SUFFOLK MAINSTREAM INCLUSION FRAMEWORK

(SMIF)

For schools and school communities

Contents

Page numbers to be confirmed

What CYP told us helps them.

Can talk to the teacher when they have finished talking.

Being able to go to the library at breaks and lunchtimes

If you like the lesson, it's about the teacher.

Calm, kind understanding.

Having a laugh with the teacher.

Teachers wearing high viz jackets so you know who is in charge.

Good staff on the playground and in the school office.

Touch base in the mornings.

Not being shouted at by teachers (they take you aside to talk to you if you have done something wrong)

Teachers and LSAs are the most important element in good lessons.

Sensory circuits start the day off well. It takes my mind off work and gets me sorted for the day.

Communication between all adults is important.

When it is easy to ask for help.

Talking to the LSAs if you're stressed.

Traffic lights system.

Dog therapy

Q-cards

Toilet pass

Break cards

Having work on laptop

Visual timetables

LSA who help you to understand.

Sensory Room

See key worker once a week

Parents' communication book.

Really good SENCo.

Place where you can go e.g. Inclusion Room

Enlarging the print and printing the slides off.

ELSA sessions

Lunch clubs

Writing down words on the whiteboard

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Foreword

This Framework (SMIF) outlines the 'ordinarily available' provision expected in Suffolk's mainstream schools for all children and young people (CYP), including those with special educational needs and/or disabilities (SEND).

It identifies a range of strategies and approaches; adaptations and adjustments which are central to the principles of Quality First Teaching (QFT), enabling all CYP to access learning in the mainstream classroom and to thrive in their school community. The evidence-based interventions outlined come from well-established psychological theory and best educational practice.

Provision and support should be provided in line with the needs of all CYP and is not dependent on any formal diagnosis.

Families, children, and young people have been consulted on the proposed framework, and the content has been co-produced with Suffolk SENDCos and the Specialist Education Services (SES).

With thanks to (SENCos' names and schools to be added)

Suffolk Mainstream Inclusion Framework (SMIF)

Introduction

This Framework will continually evolve to meet the needs of the Suffolk school community.

It is a tool that can be used by all leaders and teachers:

- o to promote an inclusive ethos and culture across the school community, driven by inclusive leadership and management.
- o to enhance partnership-working and communications with parents and carers.
- o to generate discussion in school around inclusive classroom practices and high-quality learning experiences.
- o to promote person-centred planning and approaches.
- o to support school improvement and policy-making processes.
- o to inform accurate self-evaluation, school development, planning and policy development.
- o to support the planning and delivery of Continuing Professional Development, thereby building confidence, skills and knowledge and creating a culture of reflective practice.
- o to enable the accurate identification of CYPs' additional needs in line with the school's graduated approach, Assess, Plan, Do, Review (APDR) and Suffolk's Graduated Response.

Schools' statutory duties in relation to supporting CYP with SEND are clearly outlined in the SEND Code of Practice (2015) SEND code of practice: 0 to 25 years and the Children and Families Act (2014) Children and Families Act 2014

The Code states:

'*All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum* (Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015, pg. 94)

All children and young people are entitled to high quality teaching, the principles of which are captured in the Teachers' Standards Teachers' standards and the Initial Teacher Training Core Content Framework Initial teacher training (ITT): core content framework .

'*A teacher must*:

- *adapt teaching to respond to the strengths and needs of all pupils*

- *know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively*

- *have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.*

- *demonstrate an awareness of the physical, social, and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development.'* (Teachers' Standards, DfE, updated 2021)

Standards 5, 6 and 7 of The Initial Teacher Training Core Content Framework specify the expectations of all teachers around adaptive teaching, assessment and managing behaviour. (ITT Core Content Framework, DfE, 2019)

The responsibilities at whole school and individual teacher level are outlined below in Parts One and Two of the Framework.

Part one: whole school inclusive practice; expectations of all schools.

Whole school provision	What this looks like
School ethos, culture, and vision	Creating a positive, welcoming and supportive school ethos is a key element of a whole school approach to inclusion. All school leaders promote an inclusive ethos. This is evident in the language used by adults across the school and is reflected in all interactions and communications. Pupil safety and well-being should be prioritised and be at the core of all decision-making. The whole school community uses a shared language of SEND which is positive, respectful and celebrates diversity. All within the wider school community work together in the interests of the CYP. All opportunities to promote the school's ethos and values should be exploited; leaders and managers demonstrating those values in all they do and in all their interactions.

	All policies across the school should be in line with statutory duties and guidance as well as be reflective of the needs of the school community as a whole. They should be regularly reviewed to reflect a proactive approach. School website and communications should demonstrate the school ethos and culture.

A cycle of Assess, Plan, Do, Review is in place (APDR)	APDR (CoP, 6.45 – 6.56) is the graduated approach to SEND within education settings and is defined as Suffolk's Graduated Response. It should include the following:
	
	    o Assess/Plan/Do/Review is in place, with the family and CYP at the centre; fully informed of the plan for support.
	    o Pupil and family voice are central to APDR process.
	    o VSEND and the Suffolk Inclusion Toolkit are available to support the APDR process.
	
	Assess:
	    o Assessment is used to inform planning for CYP, provide effective teaching, determine appropriate provision, and inform adjustments.
	    o A range of formal and informal assessment methods are used to ensure learners are enabled to demonstrate their knowledge and skills, including observations of learning and interactions.
	    o Support and advice from external professionals contribute to identification of need.
	    o Outcomes of assessments should be used to inform planning and intervention.
	
	Plan:
	    o Based on assessment, a plan is put in place and time-limited outcomes identified.
	    o Schools should work in partnership with the family and the CYP to produce a plan outlining the reasonable adjustments and interventions to support progress.
	
	Do:
	    o The SEN CoP makes it clear that the teacher or subject teacher is responsible for implementing the plan on a daily basis with SENCo support: implementing targeted interventions, managing teaching assistants, adapting QFT, communicating with parents, and implementing continuing assessment of learners' progress.
	
	Review:
	    o Opportunities are created to review the effectiveness of the plan of support and the progress made towards the identified outcomes.
	    o Review meetings can be part of existing pupil progress reviews. They should happen at least once per term, with the CYP's and family's voice central to the process.

