e.g. signing, cued speech and visual phonics</li> </ul> <p><b>Visual impairment:</b></p>

	<p>In addition to good Quality First Teaching the following may be required:</p> <ul style="list-style-type: none"> <li>• Appropriate differentiation or modifications to the curriculum or to the environment</li> <li>• Appropriate differentiation for assessment and examination materials and recording of answers</li> <li>• Strategies to include a learner with an eye condition are in place and Identified</li> </ul> <p>Training for staff may include:</p> <ul style="list-style-type: none"> <li>• Training in the use of specialist equipment to support access to learning.</li> <li>• Bespoke training for staff in meeting needs of a vision impaired CYP</li> <li>• BTEC for Teaching Assistants</li> </ul> <p>Multi-sensory impairment</p> <p>In addition to good Quality First Teaching the following will be required:</p> <ul style="list-style-type: none"> <li>• Whole setting training – Multi-Sensory Impairment so all staff understand needs e.g. Midday Supervisor Assistants</li> </ul> <ul style="list-style-type: none"> <li>• Implement an individual programme of support devised by the Class Teacher and supported by the Qualified Teacher of MSI as required which could include the following:</li> </ul> <p>Good awareness of functioning of CYP’s hearing and vision and the impact of this on learning</p> <p>Adaptation of materials and activities, for example:</p> <p>Enlarged print</p> <p>Tactile models</p> <p>Activity cues</p> <p>Seating arrangements</p> <p>Decluttering</p> <p>Access to information and keeping on task</p> <p>Scaffolding of activities i.e. giving sensitive support whilst optimising independence</p> <p>Encouragement to develop friendships</p> <p>Breaks as appropriate</p> <p>Home/school book</p> <p>An individual communication approach may be required e.g. timetable with tactile cues, a communication passport to help with consistency amongst staff/family.</p> <p>Physical Needs</p> <p>Training for staff may include:</p>
--	--

	<ul style="list-style-type: none"> <li>• Training for use of specialist equipment, including moving and handling training</li> <li>• Training in specific therapy programmes as recommended by NHS professionals</li> </ul> <p>Information about the CYP's difficulties is shared with relevant staff, in partnership with parents and including a relevant pupil profile</p> <ul style="list-style-type: none"> <li>• Access to a portable writing aid or the use of ICT for recording</li> <li>• Access to assistive software.</li> <li>• Adapted/modified equipment and teaching materials (e.g. spring loaded scissors)</li> <li>• Provide a range of communication methods (digital camera, voice recorder, symbol cards)</li> <li>• Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills</li> <li>• Access to small group support.</li> <li>• Group work to be planned and tailored to meet identified need and includes good role models</li> <li>• Learning tasks differentiated by task and outcome to meet individual needs</li> <li>• Assistive technology software to minimise effort (on screen keyboards, Clicker, predictive text)</li> <li>• Structured and evaluated fine motor programmes (It's in the bag, Busy fingers etc)</li> <li>• Structured and evaluated gross motor programmes (e.g. Fit to Learn, Beam, Jump Ahead)</li> <li>• May require supportive seating</li> <li>• Monitoring of mobility needs to determine requirement for assistive equipment</li> <li>• They require minimal adult or peer support to collect or use equipment Support children with physical impairments to join in actions in a complementary or alternative way,</li> </ul>
Level 5-6	<p><b>Hearing impairment:</b></p> <ul style="list-style-type: none"> <li>• Hearing aid checks using specialist equipment</li> <li>• Specialist language assessments</li> <li>• Monitoring of social and emotional well-being and inclusion</li> <li>• Opportunities to champion the Voice of the Child</li> <li>• Advice on specialist arrangements for examinations and assessments</li> <li>• Personalised programmes of work and language development</li> <li>• Advice on good acoustic environment - consideration of Soundfield systems</li> <li>• Advice on referral to speech therapy</li> <li>• Regular direct input, where appropriate e.g. pre and post tutoring for curriculum, language programme</li> </ul>



- Access to additional specialist curriculum delivered by specialist teachers (Personal Understanding of Deafness) in order to come to terms and manage their hearing loss and equipment
- Visual impairment:**
- Visual stimulation activities designed to meet the needs of CYP
  - Support the CYP in the ability to express their needs and have an in depth understanding of the implications of their eye condition
  - Work with settings and other agencies to support transition through phases
  - Support the implementation of specialist skills e.g. Skills Ladders, eDCC certification, touch typing and habitation skills
- Physical needs**
- Training, advice and monitoring from specialist services e.g. Occupational Therapist (OT), Physiotherapist, School Nurse
  - Reasonable adjustments e.g. hoists, medical/care plan (if required)
  - Therapy programs e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy (OT)
  - Staff training and demonstration of use of specialist equipment
  - Specialist chairs, standing frames, (as advised and provided by specialist services)
  - Access to a Key Worker (if appropriate)
  - Support CYP to use alternative and augmentative communication under guidance from SALT
  - Programs to develop specific identified gross and fine motor skills as advised by specialist services e.g. OT and Physiotherapy
  - Technology to access curriculum and information. Hardware e.g. rollerball, adapted keyboard and software e.g. predictive text, talking word processing
  - Implementation of eating/drinking advice provided by SALT due to an identified need
  - Monitoring of above and close liaison with parents/carers and SALT
  - Additional assistance to access the curriculum, manage condition and move around the site
  - Emotional support
  - Manage access arrangements for internal and external examinations and assessments e.g. use of computer, scribe or medical rest breaks
  - Awareness of social and emotional aspects of disability.
  - Established communication strategies to facilitate communication and to assess learning
  - Sensory and/or movement breaks as needed are embedded as part of child's school day
  - Modified and adapted PE and other lessons as required.

	<ul style="list-style-type: none"> <li>• Access to a differentiated curriculum</li> <li>• Use of equipment to access the curriculum</li> <li>• Specialist advice reflected in lesson/curriculum planning and delivery</li> <li>• Regular/daily small group teaching of social skills</li> <li>• Peer awareness where agreed with CYP</li> <li>• Short term, small group and/ or individual intervention, to develop specific areas of curriculum access as identified by the subject teacher or educational specialist teacher, following a programme designed or recommended by that professional</li> <li>• A detailed time limited programme, intervention personalised timetable and/or resource</li> </ul> <p>Physical needs</p> <ul style="list-style-type: none"> <li>• Teaching assistance is targeted towards physical tasks and is not necessarily needed for learning</li> <li>• Appropriate supervision within curriculum sessions to ensure safety e.g. Science and PE</li> <li>• Supervision during unstructured time</li> <li>• Supervision/oversight when moving between classrooms</li> <li>• Support of trained Pediatric Therapists (OT and Physiotherapists) in how staff should use specialist equipment and how to implement personalised programmes</li> <li>• Support is required for managing medical conditions</li> <li>• Assistance with manipulating equipment in specific subjects especially science, DT, maths and ICT</li> <li>• Trained support for moving and handling may be required.</li> <li>• Established and effective communications between CYP, teachers and parents/carers and other agencies involved</li> <li>• Educational visits are planned well in advance and risk assessments are in place, key staff have considered possible scenarios</li> </ul>
Level 7-8	<ul style="list-style-type: none"> <li>• <b>Production of differentiated materials in accordance with the advice from the specialist teacher</b></li> <li>• <b>Advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans</b></li> <li>• <b>Staff training and demonstration of use of specialist equipment</b></li> <li>• <b>The use of specialist or adapted equipment/software where appropriate to access the curriculum</b></li> <li>• <b>Specialised modification of all teaching and learning styles and resources</b></li> <li>• <b>Careful timetabling to ensure a balance between educational and therapeutic needs</b></li> <li>• <b>Production of differentiated materials in accordance with the advice from the specialist teacher for Physical and Health needs</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Individualised support to implement recommendations from support services e.g. STT, OT etc. if in EHCP</li> <li>• Structured individual programmes</li> <li>• Support to manage their medical condition</li> <li>• Programmes to develop social interaction and emotional well being</li> <li>• Advice and assessment of the use of specialist or adapted ICT to access the curriculum.</li> <li>• Significant modification/ differentiation of the curriculum</li> <li>• Daily therapeutic programmes</li> <li>• Support to manage AAC and to assist with training and programming where appropriate</li> <li>• Support for social and emotional aspects of disability and/or serious medical conditions</li> <li>• May require regular nursing/ medical intervention</li> <li>• Some site adaptation may be needed.</li> <li>• School life may need to be modified to balance medical/educational needs.</li> <li>• Manage access arrangements for internal and external examinations and assessments</li> <li>• Disapplication from certain subjects if appropriate</li> <li>• The use of specialist or adapted equipment / software in all lessons to access the curriculum.</li> <li>• Personalised modification of teaching and learning styles and resources</li> <li>• Alternative recording strategies including access to ICT equipment and/or amanuensis as necessary. E.g. clicker and voice recognition software</li> <li>• Personalised PE programmes and physical management programmes</li> <li>• Regular opportunities to work/socialize with disability peer group as appropriate</li> <li>• Specialist teaching focusing on both learning curriculum and social skills, as appropriate, throughout the school day</li> <li>• Individualised curriculum</li> <li>• Opportunities to explore their identity</li> <li>• Production of differentiated materials in accordance with specialist advice</li> <li>• Movement breaks to support sensory needs</li> </ul>
Level 9-10	<ul style="list-style-type: none"> <li>• Requires additional staff support to access learning due to high level of vulnerability presented by the CYP.</li> <li>• Adult support to access supported positioning/ powered mobility</li> <li>• Individual specialist support for mobility and personal care needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• High staffing ratio with specialist teaching and specialist non-teaching support to facilitate child or young person’s access to the curriculum.</li> <li>• Staff trained and ‘signed off’ in physical/medical interventions and strategies as appropriate.</li> <li>• Access to regular nursing support and advice.</li> <li>• Access to specialist services e.g. educational psychologists, SEN services and health professionals</li> <li>• Staff trained in the use of a range of specialist ICT and AAC equipment and software to support access to learning.</li> <li>• Individual and small group teaching as appropriate, carefully organised to ensure full access to the curriculum, which includes life and communication skills, and the realisation of each child or young person’s potential in attainment/achievement.</li> <li>• May have access to specialist hydrotherapy sessions.</li> <li>• May have access to sensory room</li> </ul>
--	--

Setting Readiness domain: Independence		Tool version: 5-25, v2.3
Level 1-2	<p>Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions</p> <ul style="list-style-type: none"> <li>• Resources and displays that support independence including visual timetables, photos etc.</li> <li>• Promotion of independence and social inclusion</li> <li>• Use of teaching strategies that develop the independent learning of the CYP</li> <li>• Opportunities for additional experience to develop: dressing, toileting.</li> <li>• Prompting to remind of routine and new plans, e.g. visual cues, oral reminders.</li> <li>• Support with personal care.</li> <li>• Activities to practice and reinforce self help skills and to understand the pattern of events in their day.</li> <li>• Accessible learning areas, clearly labelled and signposted.</li> <li>• Seating plans to support CYP to maintain focus and good listening and which is distraction free.</li> </ul>	
Level 3-4	<ul style="list-style-type: none"> <li>• Teaching problem-solving skills</li> <li>• Support offered with transitions and to prepare for “unusual” days</li> <li>• Supporting CYP’s daily planning</li> </ul>	

	<ul style="list-style-type: none"> <li>• Minimal assistance with personal care (dressing and hygiene)</li> <li>• Use of charts/ diaries/ photos/video evidence to enable CYP to see their progress in challenging areas.</li> <li>• Support to develop the skills to advocate for themselves.</li> <li>• Support to make meaningful choices help and feelings of control and self-motivation.</li> <li>• Develop independent living skills through stories to talk about work, different employment opportunities and the value of money.</li> </ul>
Level 5-6	<ul style="list-style-type: none"> <li>• Identified, regular support to undertake the following: <ul style="list-style-type: none"> <li>• Organising thoughts to start work / task</li> <li>• Planning for the day ahead (getting the right resources)</li> </ul> </li> <li>• Personalised timetable introduced in negotiation with pupil, parents/carers and staff. This may include temporary withdrawal from some activities, alternative curriculum opportunities e.g. vocational/college/ supervised work placements</li> <li>• Opportunities created for peer to peer interaction</li> <li>• Independence and social inclusion promoted in an appropriate way e.g. participation in activities – nurture groups, sports and leisure activities lunchtime and extra curricular clubs and events.</li> </ul> <p>Support to develop good choices and habits in relation to diet, exercise, budgeting, decision making.</p>
Level 7-8	<ul style="list-style-type: none"> <li>• Pupils are taught strategies and provided with resources to assist with the development of independent learning.</li> <li>• Independent travel training to develop independence skills for the future</li> <li>• Participation in activities organised by voluntary organisations encouraged</li> <li>• curriculum to include life skills and highly differentiated PHSE aspects e.g. SRE (Sex and Relationship Education)</li> <li>• Targeted work on social communication and interaction, emotional regulation, life skills.</li> <li>• Building a schedule of a day or task to give the young person more control.</li> </ul>
Level 9-10	<ul style="list-style-type: none"> <li>• Requires additional staff support access learning due to high level of need presented by the CYP.</li> <li>• Staff supporting child/ young person identify and work to develop opportunities for independence, e.g. offering choices in a way that CYP can engage with social activities, work and leisure placements</li> <li>• Necessary resourcing to promote independence, inclusive of single word, short phrases, visual representations and/or tactile objects e.g. tidy up placard card or 'first' 'then' sequence prompt.</li> <li>• Strategies for CYP to manage feelings of anxiety and frustration.</li> </ul>

- Support strategies and bespoke arrangements to enable CYP to build up attendance in small steps if necessary.
- Access to travel training programme.
- Following Eating and Drinking Plan
- Preparation for a range of living options, including assistance in home setting, supported living and independent living.