Partner-ship working with parents/ carers and pupils.	Families have opportunities to share their views and ambitions for their child.
	Families are invited to be fully involved in the planning and reviewing of support for their child.
	The school gains parents' views on SEND provision, both formally and informally; those views are used to inform and develop practice.
	Suffolk Local Offer website is signposted on the school's own website.
	A link is provided in the SEND report to the Suffolk Local Offer.
Pastoral provision and support	The school welcomes all CYP and their families within the school community. It promotes a culture of respect and belonging and celebrates diversity.
	Schools' policies and procedures are consistently followed and are easily accessible to all.
	Pupil voice/participation is sensitively and thoughtfully gathered to inform person-centred planning and approaches. It is a fundamental part of the decision-making process in schools, and schools can evidence that pupil voice is encouraged, promoted and acted upon.
	There is effective communication across all those responsible for SEND and inclusion across the school. Pastoral teams and SEND staff meet together regularly to support CYP across all four areas of need, and to plan how needs will be met, using the APDR cycle.
	The APDR cycle is used to support all learners across the four board areas of need. The pastoral teams and SEND teams work together to identify and the holistic needs of CYP and plan together how these needs will be met, using the APDR cycle.
	Language used by all across the school is respectful and sensitive. There is unconditional positive regard.
	CYP report they feel safe and respected as part of the school community.
	All staff are aware and have training around mental health, including trauma, bereavement, loss and suicide. All staff understand the link between emotional wellbeing and readiness to learn.
	The school community is aware of the vulnerability of CYP with SEND to child-on-child abuse and bullying and remain vigilant to signs of bullying, acting promptly on any signs of this.
	The school has designated safe spaces that provide a sense of calm. These spaces are identified and used by CYP to share feelings and emotions and are where they can be supported by trusted adults.

	CYP know the processes for raising any concerns. They trust in the processes and the adults around them.
	
	PSHE and pastoral leads actively plan to promote:
	
	    o difference and diversity.
	    o exploring with the young person skills and tools for emotional regulation.
	    o aiding young people to access support mechanisms outside of school i.e. national helplines.
	
	Skilled Key workers/identified trusted adults are part of the pastoral support network.
	
	There is a designated mental health lead who actively promotes and affects practice in school.

Physical and sensory environment	The Accessibility Plan is on the school's website. It includes a CYP's access to the learning curriculum as well as the physical environment. An Equality Policy is in place. It is known to all and regularly reviewed. All stakeholders are involved in regular accessibility fact finding. The reception area is welcoming with positive images and messages about the school and celebrates CYPs' achievements. Reasonable adjustments are made according to the needs of individual pupils or groups of pupils with physical and sensory needs. This includes adaptations to the physical environment. Classrooms are accessible to all CYP. The furniture is the correct size and height, and all CYP are enabled to be as independent as possible. Extra-curricular activities and school trips/educational visits are planned to ensure all CYP can be fully included. Pupil feedback is sought so that adjustments can be made to the physical and sensory environment to enable all pupils to feel calm and able to learn. https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits; https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf Staff are aware of individual CYP's sensory needs and have put appropriate adjustments and strategies in place.

Transitio-ns	**Between Schools:**
	Schools develop and maintain strong relationships within the local community which allow CYP and families to have a smooth and positive experience.
	Schools and settings forge good communications and strategies for information-sharing to ensure smooth transitions between EY/KS1, KS1/KS2, KS2/Secondary and post-16.
	Consider creating a common transition document and transition charter between settings within the local community.
	There is an expectation that paperwork is securely shared between schools, with confirmation responses agreed.
	Information is shared between schools in a timely way to ensure planning can be put in place to allow for transition to be successful.
	Information is shared with home so that parents can support the school in preparing CYP for transitions.
	Pupil information sharing should focus on strengths of the CYP as well as barriers to access learning.
	Schools make reasonable adjustments for transition days and visits e.g., soft starts, quick check-in with a trusted adult, team around the child, including pastoral staff.
	Those CYP with identified complex needs will require tailored, bespoke packages to support their transitional needs.
	Pupil voice and pupil views inform effective transition support and strategies.
	Key staff members are identified who lead on transition across the school community.
	Within School:
	Schools make reasonable adjustments for transition e.g., soft starts, quick check-in with a trusted adult, team around the child, including pastoral staff.
	Teachers are aware and sensitive to CYP who struggle with transition at any level. The associated risk factors are identified and appropriate provision is put in place in a timely way e.g., coming into school and going home, returning after holidays, special events in school, moving around the school between lessons, moving up a class.
	Teachers seek further support and advice for CYP e.g., from internal or external services.
	Information is shared and skills are transferred between staff.

	Visual references are used to support access to learning e.g., visual timetables, social stories, timers. Alternatives activities are available for unstructured times e.g., through the provision of clubs, opportunities for quiet learning in a library or calm space, small adult-led groups to support communication and socialisation.

Know-ledge, Skills and Training	SEND and Inclusion is everyone's responsibility and is a consideration in all areas of school development and improvement planning.
	
	Training opportunities are exploited, both internally and externally and are informed by a regular audit of skills and on-going school improvement planning.
	
	Data is used in school by leaders at all levels to inform development and improvement planning.
	
	The SENCo:
	
	   o is a qualified teacher and has undertaken the National Professional Qualification for SENCos within 3 years of taking on the role, starting September 2024.
	
	   o is part of the senior leadership team (SLT) and has a strategic role within the school.
	
	   o is an active member of local forums and networks, enabling the sharing of practice.
	
	   o is knowledgeable about the notional SEND budget, High Needs Funding (HNF), and can evidence how this is spent in school.
	
	Leadership and Management:
	
	   o acknowledge that every leader is a leader of SEND and Inclusion.
	
	   o take part in promoting and monitoring inclusion from policy to practice.
	
	   o ensure SEND and Inclusion is embedded in school culture, and that there is a clear recognition and understanding of neurodiversity, barriers to learning, and disability.
	
	   o ensure all areas of the school have SEND and Inclusion as a standing item on agendas and briefings with chapter 6 of the CoP acknowledged and referenced.
	
	   o ensure that data and evidence is collected and analysed to inform planning for CYP so that they can be successful.

	o ensure that staff engage fully in focussed professional development that widens and strengthens inclusive practice.
	o ensure the effective use of financial and human resource to support CYP with additional needs.
	o ensure high quality learning and teaching experiences across the school through robust monitoring which evidenced progress and achievement.
	o can evidence that outcomes of monitoring inform staff training, SEND policy and everyday classroom practice around SEND and Inclusion.
	Governors:
	The SEND governor:
	o has a strategic oversight of SEND data, resource and provision in school.
	o has attended training, both internal and external, relevant to their role.
	o should meet the SENCo on a termly basis to ensure they are informed and updated regarding SEND developments and policy in school.
	All governors:
	o know, acknowledge and refer to the SEND CoP.
	o develop, monitor and review the SEND Policy, SEND Information Report and Accessibility Plan.

Part two: quality first teaching; classroom intervention and support for all pupils

Classroom structures and provision	What this looks like
Classroom culture	Adults model and foster positive relationships with all CYP within the school community. The classroom is a welcoming and safe environment for all CYP. Behaviours and the use of language model inclusivity and respect.

	Teachers build on CYPs' strengths and abilities so that all pupils feel valued as a member of the class and engaged in their learning.
	Adults acknowledge when they have made a mistake, modelling that making mistakes is part of learning.
	CYP are encouraged to share their views and ideas in a safe space, where all voices are heard, listened to and valued.
	CYP are encouraged to work together; sharing ideas and to learn from each other.
	Opportunities for interventions to take place in the classroom are exploited.
	The classroom displays celebrate CYPs' work and achievements as well as prompting and supporting learning.
Adults' knowledge and skills, including training.	Training and development opportunities for all classroom staff are embedded in school improvement planning and are driven by school leaders at all levels.
	All teachers understand and meet their responsibilities as defined in Chap 6 of the SEND Code of Practice.
	The Teacher Standards are used to inform professional development and training.
	All teachers understand the four broad areas of SEND need, and how these needs can impact pupils' behaviour and learning.
	Teachers know the individual needs of CYP, and they adapt and plan their teaching, support and resources to accommodate the different learning styles.
	Teachers identify where further knowledge, skills and training would help them to meet the needs of CYP.
Structure, rules and routines	Classrooms are tidy and well-organised providing a sense of calm and of order.
	Visual references are used to support written language around the classroom e.g. drawers display 'unifix' as a word and a picture.
	Classroom routines, structures and expectations are accessible and clearly demonstrated.

Provision and support for learning	There is a consistent, nurturing approach by all adults to support and manage distressed behaviours in a sensitive manner.
	Reasonable adjustments should be implemented consistently by all teaching staff.
	Lessons are well-structured. Learning objectives are clear. CYP understand what they have to do to achieve the learning objectives.
	CYP have easy access to equipment and resources to support their learning.
	Pre- and post-teaching can be used to support access to learning for some CYP alongside their peers.
	Alternative ways of recording are embedded in classroom practice, including augmentative and assistive technologies.
	Additional adults are deployed effectively, and where needed, to provide support for CYP.
	Any additional adult support should promote resilience and independence.
	Teachers ensure that CYP have opportunities to work in different ways e.g., independently, in a variety of small groups, and/or in pairs, and participate in both adult-led and peer-led learning.
	CYP are encouraged to watch, listen and observe each other in their learning as well as participating actively.
	Both CYP and families should be actively involved in the review process to ensure co-production at all stages.
	Reasonable adjustments should be given the right amount of time to embed and be revisited and amended as appropriate.

Cognition and Learning Needs

Support for learning difficulties may be required when children and young people (CYP) learn at a significantly slower pace than their peers, even when appropriate and reasonable adjustments have been implemented. Learning difficulties include a range of needs, including:

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific Learning Difficulties (SpLD) – dyslexia, dyscalculia, dyspraxia

For all areas of need, any adjustments, provision and support should be provided according to the needs of the CYP and should not be dependent on a formal diagnosis.

The school's provision should follow a graduated approach, using a cycle of Assess, Plan, Do, Review (APDR) SEND Graduated Response September 2022 SEND code of practice: 0 to 25 years – Chapter 6

Non-negotiable Universal Menu (class/subject teacher)

- **Pupil voice is central, including implementing advice on One Page Pupil Profile/Pupil Passport, IEP etc.**
- **Consideration given to how pupil voice is collected with the pupil in mind e.g. a walk and talk, drawing and talking.**
- **Pupils are helped to recognise and value their achievements and understand their own barriers to learning.**
- **Pupils know and can contribute to the targets they are working towards and the next steps to achieve them.**
- **Pupils' successes are celebrated and strengths built on.**
- **Partnership working with parents and families For Parents | Autism Education Trust**
- **Ensure parents are involved with supporting their child/ young person, and how they can support/ reinforce interventions at home.**

- **Staff assess children and young people's understanding, strengths and interests, identify any gaps in knowledge, adapting teaching accordingly.**
- **Access arrangements are trialled to support pupils' learning through school as part of their everyday practice, and in preparation for formal assessment.**

- The school environment is communication-friendly Communication Friendly Checklists .
- Neurodiversity is referenced and celebrated, and consideration given of how neurodiversity can present differently across genders.
- Classrooms allow all pupils a good view of the teacher's face when speaking.
- Pupils should be seated so they can see the teacher's non-verbal prompts.
- Classrooms should be arranged to facilitate collaborative working.
- Clear signage and labelling Widgit Online.
- Access to quiet, distraction-free space.
- Multisensory approaches for spelling: including visual referencing to support understanding of language.

- ➢ Lesson review should include activating prior knowledge and overlearning (which are dyslexia friendly strategies), and weight should be given to this part of the lesson.
- ➢ Limit the need for copying from the board or the requirement to take notes by using alternatives such as ICT, mind maps, photocopied notes or slides.

- ➢ Consideration of the sensory environment.
- ➢ Understanding sensory needs Sensory differences (autism.org.uk).
- ➢ Use of sensory resources and manipulatives.

- ➢ Staff assess children and young people's understanding, strengths and interests, identify any gaps in knowledge, adapting teaching accordingly.
- ➢ Access arrangements are trialled to support pupils' learning through school as part of their everyday practice, and in preparation for formal assessment.
- ➢ Curriculum planning carefully considers the needs of all pupils.
- ➢ A range of teaching and learning styles are used.
- ➢ Appropriate adaptations to learning tasks may be required.

- ➢ The pace, length and order of activities is adjusted to maintain interest and attention.
- ➢ Alternative ways of recording, including use of technology is everyday practice and available to all.
- ➢ Additional resources and teaching are used according to individual needs.
- ➢ Homework is clearly communicated and alternatives to written recording are accepted to ensure all learners can complete the tasks independently.
- ➢ Use of additional adults is planned to maximise their impact on learning, married with the need to promote independence.
- ➢ Opportunities for access to role models, mixed ability groups, structured opportunities for conversation/ sharing of ideas and access to additional adults when appropriate are provided as part of everyday practice.
- ➢ The classroom is a safe space to make mistakes and metacognition is explicitly developed and embedded.
- ➢ Explicitly teach study and organisational skills.
- ➢ Up to date guidance followed on best approaches to teaching and foster a love of reading is followed The reading framework - GOV.UK (www.gov.uk) Choosing a phonics teaching programme - GOV.UK (www.gov.uk)
- ➢ School policy that no child has to read aloud, and all children have the right to pass.

Day to day classroom provision includes the following:

- ➢ Structured lessons, incorporating a 'I do, we do, you do' approach.
- ➢ The purpose of activities is clearly identified, and clear links are made to previous learning.