## Home Confidence

<b><i>How confident do you feel supporting your child with:</i></b>
<ul style="list-style-type: none"><li>• Speech and language issues? (e.g. exercises)</li><li>• Communication difficulties?</li></ul>
<b>Examples of parents and carers supporting children at home - to guide your answer:</b>
<ul style="list-style-type: none"><li>• Use visual clues and reminders to help children follow routines</li><li>• Use pictures or photos of the children themselves doing the activities and to help them to make choices</li><li>• Slow down the rate of your speech, simplify your language and repeat new words and ideas often</li><li>• Make sure you leave gaps for them to fill in - to reduce the number of questions you ask and emphasise the important words in the sentence (the ones that carry the information)</li><li>• Use signing system used at your child's setting</li><li>• Break down instructions and wait until first is completed before next stage is introduced</li><li>• Play word and turn taking games</li><li>• Sing nursery rhymes and songs together</li><li>• Each day have a time when the noise level is low and distractions are kept to a minimum</li><li>• Get your child's attention when talking to them and encourage eye contact</li><li>• Praise good attention and listening</li><li>• When children are watching TV programme try to spend a few minutes talking with them about what happened, what they enjoyed, what might happen next time.</li></ul>
<b><i>How confident do you feel supporting your child with:</i></b>
<ul style="list-style-type: none"><li>• Understanding and completing school work?</li><li>• Literacy and numeracy? (where appropriate)</li></ul>
<b>Examples of parents and carers supporting children at home - to guide your answer:</b>
<ul style="list-style-type: none"><li>• Make learning at home fun and when doing homework use timers to ensure child does not fear homework and it is time limited</li><li>• Ask if the homework can be differentiated and as they get older if it can be emailed to you</li><li>• Read around a topic for your child for 10 mins a couple of times a week</li><li>• Use post it notes on their door which reminds them what they need to take each day</li><li>• Read to your child and as they get older ask them to read to you, siblings other family members</li><li>• Ask them to fill in words in stories, predict what might happen, draw a part of the story and cut out pictures. Give them a note with small tasks to do.</li></ul> <p>Ask them to find particular words (e.g. the) on a page of newspaper.</p> <ul style="list-style-type: none"><li>• Ask questions which encourage problem solving</li><li>• Play word games which increase memory skills</li><li>• Play number games</li><li>• Give tasks which involve counting –cutlery, socks etc</li><li>• Play money games and change giving.</li></ul>

<b><i>How confident do you feel supporting your child with:</i></b>
<ul style="list-style-type: none"> <li>• Managing their relationships?</li> <li>• Supporting their emotional well-being or mental health?</li> </ul>
<p>Examples of parents and carers supporting children at home - to guide your answer:</p> <ul style="list-style-type: none"> <li>• Play games involving turn taking and talk about how it feels to win and lose</li> <li>• Role play any areas of difficulty e.g. how to ask for a toy from another child, how to start up a game, how to make good choices, how to say sorry.</li> <li>• Be aware of changes in behaviour, not wanting to go to school, quieter, more challenging</li> <li>• Set routines for going to bed and getting up</li> <li>• Routines for healthy breakfast each day</li> <li>• Have a five minute slot to tell each other about your day - how did you deal with a difficulty – ask your child what they would done.</li> <li>• Problem solving – give your child situations and ask them what they would do.</li> <li>• Talk about feelings – being embarrassed, jealous, shy, frustrated.</li> <li>• Be patient, re-assure and build confidence.</li> <li>• Diary of the day – ask your child to give smiley/sad face for aspects of school day – understanding, friends etc</li> </ul> <p>Your child can learn new tasks through:</p> <ul style="list-style-type: none"> <li>- pictures or stories</li> <li>- written instruction</li> <li>- regularly watching or helping you do tasks</li> </ul> <ul style="list-style-type: none"> <li>• Promote good behaviour in social and family activities.;</li> <li>• Support them to understand poor behaviour and help them to try alternative ways to make their feelings understood</li> <li>• Be clear about how you expect your child to behave. Use when-then sentences like, “When you speak to me in a calmer voice, then we can talk this through.”</li> <li>• Try to identify your child’s triggers to prevent a tantrum escalating</li> <li>• Provide opportunities for activities including sharing toys and games with a friend or family member.</li> </ul>
<b><i>How confident do you feel supporting your child with:</i></b>
<ul style="list-style-type: none"> <li>• Managing visual/ hearing impairments or long term health conditions?</li> <li>• Supporting physical needs?</li> </ul>
<p>Examples of parents and carers supporting children at home - to guide your answer:</p> <ul style="list-style-type: none"> <li>• Help with equipment e.g. replacing batteries for hearing aids</li> <li>• Help with exercises and/ or given by a physiotherapist or occupational therapist</li> <li>• Supporting child with use of braille or sign language .</li> <li>• Support child to explore their environment and develop their senses.</li> <li>• Use large sized crayons/ paint brushes etc for children who have difficulty holding small equipment;</li> <li>• Use push toys to help with walking, balance, and to gain confidence moving around.</li> <li>• Support for child to develop a range of skills including skills pouring drinks, turning taps, managing steps balancing &amp; climbing,</li> </ul>



<b><i>How confident do you feel supporting your child with:</i></b>
<ul style="list-style-type: none"><li>• Living as independently as their peers?</li><li>• Preparing for later life?</li></ul>
Examples of parents and carers supporting children at home - to guide your answer: <ul style="list-style-type: none"><li>• Decide on area – e.g. getting ready for school - break down the tasks, establish routine, practice, praise, photo/video success, allow time; build on success.</li><li>• Let them assist you as often as possible cooking, shopping, choosing between healthy and less healthy options; managing money, time.</li><li>• Talk about how to do things safely and differently.</li><li>• Writing a shopping list and buying food</li><li>• Cooking and understanding healthy eating</li><li>• Being responsible for their routine, like setting alarms for waking, going to school or work</li><li>• Personal hygiene, including handling food</li><li>• Cleaning and doing house chores, such as vacuuming and tidying</li><li>• Looking after health, including taking medications and exercising</li><li>• Identify small steps - and build at child's pace.</li><li>• Build confidence; allow them to challenge themselves</li></ul>

## Support prompts

	<b>Communication &amp; Interaction</b>
1	<p>Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions</p> <p>Quality First Teaching meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> <li>• Flexible grouping arrangements.</li> <li>• Some differentiation of activities, materials &amp; questioning</li> <li>• Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently.</li> <li>• Environmental considerations are made to meet the needs of all pupils</li> <li>• Consideration of pupil’s learning style, such as the need for visual/ kinesthetic preferences.</li> <li>• An understanding that the communication need may have a wider impact on a child’s social and emotional wellbeing despite the apparent lack of obvious impairment. The child may also be vulnerable to bullying or have low self-esteem.</li> <li>• Awareness of implications of SLCN on basic skills, i.e. numeracy, reading, writing</li> <li>• Consider seeking specialist teacher guidance</li> </ul> <p>- differentiation of activities, materials and questioning</p> <p>- Use of visual and auditory and hands on approaches.</p> <ul style="list-style-type: none"> <li>• Clear and positively stated rules and expectations for behaviour are modelled by all adults</li> <li>• Visual and practical supports e.g. Visual timetables and lists.</li> <li>• A broad and balanced curriculum is planned for all pupils</li> <li>• SEAL materials and interventions.</li> <li>• Anti bullying is routinely addressed and pupils are confident in reporting incidents</li> <li>• Opportunities for social interaction between peers and the wider community of the school may need to be engineered to bolster self esteem and confidence.</li> <li>• Provision of planned opportunities to learn and practice communication skills during structured activities e.g. snack time choices, role play, circle time</li> <li>• Well planned and stimulating curriculum differentiated to need of cohort/class</li> <li>• Awareness of SaLT programme</li> </ul> <p>Other school pastoral interventions could include:</p> <ul style="list-style-type: none"> <li>• Meeting and Greeting</li> <li>• Circle Time</li> <li>• Peer mentoring</li> <li>• Buddy systems</li> </ul>

	<ul style="list-style-type: none"> <li>• Restorative Practice</li> <li>• ELSA support</li> <li>- Lunch clubs.</li> <li>• Appropriate differentiation of task and teaching style</li> <li>• Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate.</li> <li>• School trips which are planned well in advance and take into consideration the needs of the CYP.</li> </ul>
2	<p>Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions</p> <p>Quality First Teaching meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> <li>• Flexible grouping arrangements.</li> <li>• Some differentiation of activities, materials &amp; questioning</li> <li>• Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently.</li> <li>• Environmental considerations are made to meet the needs of all pupils</li> <li>• Consideration of pupil’s learning style, such as the need for visual/ kinesthetic preferences.</li> <li>• An understanding that the communication need may have a wider impact on a child’s social and emotional wellbeing despite the apparent lack of obvious impairment. The child may also be vulnerable to bullying or have low self-esteem.</li> <li>• Awareness of implications of SLCN on basic skills, i.e. numeracy, reading, writing</li> <li>• Consider seeking specialist teacher guidance</li> <li>- differentiation of activities, materials and questioning</li> <li>- Use of visual and auditory and hands on approaches.</li> <li>• Clear and positively stated rules and expectations for behaviour are modelled by all adults</li> <li>• Visual and practical supports e.g. Visual timetables and lists.</li> <li>• A broad and balanced curriculum is planned for all pupils</li> <li>• SEAL materials and interventions.</li> <li>• Anti bullying is routinely addressed and pupils are confident in reporting incidents</li> <li>• Opportunities for social interaction between peers and the wider community of the school may need to be engineered to bolster self esteem and confidence.</li> <li>• Provision of planned opportunities to learn and practice communication skills during structured activities e.g. snack time choices, role play, circle time</li> <li>• Well planned and stimulating curriculum differentiated to need of cohort/class</li> <li>• Awareness of SaLT programme</li> </ul> <p>Other school pastoral interventions could include:</p> <ul style="list-style-type: none"> <li>• Meeting and Greeting</li> <li>• Circle Time</li> </ul>

	<ul style="list-style-type: none"> <li>• Peer mentoring</li> <li>• Buddy systems</li> <li>• Restorative Practice</li> <li>• ELSA support</li> <li>- Lunch clubs.</li> <li>• Appropriate differentiation of task and teaching style</li> <li>• Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate.</li> <li>• School trips which are planned well in advance and take into consideration the needs of the CYP.</li> </ul>
3	<p>In addition to good Quality First Teaching some of the following may be required:</p> <ul style="list-style-type: none"> <li>• Daily personalised/small group learning to target identified areas of need</li> <li>• Use a screening tool such as: Universally Speaking or WellComn to inform and plan next steps and/or provision</li> <li>• Use programs of intervention either independently or as advised by the Speech and Language Therapist (SaLT)/Education Psychologist or Specialist Teacher</li> <li>• Deliver interventions to develop social communication skills e.g. small group work, negotiating activities, turn-taking/sharing, role-play/social stories as appropriate</li> <li>• Request support from ASD Specialists</li> <li>• Be aware of the constraints of testing when ascertaining a CYP's cognitive ability, attainment and progress and being flexible in approach to meet the needs of individuals</li> </ul> <p>Training for staff may include:</p> <ul style="list-style-type: none"> <li>o Understanding ASD</li> <li>o Supporting Social Communication Difficulties</li> <li>o Elklan</li> <li>o Using Social Stories/Comic strip conversations</li> <li>o Supporting CYP with Sensory Processing issues</li> <li>o Information about the CYP's difficulties is shared with relevant staff, in partnership with parents.</li> </ul> <ul style="list-style-type: none"> <li>• Individual targets agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets</li> <li>• Access to some individual support based on targets in support plan</li> <li>• Careful consideration to group dynamics in the class</li> <li>• Establish strategies to facilitate communication and to assess learning</li> <li>• Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills.</li> <li>• Classroom Teaching Assistance (TA) is targeted towards support to access specific tasks/settings</li> <li>• Staff work with specialist outreach teachers to learn strategies</li> </ul> <p>Speech</p>

	<ul style="list-style-type: none"> <li>* Listening skills groups</li> <li>* Phonological awareness, processing and discrimination</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>* Access to small group support e.g. Talk Boost, Time to Talk, Talking Partners, Narrative groups.</li> </ul> <p>Social communication</p> <ul style="list-style-type: none"> <li>* Socially speaking, Talkabout, Time to Talk</li> <li>• Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills.</li> <li>• Checking pupil’s understanding of task and recording of work.</li> <li>• Learning tasks differentiated by task and outcome to meet individual needs.</li> <li>• Small group support e.g. Circle of Friends, self-esteem group. Group work to be planned and tailored to meet identified need and includes good role models.</li> <li>• Preparation for changes to activities/routines/ staffing</li> <li>• Aspects of structured teaching (TEACCH) used in planning</li> <li>• Peer mentoring support.</li> <li>• Supporting specific areas of difficulty e.g. assembly, RE, PE, outdoor play, forest schools</li> <li>• Supporting pupil to recognise and communicate their feelings about the school day (emotion rating scale.)</li> <li>• Individual work on recognition and understanding of emotions, including visual supports</li> </ul>
4	<p>In addition to good Quality First Teaching some of the following may be required:</p> <ul style="list-style-type: none"> <li>• Daily personalised/small group learning to target identified areas of need</li> <li>• Use a screening tool such as: Universally Speaking or WellComn to inform and plan next steps and/or provision</li> <li>• Use programs of intervention either independently or as advised by the Speech and Language Therapist (SaLT)/Education Psychologist or Specialist Teacher</li> <li>• Deliver interventions to develop social communication skills e.g. small group work, negotiating activities, turn-taking/sharing, role-play/social stories as appropriate</li> <li>• Request support from ASD Specialists</li> <li>• Be aware of the constraints of testing when ascertaining a CYP’s cognitive ability, attainment and progress and being flexible in approach to meet the needs of individuals</li> </ul> <p>Training for staff may include:</p> <ul style="list-style-type: none"> <li>o Understanding ASD</li> <li>o Supporting Social Communication Difficulties</li> <li>o Elklan</li> <li>o Using Social Stories/Comic strip conversations</li> <li>o Supporting CYP with Sensory Processing issues</li> </ul>