- ➢ Support for varying processing speeds to ensure independence and task completion.
- ➢ Consistent approaches and routines.
- ➢ Additional activity/movement breaks.
- ➢ Scaffolding and chunking EEF Scaffolding
- ➢ Clear and simple instructions EEF Simple Instructions
- ➢ Reduction of cognitive load Pearsons Reducing Cognitive Load

- ➢ Use of visual supports, cues and prompts Visual supports
- ➢ Adult modelling of listening skills.
- ➢ Opportunities for over-learning and repetition.
- ➢ Support to connect and generalise concepts.
- ➢ Explicit teaching of vocabulary
- ➢ Targeted questioning including time for thinking and processing.
- ➢ Checking pupils' understanding regularly, providing feedback and support.
- ➢ Consideration of colour/font size and dyslexia friendly presentation in the classroom and in communication with parents Dyslexia friendly style guide - British Dyslexia Association (bdadyslexia.org.uk)
- ➢ A range of equipment to support handwriting is available such as writing slopes, pencil grips, left-handed pens, coloured paper/exercise books with varying spaces lines, visual alphabet strips and number squares.
- ➢ SpLD Dyslexia Friendly Classroom checklist for a more comprehensive list Suffolk InfoLink | Specific Learning Difficulties (SpLD) Service

Targeted Menu (class/subject teacher plus SENCo advice and support)

In addition to the Universal Menu, some CYP may need some or all of the strategies and resources listed below:

- ➢ Pupils' next steps are identified and clearly planned for and reviewed in line with APDR.
- ➢ There is co-production of next steps with parents, including pupil voice which is listened to and acted upon.
- ➢ Pupil voice is gathered regularly for their perceptions on strengths and challenges and views on what works well for them.
- ➢ A profile of strengths and weakness is begun, and added to over time, this could be in the form of a pupil passport or one page profile etc
- ➢ A checklist for parents is available to capture their voice to ensure early signs of literacy/numeracy difficulties or dyslexia/dyscalculia is spotted in the early years and across transition phases.
- ➢ A mixture of standardised and informal assessments to measure and monitor progress will be needed to ensure impact.
- ➢ Evidence-based interventions, as suggested by the Education Endowment Foundation EEF Toolkit , the Dyslexia Trust website The Dyslexia-SpLD Trust - Home; What Works for Literacy Difficulties - The School Psychology Service
- ➢ Learning aids are used (which may be personalised) to promote pupils' independence e.g. task lists, spelling promote cards/fold-out flaps.
- ➢ Consideration given to different approaches (for some pupils) to the school Systematic Synthetic Phonics SSP/Catch up/Keep up programme.
- ➢ Steps of progress are tracked on appropriate framework e.g. SEN Toolkit The Essential SENCO Toolkit – Build, Embed, Sustain Proposal ...

- ➢ Data is used to inform accurate planning of intervention and strategies.
- ➢ Suitable / accessible assessments are used to identify areas of need/gaps e.g. Pre-key stage standards Pre-key stage 1 standards - GOV.UK (www.gov.uk) Pre-key stage 2 standards - GOV.UK (www.gov.uk), Sandwell Early Numeracy Test (SENT), IDL literacy and numeracy screeners IDL: Dyslexia and Dyscalculia Software | Screening,

Suffolk InfoLink | Specific Learning Difficulties (SpLD) Service)
- ➢ Good and thorough access arrangements are in place following current regulations: Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications
2023 key stage 1 access arrangements guidance (publishing.service.gov.uk)
 Key stage 2 tests: access arrangements - GOV.UK (www.gov.uk)
- ➢ Assistive technology is used e.g. speech to text software, sound buttons, reading software, book creator, Clicker Clicker - Literacy Software , Vocaroo Vocaroo | Online voice recorder , scanning pens Scanning Pens Ltd , laptops.
- ➢ Teaching activities which represent /practise actual skill being taught e.g. real books are implemented.
- ➢ The school staff have a SpLD identification checklist, SpLD example checklist identification checklist.pptx
- ➢ School has a SpLD pathway embedded across year groups, both for classroom strategies and intervention.
- ➢ Advice and recommendations from external professionals, if required, is incorporated into pupils' provision.

- ➢ Additional appropriate adult support, resources and/or equipment may be provided to mediate learning for a time-limited period and are reviewed regularly.

Advice may be sought from the services below:

- ➢ NHS Speech and Language therapy
- ➢ Specialist Education Services Specialist Education Services (SES) Suffolk County Council
- ➢ Emotional Wellbeing Hub Emotional Wellbeing Hub (thesource.me.uk),
- ➢ Just one Norfolk, Just One Norfolk: Health Advice & Support for Children
- ➢ School Nursing, School nursing - Suffolk County Council
- ➢ Community Nursing Team, Community Children's Nursing Team - Suffolk InfoLink
- ➢ MHST, East and West Suffolk Mental Health Support Teams in …
- ➢ Permanence team, Post adoption support
- ➢ Virtual school The Virtual School for children in care
- ➢ Harmful Sexual Behaviour Team Harmful Sexual Behaviour (HSB)
- ➢ Kooth: Kooth: Home
- ➢ Crisis Help and Risk Intervention Service (CHRIS) via MASH/Early Help
- ➢ Primary Mental Health Workers for Schools in Suffolk
- ➢ Children and young people | Norfolk and Suffolk NHS
- ➢ Sensory Suggester SEMH Sensory Suggestions SEMH.co.uk - Sensory Suggester
- ➢ Common Assessment Framework (CAF)

Bespoke Menu (class teacher, SENCo and external advice)

In addition to the Universal and Targeted Menus, CYP may need some or all of the strategies listed below:

- ➢ High Needs Funding is considered where additional resource is needed to enable access to learning. High Needs Funding.

- 1:1 personalised intervention is planned, using evidence-based strategies for a learner with literacy/numeracy difficulties, see above suggestions and links. This should be delivered by a member of staff who is suitably trained in the chosen intervention.
- There is close monitoring and assessment of progress through the APDR cycle to ensure resources/strategies used remain appropriate and are ensuring progress. Support is sought via outside agencies if necessary.
- A small steps approach is followed, incorporating interventions such as Beat Dyslexia Beat Dyslexia Dyslexia Gold, Dyslexia Gold , Lexia Lexia, The Dyscalculia Solution (hyperlink), Dynamo Maths (hyperlink) Pre-key stage standards Pre-key stage 1 standards - GOV.UK (www.gov.uk) Pre-key stage 2 standards - GOV.UK (www.gov.uk), The Engagement Model webcast | Nasen
- Appropriate technology and IT assessment is used.
- Other professionals are involved e.g. SES Specialist Education Services Educational Psychology Psychology and Therapeutic Services , and their advice is implemented.

- Parents are signposted to support sessions.
  SENDIASS Suffolk SENDIASS: Home
  Activities Unlimited - Suffolk SEND Local Offer
  Suffolk Parent Carer Form Suffolk Parent Carer Forum

Useful websites:

C&L local offer page: Cognition & Learning (C&L) Service
SpLD local offer page: Specific Learning Difficulties (SpLD) Service)
Dyslexia in children - The Dyslexia Association - The Dyslexia Association
Helen Arkell
British Dyslexia Association (bdadyslexia.org.uk)
Welcome to the Patoss website (patoss-dyslexia.org)
Downs Syndrome Association: Home
Webinar: Teaching children with Cognition and Learning needs | Whole School SEND
Condition-specific video: Dyslexia | Whole School SEND

Communication and Interaction Needs

Support for Communication and Interaction needs may be required when CYP, despite reasonable adjustments and support, have persistent needs in some or all of the following: expressive language, receptive language, social communication and interaction, flexibility in thought and behaviour, curriculum access, sensory processing, executive functioning, emotional regulation and social development as a result of their communication and interaction needs.

For all areas of need, any adjustments, provision and support should be provided according to the needs of the CYP and should not be dependent on a formal diagnosis.