	<p>o Information about the CYP's difficulties is shared with relevant staff, in partnership with parents.</p> <ul style="list-style-type: none"> <li>• Individual targets agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets</li> <li>• Access to some individual support based on targets in support plan</li> <li>• Careful consideration to group dynamics in the class</li> <li>• Establish strategies to facilitate communication and to assess learning</li> <li>• Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills.</li> <li>• Classroom Teaching Assistance (TA) is targeted towards support to access specific tasks/settings</li> <li>• Staff work with specialist outreach teachers to learn strategies</li> </ul> <p>Speech</p> <ul style="list-style-type: none"> <li>* Listening skills groups</li> <li>* Phonological awareness, processing and discrimination</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>* Access to small group support e.g. Talk Boost, Time to Talk, Talking Partners, Narrative groups.</li> </ul> <p>Social communication</p> <ul style="list-style-type: none"> <li>* Socially speaking, Talkabout, Time to Talk</li> <li>• Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills.</li> <li>• Checking pupil's understanding of task and recording of work.</li> <li>• Learning tasks differentiated by task and outcome to meet individual needs.</li> <li>• Small group support e.g. Circle of Friends, self-esteem group. Group work to be planned and tailored to meet identified need and includes good role models.</li> <li>• Preparation for changes to activities/routines/ staffing</li> <li>• Aspects of structured teaching (TEACCH) used in planning</li> <li>• Peer mentoring support.</li> <li>• Supporting specific areas of difficulty e.g. assembly, RE, PE, outdoor play, forest schools</li> <li>• Supporting pupil to recognise and communicate their feelings about the school day (emotion rating scale.)</li> <li>• Individual work on recognition and understanding of emotions, including visual supports</li> </ul>
5	<p>Manage access arrangements for internal and external examinations and assessments. e.g. reader or scribe, extra time for assessments as needed</p> <ul style="list-style-type: none"> <li>• Awareness of social and emotional aspects of disability</li> <li>• Speech and Language Therapist's advice reflected in lesson/ curriculum planning and delivery overseen by SENCO</li> <li>• Pre-teaching and over learning of key vocabulary and concepts</li> </ul> <p>Teaching assistance time will include the supply of teaching and learning resources and delivery of intervention.</p> <p>Speech</p> <ul style="list-style-type: none"> <li>* May attend clinic sessions for speech difficulties.</li> </ul>

<p>* Schools deliver follow-up interventions supplied from clinic sessions e.g. Black Sheep Press, Metaphon, Nuffield Dyspraxia Programme, Sound &amp; Speak books.</p> <p>* Consideration of speech sound development when delivering phonics.</p> <p>Social communication</p> <ul style="list-style-type: none"> <li>• Regular/daily small group or 1:1 teaching of social skills</li> </ul> <p>Activities to target:</p> <ul style="list-style-type: none"> <li>* Peer awareness</li> <li>* Social understanding and insight.</li> <li>* Recognising emotions in themselves &amp; others.</li> <li>* Use of language to communicate.</li> <li>* Specific conversational skills.</li> <li>* Non-verbal skills- body language</li> </ul> <p>Quality first teaching which includes differentiated delivery, content and task offering frequent challenge and success and linked to individual outcomes</p> <ul style="list-style-type: none"> <li>• Teaching style adapted to suit pupil's learning style e.g. level/ pace/volume/amount of teacher talk reduced, practical activities.</li> <li>• Some targeted, high quality support from adults in class which supports engagement in learning and encourages independence from the earliest time</li> <li>• Chunking work into small steps of learning</li> <li>• Awareness of social and emotional aspects of need and focused work to support development of these skills</li> <li>• Established communication strategies to facilitate communication and to assess learning e.g. PECs or visual communication supports as advised by Social Communication Emotional Regulation Transactional Support (SCERTS), including language script</li> <li>• Personalised motivation systems known to all staff in school who have contact with the pupil, implemented consistently across the curriculum. These are updated regularly to engage and motivate. identified regular support to undertake the following: <ul style="list-style-type: none"> <li>- prepare and make relevant visual supports and structure</li> <li>- write Social Stories, where needed</li> <li>- adapt materials for lesson</li> <li>- facilitate alternative recording strategies e.g.keyboard for writing if needed.</li> </ul> </li> <li>• Modified and adapted PE lessons as required.</li> <li>• ICT equipment as necessary in exams</li> <li>• Adjusted ,flexible timetable introduced in negotiation with pupil, parents and staff e.g. temporary withdrawal from some activities e.g.assemblies, specific lessons.</li> <li>• Time-limited intervention programmes with staff who have knowledge/skills to address specific needs, may include withdrawal for Social</li> </ul>
--

	<p>Interaction/Communication groups</p> <ul style="list-style-type: none"> <li>• Individual work around recognition and understanding of emotions, including personalised visual supports and resources/ interventions e.g. 5 Point scale, feelings board, Zones of regulation</li> <li>• Use of key-working approaches/mentor to ensure CYP has trusted adult to offer support for both self &amp; mutual regulation during vulnerable times.</li> <li>• Peer awareness is actively promoted and embedded in everyday practice</li> <li>• Detailed time limited intervention programme e.g. Socially Speaking, Lego therapy, musical interaction</li> <li>• Uses individual work station to develop independence, to practice and reinforce learning where appropriate to child</li> <li>• Use Autism champion in school to support planning</li> <li>• Short term small group and/or individual intervention, to develop engagement in specific areas of curriculum as identified by the subject teacher or EP/specialist teacher, following a programme designed or recommended by that professional.</li> <li>• Use of specialist interests of CYP to help engage and motivate in lessons</li> <li>• Individual support for pre and post teaching</li> <li>• Individualised support to implement recommendations from support services e.g. STT, SALT, OT etc.</li> <li>• Programmes developed to include 1:1 and /or group teaching of social communication and interaction skills and emotional regulation</li> <li>• Consideration given to delivery of PSHE to ensure key messages are understood</li> <li>• Individual emotional 'checking in' and 'checking out' at beginning and end of session/day to encourage self -monitoring.</li> </ul>
6	<p>Manage access arrangements for internal and external examinations and assessments. e.g. reader or scribe, extra time for assessments as needed</p> <ul style="list-style-type: none"> <li>• Awareness of social and emotional aspects of disability</li> <li>• Speech and Language Therapist's advice reflected in lesson/ curriculum planning and delivery overseen by SENCO</li> <li>• Pre-teaching and over learning of key vocabulary and concepts</li> </ul> <p>Teaching assistance time will include the supply of teaching and learning resources and delivery of intervention.</p> <p>Speech</p> <ul style="list-style-type: none"> <li>* May attend clinic sessions for speech difficulties.</li> <li>* Schools deliver follow-up interventions supplied from clinic sessions e.g. Black Sheep Press, Metaphon, Nuffield Dyspraxia Programme, Sound &amp; Speak books.</li> <li>* Consideration of speech sound development when delivering phonics.</li> </ul> <p>Social communication</p> <ul style="list-style-type: none"> <li>• Regular/daily small group or 1:1 teaching of social skills</li> </ul> <p>Activities to target:</p> <ul style="list-style-type: none"> <li>* Peer awareness</li> <li>* Social understanding and insight.</li> <li>* Recognising emotions in themselves &amp; others.</li> </ul>



- \* Use of language to communicate.
- \* Specific conversational skills.
- \* Non-verbal skills- body language

Quality first teaching which includes differentiated delivery, content and task offering frequent challenge and success and linked to individual outcomes

- Teaching style adapted to suit pupil's learning style e.g. level/ pace/volume/amount of teacher talk reduced, practical activities.
- Some targeted, high quality support from adults in class which supports engagement in learning and encourages independence from the earliest time
- Chunking work into small steps of learning
- Awareness of social and emotional aspects of need and focused work to support development of these skills
- Established communication strategies to facilitate communication and to assess learning e.g. PECs or visual communication supports as advised by Social Communication Emotional Regulation Transactional Support (SCERTS), including language script
- Personalised motivation systems known to all staff in school who have contact with the pupil, implemented consistently across the curriculum. These are updated regularly to engage and motivate. identified regular support to undertake the following:
  - prepare and make relevant visual supports and structure
  - write Social Stories, where needed
  - adapt materials for lesson
  - facilitate alternative recording strategies e.g.keyboard for writing if needed.
- Modified and adapted PE lessons as required.
- ICT equipment as necessary in exams
- Adjusted ,flexible timetable introduced in negotiation with pupil, parents and staff e.g. temporary withdrawal from some activities e.g.assemblies, specific lessons.
- Time-limited intervention programmes with staff who have knowledge/skills to address specific needs, may include withdrawal for Social Interaction/Communication groups
- Individual work around recognition and understanding of emotions, including personalised visual supports and resources/ interventions e.g. 5 Point scale, feelings board, Zones of regulation
- Use of key-working approaches/mentor to ensure CYP has trusted adult to offer support for both self & mutual regulation during vulnerable times.
- Peer awareness is actively promoted and embedded in everyday practice
- Detailed time limited intervention programme e.g. Socially Speaking, Lego therapy, musical interaction
- Uses individual work station to develop independence, to practice and reinforce learning where appropriate to child
- Use Autism champion in school to support planning

	<ul style="list-style-type: none"> <li>• Short term small group and/or individual intervention, to develop engagement in specific areas of curriculum as identified by the subject teacher or EP/specialist teacher, following a programme designed or recommended by that professional.</li> <li>• Use of specialist interests of CYP to help engage and motivate in lessons</li> <li>• Individual support for pre and post teaching</li> <li>• Individualised support to implement recommendations from support services e.g. STT, SALT, OT etc.</li> <li>• Programmes developed to include 1:1 and /or group teaching of social communication and interaction skills and emotional regulation</li> <li>• Consideration given to delivery of PSHE to ensure key messages are understood</li> <li>• Individual emotional 'checking in' and 'checking out' at beginning and end of session/day to encourage self -monitoring.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Access to a highly differentiated curriculum</li> <li>• Use of equipment to access the curriculum</li> <li>• Outreach advice from SLCN specialist teachers reflected in lesson/curriculum planning ELKLAN strategies are used with the CYP, such as:</li> <li>• Additional processing time</li> <li>• Task plans</li> <li>• Pre teaching of vocabulary</li> <li>• Limited use of language (Information Carrying Words)</li> <li>• Broken down instructions and information</li> <li>• Daily follow up of speech sound activities as advised by Speech and Language Therapist</li> <li>• Use of Makaton/ PECS in classroom as appropriate</li> <li>• Use of visual supports such as Numicon, colour coding,</li> <li>• Use of sign/gesture to alongside speech —Cued Articulation, Makaton, gestures.</li> <li>• Explicit teaching of social skills CYP would benefit from:</li> <li>• A low stimulus classroom</li> <li>• De-stimulating learning areas/ pods</li> <li>• Very small group teaching</li> <li>• A highly visual learning environment</li> <li>• Personalised interactive learning displays</li> </ul> <p>Examples of Interventions:</p> <p>Speech Nuffield, Phonological Awareness Training, cued articulation and phonological programmes.</p> <p>Language Colourful semantics, Shape coding, Active Listening, Language for Thinking, Word Aware, Blank Language Model</p> <p>Social communication</p> <ul style="list-style-type: none"> <li>• Talkabout, Lego Therapy, Circle of Friends, Intensive Interaction.</li> </ul>

	<ul style="list-style-type: none"> <li>• Specialised teaching style and tasks are adapted to suit pupil’s learning style, e.g visual support, task plans, visual timetables, use of symbols</li> <li>• individualised support to implement recommendations from SaLT service</li> <li>• structured individual programmes</li> <li>• programmes to develop social interaction as per specialist guidance</li> <li>• Advice and assessment of the use of specialist or adapted ICT to access the curriculum , Alternative Augmented Communication e.g. communication aid, Makaton.</li> <li>• access to mentor systems</li> <li>• disapplication from certain subjects if appropriate</li> <li>• The use of specialist or adapted equipment / software in all lessons to access the curriculum</li> <li>• Specialised modification of all teaching and learning</li> <li>• specialist teaching focusing on both learning curriculum and social skills throughout the school day.</li> <li>• Facilitate production of differentiated materials</li> <li>• Adult support to access an individualised curriculum</li> <li>• Social Communication Emotional Regulation Transactional Support (SCERTS) framework may be used.</li> </ul> <p>Structured 1:1 teaching using TEACCH principle</p> <ul style="list-style-type: none"> <li>• Planned support during breaks and lunch.</li> <li>• Support around understanding diagnosis and what it means to the individual</li> </ul> <p>High levels of adult support alongside a teacher-led individualised curriculum which includes:</p> <ul style="list-style-type: none"> <li>• Specialist teaching for academic learning which allows for challenge and independent work</li> <li>• Disapplication from certain subjects where appropriate.</li> <li>• Exploring their identity and understanding their needs/diagnosis</li> </ul>
8	<ul style="list-style-type: none"> <li>• Access to a highly differentiated curriculum</li> <li>• Use of equipment to access the curriculum</li> <li>• Outreach advice from SLCN specialist teachers reflected in lesson/curriculum planning ELKLAN strategies are used with the CYP, such as:</li> <li>• Additional processing time</li> <li>• Task plans</li> <li>• Pre teaching of vocabulary</li> <li>• Limited use of language (Information Carrying Words)</li> <li>• Broken down instructions and information</li> <li>• Daily follow up of speech sound activities as advised by Speech and Language Therapist</li> <li>• Use of Makaton/ PECS in classroom as appropriate</li> <li>• Use of visual supports such as Numicon, colour coding,</li> </ul>