The school's provision should follow a graduated approach, using a cycle of Assess, Plan, Do, Review (APDR) SEND Graduated Response September 2022 SEND code of practice: 0 to 25 years – Chapter 6

Universal Non-negotiables Menu (class/subject teacher)

➢ **Pupil voice is central, including implementing advice on One Page Pupil Profile/Pupil Passport, IEP etc.**
➢ **Consideration given to how pupil voice is collected with the pupil in mind e.g. a walk and talk, drawing and talking.**
➢ **Pupils are helped to recognise and value their achievements and understand their own barriers to learning.**
➢ **Pupils know and can contribute to the targets they are working towards and the next steps to achieve them.**
➢ **Pupils' successes are celebrated and strengths built on.**
➢ **Partnership working with parents and families For Parents | Autism Education Trust**
➢ **Ensure parents are involved with supporting their child/ young person, and how they can support/ reinforce interventions at home.**

➢ **Staff assess children and young people's understanding, strengths and interests, identify any gaps in knowledge, adapting teaching accordingly.**
➢ **Access arrangements are trialled to support pupils' learning through school as part of their everyday practice, and in preparation for formal assessment.**

➢ The school environment is communication-friendly Communication Friendly Checklists .
➢ Neurodiversity is referenced and celebrated and consideration given of how neurodiversity can present differently across genders.
➢ Adults understand ASC Females present differently Teaching autistic girls (autism.org.uk).
➢ Evidence-based screening for SLCN is used e.g. WELLCOMM WellComm Speech- and Language link Speech and Language Link.
➢ School staff have attended ELKLAN training Elklan.
➢ There is consistency in language and approach around emotional regulation.

➢ Classroom seating arrangements allow all pupils a good view of the teacher's face when speaking.
➢ Pupils should be seated so they can see the teacher's non-verbal prompts.
➢ Classrooms should be arranged to facilitate collaborative working.

- ➢ There is clear signage and labelling [Widgit Online.](#)
- ➢ There is access to quiet, distraction-free space.

- ➢ Adults understand pupils' sensory needs [Sensory differences (autism.org.uk).](#)
- ➢ Consideration is given to the sensory environment and sensory resources and manipulatives are in use, as appropriate.

Day to day classroom provision includes the following:

- ➢ Length of tasks are adapted to accommodate pupils with difficulties maintaining their attention on a task for a prolonged period of time.
- ➢ A language-rich environment for all is evident [Communication Friendly Checklists.](#)
- ➢ There are planned opportunities for language development.
- ➢ Key vocabulary is taught explicitly, and pupils are encouraged to explore the meanings and origins of words.
- ➢ There is access to word banks, vocabulary mats etc.
- ➢ Clear classroom routines exist and are taught and reinforced to promote good listening skills.
- ➢ The purpose of activities is clearly identified, and clear links are made to previous learning.
- ➢ Pupils' names are used before individual instructions are given.
- ➢ Adults model positive listening behaviours.
- ➢ Pupils have regular opportunities to take part in learning discussions with peers and adults.
- ➢ Additional activity/movement breaks are built in.
- ➢ The curriculum accommodates pupils' individual levels of attention and listening.
- ➢ Individualised visual strategies are in place to scaffold verbal language, provide additional structure, support sequencing and reduce anxiety.
- ➢ Scripted language is rehearsed.
- ➢ Support is provided to link new learning to existing knowledge and to generalise learning.
- ➢ Idioms, jokes, puns etc. are taught explicitly.
- ➢ There is explicit teaching of question words i.e. *where, who, what, why, when, how.*
- ➢ The social use of language, communication, and interaction, where appropriate and relevant is taught.
- ➢ Signing, gesture, pictures and symbols are used to support pupils' understanding of spoken language and to engage and maintain pupils' attention.

- ➢ Good listening skills are explicitly praised and rewarded so that good listening and attention is positively reinforced.
- ➢ Additional verbal and non-verbal prompts to listen are used.
- ➢ Staff ensure that the pupils have stopped working and are listening before new instructions are given.
- ➢ Information and instructions are chunked to support understanding and retention.
- ➢ Adults adapt language to accommodate pupils' levels of understanding of both concrete and abstract concepts.
- ➢ Pupils are encouraged to ask questions to confirm, develop and secure their developing understanding.
- ➢ Pupils are allowed time to process language.
- ➢ Pupils are encouraged to identify and explain 'why things happen' and 'how they know'.
- ➢ There are planned opportunities to develop speaking and listening skills.
- ➢ Adults organise frequent role play opportunities.

- ➢ Pupils are given opportunities to explain their learning to others.
- ➢ Pupils are provided with opportunities to speak for a range of purposes, including speaking aloud in front of an audience.
- ➢ Staff use a variety of open-ended questioning techniques to develop a range of responses, and there is differentiation of instructions/questioning.

- ➢ Staff do not correct incorrect speech but model back correct speech and grammatical structures.
- ➢ Oral narrative skills should be encouraged and developed.
- ➢ Adults ensure that only 'pure' sounds are modelled to support accurate differentiation.
- ➢ Adults model the correct pronunciation of words.
- ➢ Nursery rhymes and simple songs are taught regularly to young children to develop their understanding of rhythm and rhyme.
- ➢ Pupils are allowed time to speak so that they can focus on accurate pronunciation.
- ➢ Activities are planned to secure accurate sound differentiation.
- ➢ Pupils are encouraged to generate word groups with the same beginning/middle/end sound.

- ➢ Visual referencing is used to reinforce language learning and development [Visual supports (autism.org.uk)](autism.org.uk)
- ➢ Real objects, pictures and other visual information should be available to support developing understanding.
- ➢ Visual and verbal supports are provided to reinforce and expand vocabulary knowledge and usage e.g. using photos as visual prompts for pupils to recall and talk about their 'news'.

- ➢ Collaborative working is routinely planned and supported.
- ➢ Adults model appropriate social interactions in different contexts, providing positive role models of desired social skills.
- ➢ Pupils are provided with opportunities to experience interactions in a range of contexts and with a range of people.
- ➢ There are planned opportunities to learn alongside more able peers to develop both expressive and receptive skills within the context of social communication.

Targeted Menu (class/subject teacher plus SENCo advice and support)

In addition to the Universal Menu, some CYP may need some or all of the strategies and resources listed below:

- ➢ Pupils' next steps are identified and clearly planned for and reviewed in line with APDR.
- ➢ There is co-production of next steps with parents, including pupil voice which is listened to and acted upon.
- ➢ Pupil voice is gathered regularly for their perceptions on strengths and challenges and views on what works well for them.
- ➢ A profile of strengths and weakness is begun, and added to over time, this could be in the form of a pupil passport or one page profile etc

- ➢ Enhanced visual supports should be used as strategies to aid understanding of tasks, support auditory discrimination skills and extend independent learning, and to support

the organisation of actions and information e.g. task planners, story frames Visual supports (autism.org.uk).

➢ Restorative practice is used to help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict. Home | Restorative Justice 4 Schools.

➢ Formal/ informal phonological awareness assessments are used.

➢ Adults simplify and repeat questions and instructions and allow pupils time to process information and organise their responses.