- Use of sign/gesture to alongside speech —Cued Articulation, Makaton, gestures.
  - Explicit teaching of social skills CYP would benefit from:
  - A low stimulus classroom
  - De-stimulating learning areas/ pods
  - Very small group teaching
  - A highly visual learning environment
  - Personalised interactive learning displays
- Examples of Interventions:
- Speech  
Nuffield, Phonological Awareness Training, cued articulation and phonological programmes.
- Language  
Colourful semantics, Shape coding, Active Listening, Language for Thinking, Word Aware, Blank Language Model
- Social communication
- Talkabout, Lego Therapy, Circle of Friends, Intensive Interaction.
  - Specialised teaching style and tasks are adapted to suit pupil’s learning style, e.g visual support, task plans, visual timetables, use of symbols
  - individualised support to implement recommendations from SaLT service
  - structured individual programmes
  - programmes to develop social interaction as per specialist guidance
  - Advice and assessment of the use of specialist or adapted ICT to access the curriculum , Alternative Augmented Communication e.g. communication aid, Makaton.
  - access to mentor systems
  - disapplication from certain subjects if appropriate
  - The use of specialist or adapted equipment / software in all lessons to access the curriculum
  - Specialised modification of all teaching and learning
  - specialist teaching focusing on both learning curriculum and social skills throughout the school day.
  - Facilitate production of differentiated materials
  - Adult support to access an individualised curriculum
  - Social Communication Emotional Regulation Transactional Support (SCERTS) framework may be used.
- Structured 1:1 teaching using TEACCH principle
- Planned support during breaks and lunch.
  - Support around understanding diagnosis and what it means to the individual
- High levels of adult support alongside a teacher-led individualised curriculum which includes:

	<ul style="list-style-type: none"> <li>• Specialist teaching for academic learning which allows for challenge and independent work</li> <li>• Disapplication from certain subjects where appropriate.</li> <li>• Exploring their identity and understanding their needs/diagnosis</li> </ul>
9	<p>Highly visual teaching strategies commonplace to support spoken word.</p> <ul style="list-style-type: none"> <li>• TEACCH</li> <li>• requires additional staff support to access learning in a specialist setting due to high level of vulnerability presented by the pupil</li> <li>• Use of Makaton as routine in every classroom, around school, etc</li> <li>• Following Eating and Drinking Plan</li> <li>• Delivery of communication groups by teachers /TAs under guidance of SLT</li> <li>• Specialist teaching matched to comprehension levels of individual child</li> </ul>
10	<p>Highly visual teaching strategies commonplace to support spoken word.</p> <ul style="list-style-type: none"> <li>• TEACCH</li> <li>• requires additional staff support to access learning in a specialist setting due to high level of vulnerability presented by the pupil</li> <li>• Use of Makaton as routine in every classroom, around school, etc</li> <li>• Following Eating and Drinking Plan</li> <li>• Delivery of communication groups by teachers /TAs under guidance of SLT</li> <li>• Specialist teaching matched to comprehension levels of individual child</li> </ul>

	<p><b>Cognition and learning</b></p>
1	<p>Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions</p> <p>Quality First Teaching meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> <li>• Flexible grouping arrangements.</li> <li>• Some differentiation of activities and materials</li> <li>• Differentiated questioning</li> <li>• Use of visual, auditory and kinaesthetic approaches.</li> <li>• Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently.</li> <li>• Routine feedback to pupils</li> <li>• Focussed guided reading and writing groups are led by a teacher</li> <li>• Barriers to learning are considered and appropriate arrangements made to overcome these.</li> <li>• Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage.</li> <li>• A broad and balanced curriculum is planned for all pupils</li> <li>• The school is flexible in adapting the core offer to meet needs of all pupils</li> <li>• Opportunities are provided for small group work based on identified need</li> <li>• Well-planned and stimulating PHSE/Citizenship curriculum, differentiated to needs of cohort/class</li> </ul>

	<ul style="list-style-type: none"> <li>• SEAL materials and interventions are routinely used.</li> <li>• Anti bullying is routinely addressed and pupils are confident in reporting incidents.</li> <li>• Pastoral arrangements are embedded in whole school practice</li> <li>• Other school pastoral interventions could include</li> <li>• Meeting and Greeting</li> <li>• Circle Time</li> <li>• Peer mentoring</li> <li>• Buddy systems</li> <li>• Restorative Practice</li> <li>• ELSA support</li> <li>• Lunch clubs</li> <li>• Peer reading</li> </ul>
2	<p>Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions</p> <p>Quality First Teaching meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> <li>• Flexible grouping arrangements.</li> <li>• Some differentiation of activities and materials</li> <li>• Differentiated questioning</li> <li>• Use of visual, auditory and kinaesthetic approaches.</li> <li>• Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently.</li> <li>• Routine feedback to pupils</li> <li>• Focussed guided reading and writing groups are led by a teacher</li> <li>• Barriers to learning are considered and appropriate arrangements made to overcome these.</li> <li>• Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage.</li> <li>• A broad and balanced curriculum is planned for all pupils</li> <li>• The school is flexible in adapting the core offer to meet needs of all pupils</li> <li>• Opportunities are provided for small group work based on identified need</li> <li>• Well-planned and stimulating PHSE/Citizenship curriculum, differentiated to needs of cohort/class</li> <li>• SEAL materials and interventions are routinely used.</li> <li>• Anti bullying is routinely addressed and pupils are confident in reporting incidents.</li> <li>• Pastoral arrangements are embedded in whole school practice</li> <li>• Other school pastoral interventions could include</li> <li>• Meeting and Greeting</li> <li>• Circle Time</li> <li>• Peer mentoring</li> <li>• Buddy systems</li> <li>• Restorative Practice</li> <li>• ELSA support</li> </ul>

	<ul style="list-style-type: none"> <li>• Lunch clubs</li> <li>• Peer reading</li> </ul>
3	<p>In addition to good Quality First Teaching the following will be required:</p> <p>Teaching and Learning:</p> <ul style="list-style-type: none"> <li>• Differentiation is used to ensure the development of literacy, numeracy, expressive language and communication skills and to minimise behaviour and emotional difficulties</li> <li>• Access to adults who are skilled and experienced in supporting students with general and specific learning difficulties</li> <li>• Assessments focus on how the pupil is learning, more in-depth analysis of strengths and weaknesses and progress in relation to time</li> <li>• Arrangements to support the use and delivery of approaches/materials for students with Specific Learning Difficulties (SpLD) which may include multi-sensory teaching strategies, a focus on phonological awareness and/or motor skills programme</li> <li>• Make reasonable adjustments to the learning environment e.g. appropriate seating, individual work-station, visual timetable, timings of breaks and transition arrangements within the school day, use of timers</li> <li>• Materials which reduce or support note taking, copying of diagrams and charts and/or alternative approaches to recording</li> <li>• Effective use of IT equipment to support learning</li> </ul> <p>Whole Setting:</p> <ul style="list-style-type: none"> <li>• Appropriate interpersonal skills with other students are promoted</li> <li>• Mentoring/Learning mentors can be accessed by learners</li> <li>• SENCO accesses relevant Continued Professional Development (CPD)</li> <li>• Staff trained and able to support students with a range of learning difficulties, including SpLD.</li> </ul> <p>This might include support from external specialist professionals</p> <ul style="list-style-type: none"> <li>• Class teacher/SENCo makes good use of recommendations from outside agencies/specialists</li> </ul> <p>Resources/Research:</p> <ul style="list-style-type: none"> <li>• Class teacher/SENCO makes good use of approved websites and free on-line training programs to enhance skills and understanding</li> <li>• SENCO makes use of current evidence-based research available e.g. the Education Endowment Foundation (EEF) publication/toolkit and EEF Teaching Assistant document and Nasen Journals.</li> </ul> <p>CYP's identified needs are highlighted to all relevant staff with advice on support strategies provided and monitored by the SENCO/SLT</p> <ul style="list-style-type: none"> <li>• Inclusive teaching with emphasis on small step approach</li> <li>• Increased differentiation by presentation, outcome, timing, scaffolding, and additional resources.</li> <li>• Simplified level/pace/amount of teacher talk.</li> <li>• Pre-tutoring used effectively</li> <li>• Activities and time built into lesson planning to give opportunities for pupils to work on own targets</li> <li>• Alternative forms of recording routinely offered and used e.g.ppts, oral presentation, posters, sound buttons, mind maps, matching labels to pictures, sorting into category etc</li> <li>• Some additional and/or different provision enhances the core offer.</li> <li>• Normal curriculum plans include individual/group targets.</li> <li>• TAs are used flexibly so that the teacher can focus on individuals and groups.</li> <li>• Time-limited, proven interventions are matched to pupil need and delivered by suitably trained staff.</li> <li>• Some use of small group or 1:1 programmes planned by the teacher and delivered by a TA to address specific difficulties</li> </ul>

	<ul style="list-style-type: none"> <li>• Progress in interventions is recorded and shared with teachers so that learning is transferred and focussed teaching can be planned to address any difficulties</li> <li>• Opportunities are provided for skill reinforcement / over learning / revision / transfer and generalisation.</li> <li>• Whole school systems evaluate the impact of interventions and monitor the quality of teaching and learning.</li> </ul>
4	<p>In addition to good Quality First Teaching the following will be required:</p> <p>Teaching and Learning:</p> <ul style="list-style-type: none"> <li>• Differentiation is used to ensure the development of literacy, numeracy, expressive language and communication skills and to minimise behaviour and emotional difficulties</li> <li>• Access to adults who are skilled and experienced in supporting students with general and specific learning difficulties</li> <li>• Assessments focus on how the pupil is learning, more in-depth analysis of strengths and weaknesses and progress in relation to time</li> <li>• Arrangements to support the use and delivery of approaches/materials for students with Specific Learning Difficulties (SpLD) which may include multi-sensory teaching strategies, a focus on phonological awareness and/or motor skills programme</li> <li>• Make reasonable adjustments to the learning environment e.g. appropriate seating, individual work-station, visual timetable, timings of breaks and transition arrangements within the school day, use of timers</li> <li>• Materials which reduce or support note taking, copying of diagrams and charts and/or alternative approaches to recording</li> <li>• Effective use of IT equipment to support learning</li> </ul> <p>Whole Setting:</p> <ul style="list-style-type: none"> <li>• Appropriate interpersonal skills with other students are promoted</li> <li>• Mentoring/Learning mentors can be accessed by learners</li> <li>• SENCO accesses relevant Continued Professional Development (CPD)</li> <li>• Staff trained and able to support students with a range of learning difficulties, including SpLD.</li> </ul> <p>This might include support from external specialist professionals</p> <ul style="list-style-type: none"> <li>• Class teacher/SENCo makes good use of recommendations from outside agencies/specialists</li> </ul> <p>Resources/Research:</p> <ul style="list-style-type: none"> <li>• Class teacher/SENCO makes good use of approved websites and free on-line training programs to enhance skills and understanding</li> <li>• SENCO makes use of current evidence-based research available e.g. the Education Endowment Foundation (EEF) publication/toolkit and EEF Teaching Assistant document and Nasen Journals.</li> </ul> <p>CYP's identified needs are highlighted to all relevant staff with advice on support strategies provided and monitored by the SENCO/SLT</p> <ul style="list-style-type: none"> <li>• Inclusive teaching with emphasis on small step approach</li> <li>• Increased differentiation by presentation, outcome, timing, scaffolding, and additional resources.</li> <li>• Simplified level/pace/amount of teacher talk.</li> <li>• Pre-tutoring used effectively</li> <li>• Activities and time built into lesson planning to give opportunities for pupils to work on own targets</li> <li>• Alternative forms of recording routinely offered and used e.g.ppts, oral presentation, posters, sound buttons, mind maps, matching labels to pictures, sorting into category etc</li> <li>• Some additional and/or different provision enhances the core offer.</li> <li>• Normal curriculum plans include individual/group targets.</li> <li>• TAs are used flexibly so that the teacher can focus on individuals and groups.</li> </ul>