➢ Adult language is significantly modified so that it is simplified, reduced and chunked to ensure it is accessible for pupils with attention and listening needs.

➢ Adults provide models of extended speech.

➢ Adults aim to build pupils' confidence through specific praise for successful pronunciation or for good attempts.

➢ Alternative communication approaches, such as signs and symbols, are used to support the development of speech, where appropriate.

➢ Targeted group work is planned to develop specific areas of language development e.g. concepts, sequencing, classification and categorisation.

➢ Vocabulary teaching is supported through phonological and semantic cues and visual resources.

➢ Pupils are given opportunities to prepare and rehearse contributions to discussions.

➢ Talking frames are used to encourage the development of narrative structures.

➢ The language of feelings is taught explicitly so that pupils have the correct words to express how they feel.

➢ Pupils are supported to understand the concept of time, using pupils' own experiences, supported through visual resources.

➢ Specific group activities to practise attention and listening are integral in curriculum planning.

➢ Pupils have opportunities to work on activities involving their interests as a means of extending their attention span and increasing their motivation.

➢ Pupils are taught strategies to develop their auditory memory skills.

➢ Social communication skills are taught explicitly, using resources such as Social Stories Social stories and comic strip conversations Talk About What is TALKABOUT? NASEN Teaching Play

➢ Opportunities exist to experience a range of structured interactions with different adults/pupils in a range of contexts with opportunities for feedback.

➢ Transitions are supported, including daily transitions e.g. moving between lessons and parts of the school Transition

➢ Soft starts are used when appropriate in easing the home/school transition

➢ Safe spaces and key adults are identified.

➢ Support for unstructured times is in place Difficulties at lunch and break times (autism.org.uk)

➢ Additional appropriate adult support, resources and/or equipment to mediate learning may be provided for a time-limited period and are reviewed regularly.

➢ Individualised pastoral support is in place, where appropriate.

➢ There are planned activities to develop sequencing, classification and categorisation skills.

➢ Personalised visual timetable are in place which may include specific listening/attention games and sandwiching of less favoured activities between favourite ones.

➢ Evidence-based and targeted interventions are implemented e.g. Attention Autism Attn Autism , NELI Nuffield Early Language Intervention (NELI) | Project, Talk Boost Talk Boost

speech and language interventions , Speech and Languagelink Speech and Language Link , Language for Thinking Language for Thinking

➢ Advice and recommendations from external professionals are incorporated into pupils' provision.
➢ The allocated TA attends speech and language therapy sessions on an agreed basis.
➢ Pupils have opportunities for targeted activities to practise their speech sounds in line with their Speech and Language Therapy programme.
➢ Additional appropriate adult support, resources and/or equipment may be provided to mediate learning for a time-limited period and are reviewed regularly.

Advice may be sought from the services below:

➢ NHS Speech and Language therapy
➢ Specialist Education Services Specialist Education Services (SES) Suffolk County Council
➢ Emotional Wellbeing Hub Emotional Wellbeing Hub (thesource.me.uk),
➢ Just one Norfolk, Just One Norfolk: Health Advice & Support for Children
➢ School Nursing, School nursing - Suffolk County Council
➢ Community Nursing Team, Community Children's Nursing Team - Suffolk InfoLink
➢ MHST, East and West Suffolk Mental Health Support Teams in …
➢ Permanence team, Post adoption support
➢ Virtual school The Virtual School for children in care
➢ Harmful Sexual Behaviour Team Harmful Sexual Behaviour (HSB)
➢ Kooth: Kooth: Home
➢ Crisis Help and Risk Intervention Service (CHRIS) via MASH/Early Help
➢ Primary Mental Health Workers for Schools in Suffolk
➢ Children and young people | Norfolk and Suffolk NHS
➢ Sensory Suggester SEMH Sensory Suggestions SEMH.co.uk - Sensory Suggester
➢ Common Assessment Framework (CAF)

Bespoke Menu (class teacher, SENCo and external advice)

In addition to the Universal and Targeted Menus, CYP may need some or all of the strategies and resources listed below:

➢ High Needs Funding is considered where additional resource is needed to enable access to learning High Needs Funding.
➢ A Risk Reduction Plan is in place School-based Safeguarding Risk Reduction Plan
➢ Intense interventions are used e.g. TEACCH TEACCH , PECS PECS , Intensive Interaction Intensive Interaction, Cued Articulation Cued Articulation Consonants
➢ Alternative and augmentative communications systems are used where recommended (AACS) e.g MAKATON Makaton Talkpad Talk Pad , Communication Book, PECS PECS (Picture Exchange Communication System).
➢ Adaptations to the physical and sensory environment in line with individual pupils' needs are made.
➢ Other agencies should be involved e.g. SES Specialist Education Services Educational Psychology Psychology and Therapeutic Services , NDD Pathway NDD Pathway Waveney

Support Finding Your Way Virtual Schools The Virtual School Family Support Practitioners Common Assessment Framework (CAF) , EWO Support to help your child attend school, NHS Speech and Language Therapy.

➢ Sensory profiling is used to identify pupils' sensory needs sensory-profile-info-flyer (suffolk.gov.uk).

➢ Parents are signposted to support sessions.
SENDIASS Suffolk SENDIASS: Home
Activities Unlimited - Suffolk SEND Local Offer
Suffolk Parent Carer Form Suffolk Parent Carer Forum

Useful websites:

C&I local offer page: Communication & Interaction (C&I) Service

SLCN local offer page: Speech, Language & Communication Needs (SLCN) Outreach Service.

DfE: www.gov.uk/government/publications/what-works-interventions-for-children-and-young-people-with-speech-language-and-communication-needs
The Better Research Programme reviews interventions for children and young people with speech and language and communication needs

The Autism Resource Suite | Whole School SEND
https://www.autismeducationtrust.org.uk/resources/aet-schools-competency-framework
Speech and Language UK https://speechandlanguage.org.uk/Accessible research papers on a range of issues affecting children and young people with speech, language and communication needs in education

AAC Knowledge www.aacknowledge.org.uk
Brings together information and research evidence on augmentative and alternative communication (AAC) in one place. Provides different ways of finding out more about AAC.

Primary progression tools
Progression Tools from The Communication Trust for Primary Years Set (speechandlanguage.org.uk)

Secondary progression tools
https://speechandlanguage.org.uk/shop-for-educators/progression-tools-from-the-communication-trust-for-secondary-years-set/

Phonological awareness
https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-phonological-awareness-pack-pdf-6mb.pdf

JUST ONE Norfolk
https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-phonological-awareness-pack-pdf-6mb.pdf

Social, Emotional and Mental Health Needs

Support for SEMH may be required when CYP, despite reasonable adjustments and support, have sustained difficulties with their social and emotional development, forming and maintaining healthy relationships and behaviours and demonstrating poor mental health. SEMH needs may include a range of needs including anxiety, depression, trauma or an attachment disorder.

For all areas of need, any adjustments, provision and support should be provided according to the needs of the CYP and should not be dependent on a formal diagnosis.

The school's provision should follow a graduated approach, using a cycle of Assess, Plan, Do, Review (APDR) SEND Graduated Response September 2022. SEND code of practice: 0 to 25 years - Chapter 6

Non-negotiable Universal Menu (class/subject teacher)

- **Pupil voice is central, including implementing advice on One Page Pupil Profile/Pupil Passport, IEP etc.**
- **Consideration given to how pupil voice is collected with the pupil in mind e.g. a walk and talk, drawing and talking.**
- **Pupils are helped to recognise and value their achievements and understand their own barriers to learning.**
- **Pupils know and can contribute to the targets they are working towards and the next steps to achieve them.**
- **Pupils' successes are celebrated and strengths built on.**
- **Partnership working with parents and families For Parents | Autism Education Trust**
- **Ensure parents are involved with supporting their child/ young person, and how they can support/ reinforce interventions at home.**

- **Staff assess children and young people's understanding, strengths and interests, identify any gaps in knowledge, adapting teaching accordingly.**
- **Access arrangements are trialled to support pupils' learning through school as part of their everyday practice, and in preparation for formal assessment.**

- Whole School Behaviour and Wellbeing Policies and a Health and Safety Risk Assessment Policy are in place.
- Policies are based on relational and restorative approaches.
- Policies is regularly reviewed to ensure it is flexible, bespoke and relevant.
- Policies are monitored to ensure consistent approaches from all school staff. Attachment aware schools Trauma Informed Schools UK Keys to Inclusion (inclusive-solutions.com) Restorative approaches Social and emotional factors
- Mindfulness approaches are embedded in school practice.

- There are appointed Mental Health and Pastoral Care Leads who work closely with the SEND Department.
- The school works closely with the Education Welfare Officer and the family Working together to improve school attendance

- ➢ A clear and robust assessment and identification process is in place – pupil voice, ABC (Antecedent, Behaviour, Consequence) STAR (Situation, Trigger, Action, Response) charts, learning walks, monitoring, lesson / pupil observations, Boxall profile Boxall , Coventry grid, for example.

- ➢ The school environment is designed to be encourage positive communication Communication Friendly Checklists .
- ➢ Neurodiversity is referenced and celebrated and consideration given of how neurodiversity can present differently across genders.
- ➢ There is consistency of language and approach around emotional regulation.
- ➢ SEMH and wellbeing are woven through the curriculum which is adapted to ensure all pupils are able to regulate their emotions to minimise social/emotional needs.
- ➢ There is early intervention when attendance is declining.

- ➢ Staff lead by example, acting as positive role models.
- ➢ School understand the implications of SEMH needs on learning and behaviour.
- ➢ There is a focus on building positive and trusting relationships.
- ➢ Language used by adults demonstrates an understanding of CYP whose behaviours communicate anxiety and/or distress.
- ➢ There is a common understanding that "all behaviour is communication".

Day to day classroom provision includes the following:

- ➢ Classrooms allow all pupils a good view of the teacher's face when speaking.
- ➢ Pupils are seated so they can see the teacher's non-verbal prompts.
- ➢ Classrooms are arranged to facilitate collaborative working.
- ➢ There is clear signage and labelling.
- ➢ Pupils have access to quiet, distraction-free spaces, not an isolation room.

- ➢ Adults understand pupils' sensory needs Sensory differences (autism.org.uk).
- ➢ Consideration is given to the sensory environment and sensory resources and manipulatives are in use, as appropriate.

- ➢ Grounding and regulating strategies are taught, practised and deployed within the daily routine such as box breathing.
- ➢ There are daily interventions to develop emotional-regulation skills.

- ➢ Rules and routines are explicitly taught.
- ➢ Clear, precise and accessible instructions about learning tasks are provided.
- ➢ Social skills are explicitly taught through strategies such as circle time, friendship circles, discussion groups, mentoring/ buddying, the PSHE curriculum
- ➢ Peer to peer support/buddy support is used.
- ➢ Metacognition and self-regulation and Growth Mindset approaches are used to engage learners.
- ➢ Boundaries are enforced with empathy, using connection before correction, 3Rs (repair, restore, reconnect)
- ➢ Support with transitions is in place.
- ➢ Pupil knows how to ask for help.

Targeted Menu (class/subject teacher plus SENCo advice and support)

In addition to the Universal Menu, some CYP may need some or all of the strategies and resources listed below:

➢ Pupils' next steps are identified and clearly planned for and reviewed in line with APDR.
➢ There is co-production of next steps with parents, including pupil voice which is listened to and acted upon.
➢ Pupil voice is gathered regularly for their perceptions on strengths and challenges and views on what works well for them.
➢ A profile of strengths and weakness is begun, and added to over time, this could be in the form of a pupil passport or one page profile etc

➢ One-page profiles/pupil passports with strategies are used.
➢ Positive / Strengths based behaviour plans are in place.
➢ There are proportionate consequences (reasonable adjustments made to behaviour policy).
➢ Trusted adults are deployed for daily check-in and check-out during crises.
➢ Individual Risk Assessments are in place Inclusion Service – Pupil Risk Assessment
➢ Staff are supported in understanding how their own behaviour, responses and language affect pupil behaviour What is meant by PACE? - DDP Network
➢ Strategies to support self-regulation e.g. use of a calm box, exercise, mindfulness, breathing techniques, sensory breaks / sensory circuits - walking, running, trampoline.
➢ Targeted approaches are used in the classroom – seating, regular check –ins, sensory break, coaching, reasonable adjustments to homework.
➢ Targeted approaches are used at breaks / social times e.g. supervised alternative places to go at social times, actively modelling and supporting development of appropriate social communication and interaction skills, adult-led games at playtimes
➢ Transitions, both between lessons and between activities are supported.
➢ There are enhanced transitions into next year/school.
➢ Enhanced visual supports are in place.
➢ There are identified safe spaces.
➢ Brain stem calmers are used, e.g., water play. sensory diet.

➢ Therapeutic interventions such as THRIVE The Thrive Approach ELSA About ELSA – ELSA Network , Nurture Group Nurture Groups - NurtureUK are embedded in whole school approaches.
➢ Analysis of pupils' needs are used to unpick needs and inform planning e.g. BOXALL profile Boxall , Coventry grid , SEMH Sensory Suggestions SEMH.co.uk - Sensory Suggester AANT AANT Motional Motional Team Pupil TEAM PUPIL - Creating a Support Network EBSA Emotionally Based School Avoidance (EBSA) resources for ...
➢ Mentoring and individual check ins (out of class) are used consistently.
➢ Additional appropriate adult support, resources and/or equipment may be provided to mediate learning for a time-limited period and are reviewed regularly.