	<ul style="list-style-type: none"> <li>• Time-limited, proven interventions are matched to pupil need and delivered by suitably trained staff.</li> <li>• Some use of small group or 1:1 programmes planned by the teacher and delivered by a TA to address specific difficulties</li> <li>• Progress in interventions is recorded and shared with teachers so that learning is transferred and focussed teaching can be planned to address any difficulties</li> <li>• Opportunities are provided for skill reinforcement / over learning / revision / transfer and generalisation.</li> <li>• Whole school systems evaluate the impact of interventions and monitor the quality of teaching and learning.</li> </ul>
5	<p>Additional specific provision and/or advice might include a detailed time-limited programme, intervention, personalised timetable and/or resources.</p> <ul style="list-style-type: none"> <li>• Mainstream class with regular targeted small group support</li> <li>• On going opportunities for 1:1 support focused on specific personalised targets with reinforcement in whole class activities to aid transfer of skills</li> <li>• Flexibility of groupings allows for buddy support / good role models / focused teaching.</li> <li>• Further modification of level, pace, amount of teacher talk to address pupils' identified need.</li> <li>• Advice from external agencies is implemented in the classroom</li> <li>• There may be need for very structured and multi-sensory approaches to learning.</li> <li>• Pre-tutoring is used to enable the pupil to engage with learning in the classroom.</li> <li>• Enhanced opportunities to use technological aids</li> <li>• Use of visual reminders, timers, resources and rewards to develop independence.</li> <li>• Emphasis on increasing differentiation of activities and materials within an inclusive curriculum to individual pupil level</li> <li>• Some adaptation to NC programme of study may be necessary to reflect attainment outside the expected range for the year group or key stage.</li> <li>• Some withdrawal for short periods with learning planned by the class/subject teacher and/or additional teacher and reinforced within the classroom.</li> <li>• Routine opportunities for over learning and practice of basic skills on a daily basis.</li> <li>• Emphasis on automaticity, skill mastery, and generalisation of skills</li> <li>• Regular monitoring and evaluation of programmes to measure outcomes.</li> <li>• Flexible seating arrangements enable the CYP to interact and learn with a range of peers</li> </ul> <p>Additional adult, under the direction of the teacher:</p> <ul style="list-style-type: none"> <li>• supports pupil working on modified curriculum tasks;</li> <li>• provides regular opportunities for small group work and daily 1:1.</li> <li>• Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</li> <li>• Substantial adaptations may be required in at least the core subject to allow the CYP to work and be assessed on programmes of study appropriate to the CYP rather than the key stage</li> <li>• Presentation and delivery may require modification and support through the use of real objects.</li> <li>• An individualised learning programme is developed with support from SENCO and advice from education and non-education professional as appropriate.</li> <li>• Qualified and experienced teachers and directed TA deliver aspects of the programme acting on advice from external specialists to include</li> <li>• Frequent opportunities for small group work based on identified need.</li> <li>• Daily opportunities for 1:1 support focused on specific IEP targets.</li> </ul> <p>Tasks and presentation personalised to pupil's needs.</p> <ul style="list-style-type: none"> <li>• Individualised level/pace/ amount of teacher talk.</li> <li>• Significant emphasis on consolidation and lateral progress before introducing new skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• Small steps targets within group programmes and/or 1:1</li> <li>• Development of automaticity should be facilitated through overlearning opportunities</li> </ul>
6	<p>Additional specific provision and/or advice might include a detailed time-limited programme, intervention, personalised timetable and/or resources.</p> <ul style="list-style-type: none"> <li>• Mainstream class with regular targeted small group support</li> <li>• On going opportunities for 1:1 support focused on specific personalised targets with reinforcement in whole class activities to aid transfer of skills</li> <li>• Flexibility of groupings allows for buddy support / good role models / focused teaching.</li> <li>• Further modification of level, pace, amount of teacher talk to address pupils' identified need.</li> <li>• Advice from external agencies is implemented in the classroom</li> <li>• There may be need for very structured and multi-sensory approaches to learning.</li> <li>• Pre-tutoring is used to enable the pupil to engage with learning in the classroom.</li> <li>• Enhanced opportunities to use technological aids</li> <li>• Use of visual reminders, timers, resources and rewards to develop independence.</li> <li>• Emphasis on increasing differentiation of activities and materials within an inclusive curriculum to individual pupil level</li> <li>• Some adaptation to NC programme of study may be necessary to reflect attainment outside the expected range for the year group or key stage.</li> <li>• Some withdrawal for short periods with learning planned by the class/subject teacher and/or additional teacher and reinforced within the classroom.</li> <li>• Routine opportunities for over learning and practice of basic skills on a daily basis.</li> <li>• Emphasis on automaticity, skill mastery, and generalisation of skills</li> <li>• Regular monitoring and evaluation of programmes to measure outcomes.</li> <li>• Flexible seating arrangements enable the CYP to interact and learn with a range of peers</li> </ul> <p>Additional adult, under the direction of the teacher:</p> <ul style="list-style-type: none"> <li>• supports pupil working on modified curriculum tasks;</li> <li>• provides regular opportunities for small group work and daily 1:1.</li> <li>• Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement • Substantial adaptations may be required in at least the core subject to allow the CYP to work and be assessed on programmes of study appropriate to the CYP rather than the key stage</li> <li>• Presentation and delivery may require modification and support through the use of real objects.</li> <li>• An individualised learning programme is developed with support from SENCO and advice from education and non-education professional as appropriate.</li> <li>• Qualified and experienced teachers and directed TA deliver aspects of the programme acting on advice from external specialists to include</li> <li>• Frequent opportunities for small group work based on identified need.</li> <li>• Daily opportunities for 1:1 support focused on specific IEP targets.</li> </ul> <p>Tasks and presentation personalised to pupil's needs.</p> <ul style="list-style-type: none"> <li>• Individualised level/pace/ amount of teacher talk.</li> <li>• Significant emphasis on consolidation and lateral progress before introducing new skills.</li> <li>• Small steps targets within group programmes and/or 1:1</li> <li>• Development of automaticity should be facilitated through overlearning opportunities</li> </ul>
7	<ul style="list-style-type: none"> <li>• Specialist, highly skilled and trained staff take responsibility for devising, delivering &amp; evaluating a personalised programme that accelerates learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Multisensory approaches are used</li> <li>• Alternative ways to record work are offered</li> <li>• Intensive and varied opportunities are provided to develop automaticity in reading and writing skills.</li> <li>• IT software programs are used to support learning</li> </ul>
8	<ul style="list-style-type: none"> <li>• Specialist, highly skilled and trained staff take responsibility for devising, delivering &amp; evaluating a personalised programme that accelerates learning.</li> <li>• Multisensory approaches are used</li> <li>• Alternative ways to record work are offered</li> <li>• Intensive and varied opportunities are provided to develop automaticity in reading and writing skills.</li> <li>• IT software programs are used to support learning</li> </ul>
9	Additional staff support to access learning is provided due to high level of vulnerability presented by the CYP.
10	Additional staff support to access learning is provided due to high level of vulnerability presented by the CYP.

	<b>SEMH</b>
1	<p>Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions</p> <p>Promote an ethos and environment that:</p> <ul style="list-style-type: none"> <li>• promotes respect and values diversity</li> <li>• sets high expectations of attainment for all pupils with consistently applied support</li> <li>• promotes the health and wellbeing of all pupils in the school, identifying priorities and a clear process of planning, doing and reviewing to achieve the desired outcomes</li> <li>• uses various resources available to help them know about the well-being of pupils in their setting <a href="https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/headstart-resources/">https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/headstart-resources/</a></li> <li>• plays a role in supporting CYP to be resilient and mentally healthy</li> <li>• develops a supportive setting and classroom climate and ethos which builds a sense of connectedness, focus and purpose, the acceptance of emotion, respect, warmth, relationships and communication and the celebration of difference.</li> </ul> <p>Curriculum, teaching and learning that:</p> <ul style="list-style-type: none"> <li>• promotes resilience and supports social and emotional learning, including positive behaviour, social development and self-esteem.</li> <li>• explicitly teaches social and emotional skills, attitudes and values, using well-trained and enthusiastic teachers and positive, experiential and interactive methods (and integrate learning into mainstream processes of school life)</li> <li>• teaches children of all ages about mental health and emotional well-being</li> </ul> <p>Resources to support mental health:</p> <p>Anna Freud Schools in Mind <a href="https://www.annafreud.org/what-we-do/schools-in-mind/">https://www.annafreud.org/what-we-do/schools-in-mind/</a></p> <p>SEAL (Social and Emotional Aspects of Learning)</p> <p>The PSHE Association <a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a></p> <p>PSHE education planning framework for pupils with SEND</p> <p>MindEd, <a href="https://www.minded.org.uk/">https://www.minded.org.uk/</a> a free online training tool, provides information and advice for staff on children and young people's mental health and can help to sign post staff to targeted resources when mental health problems have been identified.</p>

	<p>Enabling student voice to influence decisions that:</p> <ul style="list-style-type: none"> <li>• ensure young people’s opinions and wishes are taken in to account and that they are kept fully informed, so they can participate in decisions taken about them</li> </ul> <p>Staff development to support their own well-being and that of students:</p> <ul style="list-style-type: none"> <li>• teacher wellbeing is part of whole setting wellbeing</li> <li>• all staff should feel confident in promoting emotional well-being and supporting children with mental health difficulties</li> <li>• Specific, genuine and positive feedback to CYPs about their social and emotional skills and behaviour</li> <li>• Flexible grouping arrangements</li> <li>• Differentiation of activities, materials and questioning</li> <li>• Awareness that a CYP may need more time within lessons to complete tasks and that equality of access may mean that they need to do some things differently</li> <li>• Embedding use of multisensory learning.</li> <li>• Consideration of classroom organisation, seating and group dynamics</li> <li>• Transparent system of class/ school rewards and sanctions with visual supports.</li> <li>• Use of different teaching style</li> <li>• Clear routines e.g. for transitions</li> <li>• Nurturing classroom approaches</li> <li>• Offering CYP opportunities to take on responsibilities e.g. class monitors, prefects, school council reps</li> </ul> <p>Rules and expectations should be consistent across staff</p> <ul style="list-style-type: none"> <li>• Well-planned and stimulating PHSE/ Citizenship curriculum, differentiated to needs of cohort/class</li> <li>• SEAL styled materials and interventions</li> <li>• Provision of planned opportunities to learn and practice social and emotional skills during structured activities.</li> <li>• Restorative Practices (RP) approaches.</li> <li>• Educational visits are planned well in advance and take into account the needs of all CYPs</li> </ul>
2	<p>Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions</p> <p>Promote an ethos and environment that:</p> <ul style="list-style-type: none"> <li>• promotes respect and values diversity</li> <li>• sets high expectations of attainment for all pupils with consistently applied support</li> <li>• promotes the health and wellbeing of all pupils in the school, identifying priorities and a clear process of planning, doing and reviewing to achieve the desired outcomes</li> <li>• uses various resources available to help them know about the well-being of pupils in their setting <a href="https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/headstart-resources/">https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/headstart-resources/</a></li> <li>• plays a role in supporting CYP to be resilient and mentally healthy</li> <li>• develops a supportive setting and classroom climate and ethos which builds a sense of connectedness, focus and purpose, the acceptance of emotion, respect, warmth, relationships and communication and the celebration of difference.</li> </ul> <p>Curriculum, teaching and learning that:</p> <ul style="list-style-type: none"> <li>• promotes resilience and supports social and emotional learning, including positive behaviour, social development and self-esteem.</li> <li>• explicitly teaches social and emotional skills, attitudes and values, using well-trained and enthusiastic teachers and positive, experiential and interactive methods (and integrate learning into mainstream processes of school life)</li> </ul>

	<ul style="list-style-type: none"> <li>• teaches children of all ages about mental health and emotional well-being</li> </ul> <p>Resources to support mental health:  Anna Freud Schools in Mind <a href="https://www.annafreud.org/what-we-do/schools-in-mind/">https://www.annafreud.org/what-we-do/schools-in-mind/</a>  SEAL (Social and Emotional Aspects of Learning)  The PSHE Association <a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a>  PSHE education planning framework for pupils with SEND  MindEd, <a href="https://www.minded.org.uk/">https://www.minded.org.uk/</a> a free online training tool, provides information and advice for staff on children and young people’s mental health and can help to sign post staff to targeted resources when mental health problems have been identified.  Enabling student voice to influence decisions that:</p> <ul style="list-style-type: none"> <li>• ensure young people’s opinions and wishes are taken in to account and that they are kept fully informed, so they can participate in decisions taken about them</li> </ul> <p>Staff development to support their own well-being and that of students:</p> <ul style="list-style-type: none"> <li>• teacher wellbeing is part of whole setting wellbeing</li> <li>• all staff should feel confident in promoting emotional well-being and supporting children with mental health difficulties</li> <li>• Specific, genuine and positive feedback to CYPs about their social and emotional skills and behaviour</li> <li>• Flexible grouping arrangements</li> <li>• Differentiation of activities, materials and questioning</li> <li>• Awareness that a CYP may need more time within lessons to complete tasks and that equality of access may mean that they need to do some things differently</li> <li>• Embedding use of multisensory learning.</li> <li>• Consideration of classroom organisation, seating and group dynamics</li> <li>• Transparent system of class/ school rewards and sanctions with visual supports.</li> <li>• Use of different teaching style</li> <li>• Clear routines e.g. for transitions</li> <li>• Nurturing classroom approaches</li> <li>• Offering CYP opportunities to take on responsibilities e.g. class monitors, prefects, school council reps</li> </ul> <p>Rules and expectations should be consistent across staff</p> <ul style="list-style-type: none"> <li>• Well-planned and stimulating PHSE/ Citizenship curriculum, differentiated to needs of cohort/class</li> <li>• SEAL styled materials and interventions</li> <li>• Provision of planned opportunities to learn and practice social and emotional skills during structured activities.</li> <li>• Restorative Practices (RP) approaches.</li> <li>• Educational visits are planned well in advance and take into account the needs of all CYPs</li> </ul>
3	<p>Promoting good mental health is the responsibility of all members of school staff and community. All staff should have an awareness of the early signs of mental health problems and what to do if they think they have identified a developing problem.</p> <ul style="list-style-type: none"> <li>• Be an access point for early support for children with emerging problems</li> <li>• Understand the causes of behaviour and use effective approaches to behaviour management.</li> <li>• Seek appropriate support for children and young people experiencing negative experiences and distressing events, including referrals to appropriate services e.g. Child and Adolescent Mental Health Services (CAMHS), Early Help, counselling services etc</li> <li>• Staff should receive sufficient and suitable training to support CYP with SEMH needs</li> </ul>

	<ul style="list-style-type: none"> <li>• Personalised reward systems covering targeted lessons / activities, known to all relevant school staff</li> <li>• Careful consideration of group dynamics within class</li> <li>• Careful consideration of preferred learning style and motivational levers for the CYP when differentiating.</li> <li>• Opportunities for small group work based on identified need</li> <li>• Access to small group support e.g. SILVER SEAL, Circle of Friends, self-esteem group. Group work to be planned and tailored to meet identified need and includes good peer role models.</li> <li>• Individual or small group support for emotional literacy e.g. recognising emotions</li> <li>• Learning tasks differentiated by task and outcome to meet individual needs.</li> <li>• Preparation for changes to activities/routines/ staffing.</li> <li>• Oversight when moving between locations/ classrooms.</li> <li>• Educational visits are planned well in advance and contingency plans are in place to meet the needs of the CYP, should they be needed.</li> <li>• Weekly teaching of social skills to address behavioural targets on PSP or outcomes in MSP.</li> <li>• Daily bridging and reinforcement of skills in social situations to ensure skills are generalised.</li> <li>• Use of key-working approaches to ensure the CYP has a trusted adult to offer support during vulnerable times.</li> <li>• Individualised support to implement recommendations from support services.</li> </ul> <p>Teaching style adapted to suit CYP's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities.</p> <ul style="list-style-type: none"> <li>• Personalised timetable introduced in negotiation with the CYP, parents/ carers and staff. This may include temporary withdrawal from some activities e.g. assemblies, specific non-core lessons.</li> <li>• Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal for individual programmes (e.g. understanding anger, therapeutic stories) or targeted group work (e.g. FRIENDS)</li> <li>• More formal meetings/ conferences using Restorative Practices as an approach to resolve peer conflict including bullying and incidences of theft, sabotage, violence etc.</li> <li>• Educational visits are planned well in advance and risk assessments are in place as appropriate. and shared with key staff</li> </ul>
4	<p>Promoting good mental health is the responsibility of all members of school staff and community. All staff should have an awareness of the early signs of mental health problems and what to do if they think they have identified a developing problem.</p> <ul style="list-style-type: none"> <li>• Be an access point for early support for children with emerging problems</li> <li>• Understand the causes of behaviour and use effective approaches to behaviour management.</li> <li>• Seek appropriate support for children and young people experiencing negative experiences and distressing events, including referrals to appropriate services e.g. Child and Adolescent Mental Health Services (CAMHS), Early Help, counselling services etc</li> <li>• Staff should receive sufficient and suitable training to support CYP with SEMH needs</li> <li>• Personalised reward systems covering targeted lessons / activities, known to all relevant school staff</li> <li>• Careful consideration of group dynamics within class</li> <li>• Careful consideration of preferred learning style and motivational levers for the CYP when differentiating.</li> <li>• Opportunities for small group work based on identified need</li> <li>• Access to small group support e.g. SILVER SEAL, Circle of Friends, self-esteem group. Group work to be planned and tailored to meet identified need and includes good peer role models.</li> <li>• Individual or small group support for emotional literacy e.g. recognising emotions</li> <li>• Learning tasks differentiated by task and outcome to meet individual needs.</li> <li>• Preparation for changes to activities/routines/ staffing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Oversight when moving between locations/ classrooms.</li> <li>• Educational visits are planned well in advance and contingency plans are in place to meet the needs of the CYP, should they be needed.</li> <li>• Weekly teaching of social skills to address behavioural targets on PSP or outcomes in MSP.</li> <li>• Daily bridging and reinforcement of skills in social situations to ensure skills are generalised.</li> <li>• Use of key-working approaches to ensure the CYP has a trusted adult to offer support during vulnerable times.</li> <li>• Individualised support to implement recommendations from support services.</li> </ul> <p>Teaching style adapted to suit CYP's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities.</p> <ul style="list-style-type: none"> <li>• Personalised timetable introduced in negotiation with the CYP, parents/ carers and staff. This may include temporary withdrawal from some activities e.g. assemblies, specific non-core lessons.</li> <li>• Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal for individual programmes (e.g. understanding anger, therapeutic stories) or targeted group work (e.g. FRIENDS)</li> <li>• More formal meetings/ conferences using Restorative Practices as an approach to resolve peer conflict including bullying and incidences of theft, sabotage, violence etc.</li> <li>• Educational visits are planned well in advance and risk assessments are in place as appropriate. and shared with key staff</li> </ul>
5	<ul style="list-style-type: none"> <li>• Identified individual support across the curriculum in an inclusive setting.</li> <li>• Daily teaching of social skills to address behavioural targets on PSP or outcomes in MSP/EHC plan.</li> <li>• Use of key-working approaches to ensure the CYP has a trusted adult to offer support/ withdrawal during vulnerable times.</li> <li>• Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum.</li> <li>• Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address CYP's specific needs, which may include withdrawal.</li> <li>• Individualised support to implement recommendations from relevant professionals</li> </ul> <p>Teaching focusing on both learning and social emotional curriculum / outcomes throughout the school day. Targets informed by specialist assessment or MSP/ EHCP</p> <ul style="list-style-type: none"> <li>• Regular/daily small group teaching of SEB skills.</li> <li>• Teaching style and tasks are adapted to suit the CYP's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities.</li> <li>• Personalised timetable introduced in negotiation with CYP, parents and staff. This may include temporary withdrawal from some activities.</li> <li>• Formal meetings/conferences using Restorative Practices, to include parents/carers .</li> <li>• Educational visits are planned well in advance and risk assessments are in place, key staff have rehearsed possible scenarios.</li> <li>• Support through solution-focused approaches, for staff working with the CYP</li> <li>• Consideration to access arrangements for internal and external examinations</li> <li>• Identified highly skilled individual support across the curriculum.</li> <li>• Daily teaching of social skills to address behavioural targets on PSP or outcomes in EHCP.</li> <li>• Individualised support to implement recommendations from relevant professionals</li> <li>• Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address the CYP's specific needs, to include withdrawal for personalised support.</li> <li>• Some 1-to -1 provision from Specialist Teachers, if appropriate.</li> <li>• Daily small group teaching of social skills and personalised PHSE programme e.g. risky behaviour, Sex and Relationships Education, life skills.</li> <li>• Teaching style/tasks are highly differentiated to suit the CYP's learning style</li> <li>• Personalised pathway is a priority to re-engage with education.</li> </ul>

	<ul style="list-style-type: none"> <li>• Support through solution-focused approaches and regular supervision for staff working with the CYP</li> <li>• Child able to leave the classroom at regular intervals to self-regulate</li> </ul>
6	<ul style="list-style-type: none"> <li>• Identified individual support across the curriculum in an inclusive setting.</li> <li>• Daily teaching of social skills to address behavioural targets on PSP or outcomes in MSP/EHC plan.</li> <li>• Use of key-working approaches to ensure the CYP has a trusted adult to offer support/ withdrawal during vulnerable times.</li> <li>• Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum.</li> <li>• Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address CYP's specific needs, which may include withdrawal.</li> <li>• Individualised support to implement recommendations from relevant professionals</li> </ul> <p>Teaching focusing on both learning and social emotional curriculum / outcomes throughout the school day. Targets informed by specialist assessment or MSP/ EHCP</p> <ul style="list-style-type: none"> <li>• Regular/daily small group teaching of SEB skills.</li> <li>• Teaching style and tasks are adapted to suit the CYP's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities.</li> <li>• Personalised timetable introduced in negotiation with CYP, parents and staff. This may include temporary withdrawal from some activities.</li> <li>• Formal meetings/conferences using Restorative Practices, to include parents/carers .</li> <li>• Educational visits are planned well in advance and risk assessments are in place, key staff have rehearsed possible scenarios.</li> <li>• Support through solution-focused approaches, for staff working with the CYP</li> <li>• Consideration to access arrangements for internal and external examinations</li> <li>• Identified highly skilled individual support across the curriculum.</li> <li>• Daily teaching of social skills to address behavioural targets on PSP or outcomes in EHCP.</li> <li>• Individualised support to implement recommendations from relevant professionals</li> <li>• Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address the CYP's specific needs, to include withdrawal for personalised support.</li> <li>• Some 1-to -1 provision from Specialist Teachers, if appropriate.</li> <li>• Daily small group teaching of social skills and personalised PHSE programme e.g. risky behaviour, Sex and Relationships Education, life skills.</li> <li>• Teaching style/tasks are highly differentiated to suit the CYP's learning style</li> <li>• Personalised pathway is a priority to re-engage with education.</li> <li>• Support through solution-focused approaches and regular supervision for staff working with the CYP</li> <li>• Child able to leave the classroom at regular intervals to self-regulate</li> </ul>
7	<ul style="list-style-type: none"> <li>• Small class groups with high teacher: pupil ratio and high levels of support to access curriculum.</li> <li>• Some 1-to-1 provision from specialist staff will be likely</li> <li>• Specialist teaching focusing on both learning and social-emotional curriculum / outcomes throughout the school day.</li> </ul>
8	<ul style="list-style-type: none"> <li>• Small class groups with high teacher: pupil ratio and high levels of support to access curriculum.</li> <li>• Some 1-to-1 provision from specialist staff will be likely</li> <li>• Specialist teaching focusing on both learning and social-emotional curriculum / outcomes throughout the school day.</li> </ul>
9	<ul style="list-style-type: none"> <li>• Small class groups, with high Teacher: Pupil ratios</li> <li>• High levels of support to access curriculum</li> <li>• Withdrawal of the CYP on a regular basis to ensure safety of the CYP and others.</li> </ul>



	<ul style="list-style-type: none"> <li>• Identified 1-1 support from highly skilled specialist staff throughout the school day.</li> <li>• Personally tailored time-limited intervention programmes with staff who have knowledge, skills and experience to address the CYP's specific needs.</li> </ul> <p>All of the above requires additional /enhanced levels of highly skilled staff to re-engage and motivate the CYP</p>
10	<ul style="list-style-type: none"> <li>• Small class groups, with high Teacher: Pupil ratios</li> <li>• High levels of support to access curriculum</li> <li>• Withdrawal of the CYP on a regular basis to ensure safety of the CYP and others.</li> <li>• Identified 1-1 support from highly skilled specialist staff throughout the school day.</li> <li>• Personally tailored time-limited intervention programmes with staff who have knowledge, skills and experience to address the CYP's specific needs.</li> </ul> <p>All of the above requires additional /enhanced levels of highly skilled staff to re-engage and motivate the CYP</p>

	<p><b>Physical or Sensory</b></p>
1	<p>Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions</p> <p>Quality First Teaching Provision for CYP with Hearing Impairment:</p> <ul style="list-style-type: none"> <li>• arrangements in place for regular (daily where required) monitoring and checking of specialist equipment e.g. hearing aids and radio aids, by setting staff</li> <li>• Deaf Awareness training for all staff</li> <li>• assessment, advice and recommendations from specialist teachers</li> <li>• differentiated learning opportunities and reasonable adjustments are made to create a good acoustic environment and ensure access. For example: <ul style="list-style-type: none"> <li>o Seating arrangements</li> <li>o Appropriate lighting (e.g. to aid lip-reading)</li> <li>o Reduction of background noise</li> <li>o Repetition of instructions</li> <li>o Multi-sensory approach</li> <li>o Additional support during speaking and listening activities</li> <li>o New vocabulary shared with parents</li> <li>o Home-school book</li> <li>o Loop systems</li> </ul> </li> </ul> <p>Use of specialist materials e.g. National Deaf Children's Society (NDCS) Phonics Guidance, NatSIP – special exam arrangements.</p> <p>Quality First Teaching Provision for CYP with Visual Impairment:</p> <ul style="list-style-type: none"> <li>• resources in place to support this inclusive learning</li> <li>• ensure that CYP do use glasses to correct vision if required</li> <li>• understanding of the impact of eye conditions on learning and the needs related to identified VI, including the complexities inherent in learning despite the “single” diagnosis</li> <li>• use information and resources available to assist with increased awareness of implications of VI on learning</li> </ul> <p>Resources may include RNIB (e.g. eye condition leaflets), VIEW (e.g. teaching and learning strategies), NatSIP (e.g. accessibility guidance for</p>

	<p>assessment)</p> <p>QFT Provision for CYP with Physical Needs:</p> <ul style="list-style-type: none"> <li>• with adaptations and reasonable adjustments to the environment children and young people can be independent</li> </ul> <p>Quality First Teaching meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> <li>• Flexible grouping arrangements</li> <li>• Some differentiation of activities, materials and questioning</li> <li>• Routine feedback to pupils</li> <li>• Environmental considerations are made to meet the needs of all CYPs</li> <li>• Questions to the child may need rephrasing to minimise the effort of replying</li> <li>• Opportunities for social interaction between peers and the wider community of the school may need to be engineered to develop self esteem and confidence</li> <li>• An understanding that the physical disability/medical need may have a wider impact on a child's social and emotional well-being despite the apparent lack of obvious impairment</li> <li>• Consideration given to pupils individual learning style e.g. visual or kinesthetic</li> <li>• Awareness that a child may need more time to complete tasks and that equality of access may mean that they need to do some things differently</li> <li>• A range of alternative equipment may be useful - chunky pencils, adapted scissors, pencil grips etc.</li> <li>• Planning may need to include rest breaks or movement breaks</li> <li>• CYPs may need to leave classrooms and lessons before their peers to avoid crowded corridors/busy stair cases</li> <li>• Appropriate differentiation of task and teaching style</li> <li>• SEAL materials and interventions</li> <li>• Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate</li> <li>• Provision of an inclusive curriculum for all subject areas</li> <li>• Opportunities for social interaction between peers and the wider community of the school may need to be engineered to develop self esteem and confidence</li> <li>• Opportunities for additional experience to develop: gross motor, fine motor, visual perception</li> <li>• School trips which are planned well in advance and take into consideration the needs of the CYP</li> <li>• Other school pastoral interventions could include <ul style="list-style-type: none"> <li>* Meet and Greet</li> <li>* Circle Time</li> <li>* Peer mentoring</li> <li>* Buddy systems</li> <li>* Restorative Practice</li> <li>* ELSA support</li> </ul> </li> </ul>
2	<p>Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions</p> <p>Quality First Teaching Provision for CYP with Hearing Impairment:</p> <ul style="list-style-type: none"> <li>• arrangements in place for regular (daily where required) monitoring and checking of specialist equipment e.g. hearing aids and radio aids, by setting staff</li> <li>• Deaf Awareness training for all staff</li> </ul>

- assessment, advice and recommendations from specialist teachers
- differentiated learning opportunities and reasonable adjustments are made to create a good acoustic environment and ensure access. For example:
  - o Seating arrangements
  - o Appropriate lighting (e.g. to aid lip-reading)
  - o Reduction of background noise
  - o Repetition of instructions
  - o Multi-sensory approach
  - o Additional support during speaking and listening activities
  - o New vocabulary shared with parents
  - o Home-school book
  - o Loop systems
- Use of specialist materials e.g. National Deaf Children's Society (NDCS) Phonics Guidance, NatSIP – special exam arrangements.
- Quality First Teaching Provision for CYP with Visual Impairment:
  - resources in place to support this inclusive learning
  - ensure that CYP do use glasses to correct vision if required
  - understanding of the impact of eye conditions on learning and the needs related to identified VI, including the complexities inherent in learning despite the “single” diagnosis
  - use information and resources available to assist with increased awareness of implications of VI on learning
- Resources may include RNIB (e.g. eye condition leaflets), VIEW (e.g. teaching and learning strategies), NatSIP (e.g. accessibility guidance for assessment)
- QFT Provision for CYP with Physical Needs:
  - with adaptations and reasonable adjustments to the environment children and young people can be independent
- Quality First Teaching meets the needs of all pupils and includes:
  - Flexible grouping arrangements
  - Some differentiation of activities, materials and questioning
  - Routine feedback to pupils
  - Environmental considerations are made to meet the needs of all CYPs
  - Questions to the child may need rephrasing to minimise the effort of replying
  - Opportunities for social interaction between peers and the wider community of the school may need to be engineered to develop self esteem and confidence
  - An understanding that the physical disability/medical need may have a wider impact on a child's social and emotional well-being despite the apparent lack of obvious impairment
  - Consideration given to pupils individual learning style e.g. visual or kinesthetic
  - Awareness that a child may need more time to complete tasks and that equality of access may mean that they need to do some things differently
  - A range of alternative equipment may be useful - chunky pencils, adapted scissors, pencil grips etc.
  - Planning may need to include rest breaks or movement breaks
  - CYPs may need to leave classrooms and lessons before their peers to avoid crowded corridors/busy stair cases
  - Appropriate differentiation of task and teaching style

	<ul style="list-style-type: none"> <li>• SEAL materials and interventions</li> <li>• Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate</li> <li>• Provision of an inclusive curriculum for all subject areas</li> <li>• Opportunities for social interaction between peers and the wider community of the school may need to be engineered to develop self esteem and confidence</li> <li>• Opportunities for additional experience to develop: gross motor, fine motor, visual perception</li> <li>• School trips which are planned well in advance and take into consideration the needs of the CYP</li> <li>• Other school pastoral interventions could include <ul style="list-style-type: none"> <li>* Meet and Greet</li> <li>* Circle Time</li> <li>* Peer mentoring</li> <li>* Buddy systems</li> <li>* Restorative Practice</li> <li>* ELSA support</li> </ul> </li> </ul>
3	<p>Hearing impairment:</p> <ul style="list-style-type: none"> <li>• Use of hearing aids and other assistive listening devices e.g. radio aids as appropriate</li> <li>• Classroom management strategies e.g. seating position, reducing background noise.</li> <li>• Daily personalised/small group learning to target identified areas of need with ongoing cycle of assess-plan-do-review. Close monitoring of the above by SENDCo/class teacher.</li> <li>• All listening devices e.g. hearing aids, cochlear implants and radio aids are functioning optimally in order to access speech</li> <li>• Equal access to curriculum, premises, information and assessment</li> <li>• Opportunities to meet with other deaf peers.</li> <li>• May need alternative communication approach e.g. Total Communication, Sign Bilingualism and Oral/Aural</li> <li>• Differentiated learning opportunities, for example: <ul style="list-style-type: none"> <li>o Use of radio aid in all lessons</li> <li>o Soundfield systems</li> <li>o Specialist language programme e.g. Elklan</li> <li>o Reading programme</li> </ul> </li> </ul> <p>Training for staff may include:</p> <ul style="list-style-type: none"> <li>• Glue ear training</li> <li>• BTEC for Teaching Assistants</li> <li>• Bespoke training for staff in meeting needs of a deaf CYP</li> <li>• Training for staff in appropriate communication strategies e.g. signing, cued speech and visual phonics</li> </ul> <p>Visual impairment:</p> <p>In addition to good Quality First Teaching the following may be required:</p> <ul style="list-style-type: none"> <li>• Appropriate differentiation or modifications to the curriculum or to the environment</li> <li>• Appropriate differentiation for assessment and examination materials and recording of answers</li> <li>• Strategies to include a learner with an eye condition are in place and Identified</li> </ul>

<p>Training for staff may include:</p> <ul style="list-style-type: none"> <li>• Training in the use of specialist equipment to support access to learning.</li> <li>• Bespoke training for staff in meeting needs of a vision impaired CYP</li> <li>• BTEC for Teaching Assistants</li> </ul> <p>Multi-sensory impairment</p> <p>In addition to good Quality First Teaching the following will be required:</p> <ul style="list-style-type: none"> <li>• Whole setting training – Multi-Sensory Impairment so all staff understand needs e.g. Midday Supervisor Assistants</li> <li>• Implement an individual programme of support devised by the Class Teacher and supported by the Qualified Teacher of MSI as required which could include the following: <ul style="list-style-type: none"> <li>o Good awareness of functioning of CYP’s hearing and vision and the impact of this on learning</li> <li>o Adaptation of materials and activities, for example: <ul style="list-style-type: none"> <li>o Enlarged print</li> <li>o Tactile models</li> <li>o Activity cues</li> <li>o Seating arrangements</li> <li>o Decluttering</li> <li>o Access to information and keeping on task</li> <li>o Scaffolding of activities i.e. giving sensitive support whilst optimising independence</li> <li>o Encouragement to develop friendships</li> <li>o Breaks as appropriate</li> <li>o Home/school book</li> <li>o An individual communication approach may be required e.g. timetable with tactile cues, a communication passport to help with consistency amongst staff/family.</li> </ul> </li> </ul> </li> </ul> <p>Physical Needs</p> <p>Training for staff may include:</p> <ul style="list-style-type: none"> <li>• Training for use of specialist equipment, including moving and handling training</li> <li>• Training in specific therapy programmes as recommended by NHS professionals</li> </ul> <p>Information about the CYP’s difficulties is shared with relevant staff, in partnership with parents and including a relevant pupil profile</p> <ul style="list-style-type: none"> <li>• Access to a portable writing aid or the use of ICT for recording</li> <li>• Access to assistive software.</li> <li>• Adapted/modified equipment and teaching materials (e.g. spring loaded scissors)</li> <li>• Provide a range of communication methods (digital camera, voice recorder, symbol cards)</li> <li>• Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills</li> <li>• Access to small group support.</li> <li>• Group work to be planned and tailored to meet identified need and includes good role models</li> <li>• Learning tasks differentiated by task and outcome to meet individual needs</li> <li>• Assistive technology software to minimise effort (on screen keyboards, Clicker, predictive text)</li> <li>• Structured and evaluated fine motor programmes (It’s in the bag, Busy fingers etc)</li> <li>• Structured and evaluated gross motor programmes (e.g. Fit to Learn, Beam, Jump Ahead)</li> </ul>
---

	<ul style="list-style-type: none"> <li>• May require supportive seating</li> <li>• Monitoring of mobility needs to determine requirement for assistive equipment</li> <li>• They require minimal adult or peer support to collect or use equipment</li> </ul>
4	<p>Hearing impairment:</p> <ul style="list-style-type: none"> <li>• Use of hearing aids and other assistive listening devices e.g. radio aids as appropriate</li> <li>• Classroom management strategies e.g. seating position, reducing background noise.</li> <li>• Daily personalised/small group learning to target identified areas of need with ongoing cycle of assess-plan-do-review. Close monitoring of the above by SENDCo/class teacher.</li> <li>• All listening devices e.g. hearing aids, cochlear implants and radio aids are functioning optimally in order to access speech</li> <li>• Equal access to curriculum, premises, information and assessment</li> <li>• Opportunities to meet with other deaf peers.</li> <li>• May need alternative communication approach e.g. Total Communication, Sign Bilingualism and Oral/Aural</li> <li>• Differentiated learning opportunities, for example: <ul style="list-style-type: none"> <li>o Use of radio aid in all lessons</li> <li>o Soundfield systems</li> <li>o Specialist language programme e.g. Elklan</li> <li>o Reading programme</li> </ul> </li> </ul> <p>Training for staff may include:</p> <ul style="list-style-type: none"> <li>• Glue ear training</li> <li>• BTEC for Teaching Assistants</li> <li>• Bespoke training for staff in meeting needs of a deaf CYP</li> <li>• Training for staff in appropriate communication strategies e.g. signing, cued speech and visual phonics</li> </ul> <p>Visual impairment:</p> <p>In addition to good Quality First Teaching the following may be required:</p> <ul style="list-style-type: none"> <li>• Appropriate differentiation or modifications to the curriculum or to the environment</li> <li>• Appropriate differentiation for assessment and examination materials and recording of answers</li> <li>• Strategies to include a learner with an eye condition are in place and Identified</li> </ul> <p>Training for staff may include:</p> <ul style="list-style-type: none"> <li>• Training in the use of specialist equipment to support access to learning.</li> <li>• Bespoke training for staff in meeting needs of a vision impaired CYP</li> <li>• BTEC for Teaching Assistants</li> </ul> <p>Multi-sensory impairment</p> <p>In addition to good Quality First Teaching the following will be required:</p> <ul style="list-style-type: none"> <li>• Whole setting training – Multi-Sensory Impairment so all staff understand needs e.g. Midday Supervisor Assistants</li> <li>• Implement an individual programme of support devised by the Class Teacher and supported by the Qualified Teacher of MSI as required which could include the following: <ul style="list-style-type: none"> <li>o Good awareness of functioning of CYP's hearing and vision and the impact of this on learning</li> <li>o Adaptation of materials and activities, for example: <ul style="list-style-type: none"> <li>o Enlarged print</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>o Tactile models</li> <li>o Activity cues</li> <li>o Seating arrangements</li> <li>o Decluttering</li> <li>o Access to information and keeping on task</li> <li>o Scaffolding of activities i.e. giving sensitive support whilst optimising independence</li> <li>o Encouragement to develop friendships</li> <li>o Breaks as appropriate</li> <li>o Home/school book</li> <li>o An individual communication approach may be required e.g. timetable with tactile cues, a communication passport to help with consistency amongst staff/family.</li> </ul> <p>Physical Needs</p> <p>Training for staff may include:</p> <ul style="list-style-type: none"> <li>• Training for use of specialist equipment, including moving and handling training</li> <li>• Training in specific therapy programmes as recommended by NHS professionals</li> </ul> <p>Information about the CYP's difficulties is shared with relevant staff, in partnership with parents and including a relevant pupil profile</p> <ul style="list-style-type: none"> <li>• Access to a portable writing aid or the use of ICT for recording</li> <li>• Access to assistive software.</li> <li>• Adapted/modified equipment and teaching materials (e.g. spring loaded scissors)</li> <li>• Provide a range of communication methods (digital camera, voice recorder, symbol cards)</li> <li>• Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills</li> <li>• Access to small group support.</li> <li>• Group work to be planned and tailored to meet identified need and includes good role models</li> <li>• Learning tasks differentiated by task and outcome to meet individual needs</li> <li>• Assistive technology software to minimise effort (on screen keyboards, Clicker, predictive text)</li> <li>• Structured and evaluated fine motor programmes (It's in the bag, Busy fingers etc)</li> <li>• Structured and evaluated gross motor programmes (e.g. Fit to Learn, Beam, Jump Ahead)</li> <li>• May require supportive seating</li> <li>• Monitoring of mobility needs to determine requirement for assistive equipment</li> <li>• They require minimal adult or peer support to collect or use equipment</li> </ul>
5	<p>Hearing impairment:</p> <ul style="list-style-type: none"> <li>• Hearing aid checks using specialist equipment</li> <li>• Specialist language assessments</li> <li>• Monitoring of social and emotional well-being and inclusion</li> <li>• Opportunities to champion the Voice of the Child</li> <li>• Advice on specialist arrangements for examinations and assessments</li> <li>• Personalised programmes of work and language development</li> <li>• Advice on good acoustic environment - consideration of Soundfield systems</li> <li>• Advice on referral to speech therapy</li> </ul>

- Regular direct input, where appropriate e.g. pre and post tutoring for curriculum, language programme
  - Access to additional specialist curriculum delivered by specialist teachers
- (Personal Understanding of Deafness) in order to come to terms and manage their hearing loss and equipment
- Visual impairment:
- Visual stimulation activities designed to meet the needs of CYP
  - Support the CYP in the ability to express their needs and have an in depth understanding of the implications of their eye condition
  - Work with settings and other agencies to support transition through phases
  - Support the implementation of specialist skills e.g. Skills Ladders, eDCC certification, touch typing and habitation skills
- Physical needs
- Training, advice and monitoring from specialist services e.g. Occupational Therapist (OT), Physiotherapist, School Nurse
  - Reasonable adjustments e.g. hoists, medical/care plan (if required)
  - Therapy programs e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy (OT)
  - Staff training and demonstration of use of specialist equipment
  - Specialist chairs, standing frames, (as advised and provided by specialist services)
  - Access to a Key Worker (if appropriate)
  - Support CYP to use alternative and augmentative communication under guidance from SALT
  - Programs to develop specific identified gross and fine motor skills as advised by specialist services e.g. OT and Physiotherapy
  - Technology to access curriculum and information. Hardware e.g. rollerball, adapted keyboard and software e.g. predictive text, talking word processing
  - Implementation of eating/drinking advice provided by SALT due to an identified need
  - Monitoring of above and close liaison with parents/carers and SALT
  - Additional assistance to access the curriculum, manage condition and move around the site
  - Emotional support
  - Manage access arrangements for internal and external examinations and assessments e.g use of computer, scribe or medical rest breaks
  - Awareness of social and emotional aspects of disability.
  - Established communication strategies to facilitate communication and to assess learning
  - Sensory and/or movement breaks as needed are embedded as part of child's school day
  - Modified and adapted PE and other lessons as required.
  - Access to a differentiated curriculum
  - Use of equipment to access the curriculum
  - Specialist advice reflected in lesson/curriculum planning and delivery
  - Regular/daily small group teaching of social skills
  - Peer awareness where agreed with CYP
  - Short term, small group and/ or individual intervention, to develop specific areas of curriculum access as identified by the subject teacher or educational specialist teacher, following a programme designed or recommended by that professional
  - A detailed time limited programme, intervention personalised timetable and/or resource
- Physical needs
- Teaching assistance is targeted towards physical tasks and is not necessarily needed for learning



	<ul style="list-style-type: none"> <li>• Appropriate supervision within curriculum sessions to ensure safety e.g. Science and PE</li> <li>• Supervision during unstructured time</li> <li>• Supervision/oversight when moving between classrooms</li> <li>• Support of trained Pediatric Therapists (OT and Physiotherapists) in how staff should use specialist equipment and how to implement personalised programmes</li> <li>• Support is required for managing medical conditions</li> <li>• Assistance with manipulating equipment in specific subjects especially science, DT, maths and ICT</li> <li>• Trained support for moving and handling may be required.</li> <li>• Established and effective communications between CYP, teachers and parents/carers and other agencies involved</li> <li>• Educational visits are planned well in advance and risk assessments are in place, key staff have considered possible scenarios</li> </ul>
6	<p>Hearing impairment:</p> <ul style="list-style-type: none"> <li>• Hearing aid checks using specialist equipment</li> <li>• Specialist language assessments</li> <li>• Monitoring of social and emotional well-being and inclusion</li> <li>• Opportunities to champion the Voice of the Child</li> <li>• Advice on specialist arrangements for examinations and assessments</li> <li>• Personalised programmes of work and language development</li> <li>• Advice on good acoustic environment - consideration of Soundfield systems</li> <li>• Advice on referral to speech therapy</li> <li>• Regular direct input, where appropriate e.g. pre and post tutoring for curriculum, language programme</li> <li>• Access to additional specialist curriculum delivered by specialist teachers</li> </ul> <p>(Personal Understanding of Deafness) in order to come to terms and manage their hearing loss and equipment</p> <p>Visual impairment:</p> <ul style="list-style-type: none"> <li>• Visual stimulation activities designed to meet the needs of CYP</li> <li>• Support the CYP in the ability to express their needs and have an in depth understanding of the implications of their eye condition</li> <li>• Work with settings and other agencies to support transition through phases</li> <li>• Support the implementation of specialist skills e.g. Skills Ladders, eDCC certification, touch typing and habitation skills</li> </ul> <p>Physical needs</p> <ul style="list-style-type: none"> <li>• Training, advice and monitoring from specialist services e.g. Occupational Therapist (OT), Physiotherapist, School Nurse</li> <li>• Reasonable adjustments e.g. hoists, medical/care plan (if required)</li> <li>• Therapy programs e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy (OT)</li> <li>• Staff training and demonstration of use of specialist equipment</li> <li>• Specialist chairs, standing frames, (as advised and provided by specialist services)</li> <li>• Access to a Key Worker (if appropriate)</li> <li>• Support CYP to use alternative and augmentative communication under guidance from SALT</li> <li>• Programs to develop specific identified gross and fine motor skills as advised by specialist services e.g. OT and Physiotherapy</li> <li>• Technology to access curriculum and information. Hardware e.g. rollerball, adapted keyboard and software e.g. predictive text, talking word processing</li> </ul>

	<ul style="list-style-type: none"> <li>• Implementation of eating/drinking advice provided by SALT due to an identified need</li> <li>• Monitoring of above and close liaison with parents/carers and SALT</li> <li>• Additional assistance to access the curriculum, manage condition and move around the site</li> <li>• Emotional support</li> <li>• Manage access arrangements for internal and external examinations and assessments e.g use of computer, scribe or medical rest breaks</li> <li>• Awareness of social and emotional aspects of disability.</li> <li>• Established communication strategies to facilitate communication and to assess learning</li> <li>• Sensory and/or movement breaks as needed are embedded as part of child's school day</li> <li>• Modified and adapted PE and other lessons as required.</li> <li>• Access to a differentiated curriculum</li> <li>• Use of equipment to access the curriculum</li> <li>• Specialist advice reflected in lesson/curriculum planning and delivery</li> <li>• Regular/daily small group teaching of social skills</li> <li>• Peer awareness where agreed with CYP</li> <li>• Short term, small group and/ or individual intervention, to develop specific areas of curriculum access as identified by the subject teacher or educational specialist teacher, following a programme designed or recommended by that professional</li> <li>• A detailed time limited programme, intervention personalised timetable and/or resource</li> </ul> <p>Physical needs</p> <ul style="list-style-type: none"> <li>• Teaching assistance is targeted towards physical tasks and is not necessarily needed for learning</li> <li>• Appropriate supervision within curriculum sessions to ensure safety e.g. Science and PE</li> <li>• Supervision during unstructured time</li> <li>• Supervision/oversight when moving between classrooms</li> <li>• Support of trained Pediatric Therapists (OT and Physiotherapists) in how staff should use specialist equipment and how to implement personalised programmes</li> <li>• Support is required for managing medical conditions</li> <li>• Assistance with manipulating equipment in specific subjects especially science, DT, maths and ICT</li> <li>• Trained support for moving and handling may be required.</li> <li>• Established and effective communications between CYP, teachers and parents/carers and other agencies involved</li> <li>• Educational visits are planned well in advance and risk assessments are in place, key staff have considered possible scenarios</li> </ul>
7	<ul style="list-style-type: none"> <li>• Production of differentiated materials in accordance with the advice from the specialist teacher</li> <li>• Advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans</li> <li>• Staff training and demonstration of use of specialist equipment</li> <li>• The use of specialist or adapted equipment/software where appropriate to access the curriculum</li> <li>• Specialised modification of all teaching and learning styles and resources</li> <li>• Careful timetabling to ensure a balance between educational and therapeutic needs</li> <li>• Production of differentiated materials in accordance with the advice from the specialist teacher for Physical and Health needs</li> <li>• Individualised support to implement recommendations from support services e.g. STT, OT etc. if in EHCP</li> <li>• Structured individual programmes</li> <li>• Support to manage their medical condition</li> </ul>

	<ul style="list-style-type: none"> <li>• Programmes to develop social interaction and emotional well being</li> <li>• Advice and assessment of the use of specialist or adapted ICT to access the curriculum.</li> <li>• Significant modification/ differentiation of the curriculum</li> <li>• Daily therapeutic programmes</li> <li>• Support to manage AAC and to assist with training and programming where appropriate</li> <li>• Support for social and emotional aspects of disability and/or serious medical conditions</li> <li>• May require regular nursing/ medical intervention</li> <li>• Some site adaptation may be needed.</li> <li>• School life may need to be modified to balance medical/educational needs.</li> <li>• Manage access arrangements for internal and external examinations and assessments</li> <li>• Disapplication from certain subjects if appropriate</li> <li>• The use of specialist or adapted equipment / software in all lessons to access the curriculum.</li> <li>• Personalised modification of teaching and learning styles and resources</li> <li>• Alternative recording strategies including access to ICT equipment and/or amanuensis as necessary. E.g. clicker and voice recognition software</li> <li>• Personalised PE programmes and physical management programmes</li> <li>• Regular opportunities to work/socialize with disability peer group as appropriate</li> <li>• Specialist teaching focusing on both learning curriculum and social skills, as appropriate, throughout the school day</li> <li>• Individualised curriculum</li> <li>• Opportunities to explore their identity</li> <li>• Production of differentiated materials in accordance with specialist advice</li> <li>• Movement breaks to support sensory needs</li> </ul>
8	<ul style="list-style-type: none"> <li>• Production of differentiated materials in accordance with the advice from the specialist teacher</li> <li>• Advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans</li> <li>• Staff training and demonstration of use of specialist equipment</li> <li>• The use of specialist or adapted equipment/software where appropriate to access the curriculum</li> <li>• Specialised modification of all teaching and learning styles and resources</li> <li>• Careful timetabling to ensure a balance between educational and therapeutic needs</li> <li>• Production of differentiated materials in accordance with the advice from the specialist teacher for Physical and Health needs</li> <li>• Individualised support to implement recommendations from support services e.g. STT, OT etc. if in EHCP</li> <li>• Structured individual programmes</li> <li>• Support to manage their medical condition</li> <li>• Programmes to develop social interaction and emotional well being</li> <li>• Advice and assessment of the use of specialist or adapted ICT to access the curriculum.</li> <li>• Significant modification/ differentiation of the curriculum</li> <li>• Daily therapeutic programmes</li> <li>• Support to manage AAC and to assist with training and programming where appropriate</li> <li>• Support for social and emotional aspects of disability and/or serious medical conditions</li> <li>• May require regular nursing/ medical intervention</li> <li>• Some site adaptation may be needed.</li> </ul>

	<ul style="list-style-type: none"> <li>• School life may need to be modified to balance medical/educational needs.</li> <li>• Manage access arrangements for internal and external examinations and assessments</li> <li>• Disapplication from certain subjects if appropriate</li> <li>• The use of specialist or adapted equipment / software in all lessons to access the curriculum.</li> <li>• Personalised modification of teaching and learning styles and resources</li> <li>• Alternative recording strategies including access to ICT equipment and/or amanuensis as necessary. E.g. clicker and voice recognition software</li> <li>• Personalised PE programmes and physical management programmes</li> <li>• Regular opportunities to work/socialize with disability peer group as appropriate</li> <li>• Specialist teaching focusing on both learning curriculum and social skills, as appropriate, throughout the school day</li> <li>• Individualised curriculum</li> <li>• Opportunities to explore their identity</li> <li>• Production of differentiated materials in accordance with specialist advice</li> <li>• Movement breaks to support sensory needs</li> </ul>
9	Requires additional staff support to access learning due to high level of vulnerability presented by the CYP.  Adult support to access supported positioning/ powered mobility
10	Requires additional staff support to access learning due to high level of vulnerability presented by the CYP.  Adult support to access supported positioning/ powered mobility

	<b>Independence</b>
1	<p>Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions</p> <ul style="list-style-type: none"> <li>• resources and displays that support independence.</li> <li>• promotion of independence and social inclusion</li> <li>• Use of teaching strategies that develop the independent learning of the CYP</li> <li>• Opportunities for additional experience to develop: dressing, toileting</li> </ul>
2	<p>Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions</p> <ul style="list-style-type: none"> <li>• resources and displays that support independence.</li> <li>• promotion of independence and social inclusion</li> <li>• Use of teaching strategies that develop the independent learning of the CYP</li> <li>• Opportunities for additional experience to develop: dressing, toileting</li> </ul>
3	<ul style="list-style-type: none"> <li>• Teaching problem-solving skills</li> <li>• Support offered with transitions and to prepare for “unusual” days</li> <li>• Supporting CYP’s daily planning</li> <li>• Minimal assistance with personal care (dressing and hygiene)</li> </ul>

4	<ul style="list-style-type: none"> <li>• Teaching problem-solving skills</li> <li>• Support offered with transitions and to prepare for “unusual” days</li> <li>• Supporting CYP’s daily planning</li> <li>• Minimal assistance with personal care (dressing and hygiene)</li> </ul>
5	<ul style="list-style-type: none"> <li>• Identified, regular support to undertake the following: <ul style="list-style-type: none"> <li>- organising thoughts to start work / task</li> <li>- planning for the day ahead (getting the right resources)</li> </ul> </li> <li>• Personalised timetable introduced in negotiation with pupil, parents/carers and staff. This may include temporary withdrawal from some activities, alternative curriculum opportunities at KS4 e.g. vocational/college/supervised work placements</li> <li>• Opportunities created for peer to peer interaction</li> <li>• Independence and social inclusion promoted in an appropriate way e.g. participation in activities – nurture groups, sports and events</li> </ul>
6	<ul style="list-style-type: none"> <li>• Identified, regular support to undertake the following: <ul style="list-style-type: none"> <li>- organising thoughts to start work / task</li> <li>- planning for the day ahead (getting the right resources)</li> </ul> </li> <li>• Personalised timetable introduced in negotiation with pupil, parents/carers and staff. This may include temporary withdrawal from some activities, alternative curriculum opportunities at KS4 e.g. vocational/college/supervised work</li> </ul>

	<p>placements</p> <ul style="list-style-type: none"> <li>• Opportunities created for peer to peer interaction</li> <li>• Independence and social inclusion promoted in an appropriate way e.g. participation in activities – nurture groups, sports and events</li> </ul>
7	<ul style="list-style-type: none"> <li>• Independent travel training to develop independence skills for the future</li> <li>• Participation in activities organised by voluntary organisations encouraged</li> <li>• curriculum to include life skills and highly differentiated PHSE aspects e.g. SRE (Sex and Relationship Education)</li> <li>• Targeted work on social communication and interaction, emotional regulation, life skills</li> <li>• Pupils are taught strategies and provided with resources to assist with the development of independent learning.</li> </ul>
8	<ul style="list-style-type: none"> <li>• Independent travel training to develop independence skills for the future</li> <li>• Participation in activities organised by voluntary organisations encouraged</li> <li>• curriculum to include life skills and highly differentiated PHSE aspects e.g. SRE (Sex and Relationship Education)</li> <li>• Targeted work on social communication and interaction, emotional regulation, life skills</li> <li>• Pupils are taught strategies and provided with resources to assist with the development of independent learning.</li> </ul>
9	Staff supporting child/ young person identify and work to develop opportunities for independence, e.g. offering choices in a way that CYP can engage with
10	Staff supporting child/ young person identify and work to develop opportunities for independence, e.g. offering choices in a way that CYP can engage with