Advice may be sought from the services below:

- ➢ Specialist Education Services [Specialist Education Services (SES) Suffolk County Council](#)
- ➢ Emotional Wellbeing Hub [Emotional Wellbeing Hub (thesource.me.uk),](#)
- ➢ Just one Norfolk, [Just One Norfolk: Health Advice & Support for Children](#)
- ➢ School Nursing, [School nursing - Suffolk County Council](#)
- ➢ Community Nursing Team, [Community Children's Nursing Team - Suffolk InfoLink](#)
- ➢ MHST, [East and West Suffolk Mental Health Support Teams in **…**](#)
- ➢ Permanence team, [Post adoption support](#)
- ➢ Virtual school [The Virtual School for children in care](#)
- ➢ Harmful Sexual Behaviour Team [Harmful Sexual Behaviour (HSB)](#) Inclusion
- ➢ Kooth: [Kooth: Home](#)
- ➢ **[Crisis Help and Risk Intervention Service (CHRIS)](#)** via MASH/Early Help
- ➢ [Primary Mental Health Workers for Schools in Suffolk](#)
- ➢ [Children and young people | Norfolk and Suffolk NHS](#)
- ➢ Sensory Suggester https://sensory.semh.co.uk/
- ➢ Early Help [Common Assessment Framework (CAF)](#)
- ➢ NEET Team - [https://www.suffolk.gov.uk/children-families-and-learning/youth-support-and-careers-advice-work-experience-and-activities/youth-support-and-advice](#)

Bespoke Menu (class teacher, SENCo and external advice)

In addition to the Universal and Targeted Menus, CYP may need some or all of the strategies listed below:
- ➢ High Needs Funding is considered where additional resource is needed to enable access to learning. [High Needs Funding.](#)
- ➢ Other agencies should be involved e.g. SES [Specialist Education Services](#) EP [Psychology and Therapeutic Services](#) , NDD Pathway [NDD Pathway](#) Waveney Support [Finding Your Way](#) Virtual Schools [The Virtual School](#) Family Support Practitioners [Common Assessment Framework (CAF)](#) , EWO [Support to help your child attend school](#)
- ➢ Extra-curricular activities and trips are encouraged, supported by risk assessment. Focus on capturing the pupil's interests.
- ➢ Vocational learning / work experience may supplement the core offer for Key Stage 4 learners.

- ➢ Parents are signposted to support sessions.
  SENDIASS [Suffolk SENDIASS: Home](#)
  [Activities Unlimited - Suffolk SEND Local Offer](#)
  Suffolk Parent Carer Form [Suffolk Parent Carer Forum](#)

Highly individualised provision, including, for example:

- ➢ Specific assessments to identify primary areas of need e.g. Boxall Profile.
- ➢ Individual VSEND
- ➢ Strengths based profiling [SEND Assessment: A Strengths-Based Framework for ...](#)
- ➢ Highly modified learning environment to accommodate individual needs.
- ➢ SMART realistic targets, in line with the individualised plan for the pupil and based on external advice and strategies.

- Individualised pastoral support, incorporating EBSA strategies where appropriate https://www.suffolk.gov.uk/children-families-and-learning/wellbeing-in-education/ebsa-emotionally-based-school-avoidance.
- Individual Behaviour Support Plan.
- Individual transition arrangements.
- Access to a personalised timetable.
- Bespoke sensory diet.
- Access to counselling.

Useful websites:

- SEMH local offer page: Social, Emotional & Mental Health (SEMH) Service
- Condition-specific video: SEMH | Whole School SEND
- Webinar: Teaching Children with Social, Emotional and Mental Health Needs | Whole School SEND
- Condition-specific video: Speech, Language and Communication | Whole School SEND
- Anna Freud Anna Freud Centre - Family mental health
- EBSA Resources for schools

Sensory and Physical Needs

Support for CYP with sensory and physical needs may be required when a CYP's needs impact on their ability to access educational opportunities.

Sensory needs can be clinically diagnosed hearing loss and/or visual impairment. Physical difficulties can occur for a variety of reasons e.g. congenital conditions (some progressive), injury or disease.

For all areas of need, any adjustments, provision and support should be provided according to the needs of the CYP.

The school's provision should follow a graduated approach, using a cycle of Assess, Plan, Do, Review (APDR) SEND Graduated Response September 2022 SEND code of practice: 0 to 25 years – Chapter 6

Non-negotiable Universal Menu (class/subject teacher)

- **Pupil voice is central, including implementing advice on One Page Pupil Profile/Pupil Passport, IEP etc.**
- **Consideration given to how pupil voice is collected with the pupil in mind e.g. a walk and talk, drawing and talking.**
- **Pupils are helped to recognise and value their achievements and understand their own barriers to learning.**
- **Pupils know and can contribute to the targets they are working towards and the next steps to achieve them.**
- **Pupils' successes are celebrated and strengths built on.**
- **Partnership working with parents and families For Parents | Autism Education Trust**
- **Ensure parents are involved with supporting their child/ young person, and how they can support/ reinforce interventions at home.**

- **Staff assess children and young people's understanding, strengths and interests, identify any gaps in knowledge, adapting teaching accordingly.**
- **Access arrangements are trialled to support pupils' learning through school as part of their everyday practice, and in preparation for formal assessment.**

- The school environment is communication-friendly Communication Friendly Checklists .
- Neurodiversity is referenced and celebrated and consideration given of how neurodiversity can present differently across genders.
- Classroom seating arrangements allow all pupils a good view of the teacher's face when speaking.
- Pupils should be seated so they can see the teacher's non-verbal prompts.
- Classroom background noise management is in place.
- Classrooms should be arranged to facilitate collaborative working.
- Classrooms display clear signage and labelling Widgit Online.
- There is access to a quiet, distraction-free space.

- ➢ Staff are identified in medical policy, e.g., SENCO, access and undertake specific training on e.g., epilepsy, asthma, anaphylaxis, diabetes, cancer, care/medication and infection control.
- ➢ All staff access guidance on supporting children with medical needs.
- ➢ Staff assess children and young people's understanding, strengths and interests, identify any gaps in knowledge, adapting teaching accordingly.
- ➢ Access arrangements are trialled to support pupils' learning through school as part of their everyday practice, and in preparation for formal assessment.
- ➢ Curriculum planning carefully considers the needs of all pupils.
- ➢ A range of teaching and learning styles are used.
- ➢ Appropriate adaptations to learning tasks may be required.
- ➢ The classroom is a safe space to make mistakes.

Day to day classroom provision includes the following:

- ➢ The pace, length and order of activities is adjusted to maintain interest and attention.
- ➢ Alternative ways of recording, including use of technology is everyday practice.
- ➢ The purpose of activities is clearly identified, and clear links are made to previous learning.
- ➢ Visual supports in place, including the use of video clip subtitles.
- ➢ Additional resources and teaching are used according to individual needs.
- ➢ Use of additional adults is planned to maximise their impact on learning, married with the need to promote independence.
- ➢ Opportunities for access to role models, mixed ability groups, structured opportunities for conversation/ sharing of ideas and access to additional adults when appropriate are provided as part of everyday practice.
- ➢ Practitioners differentiate to provide suitable learning challenges and cater for different learning styles. Individualised and/or small group planning and programmes in more than one curriculum area.
- ➢ Practitioners ensure that learners have opportunities to work in different ways e.g., independently, in a variety of small groups and/or in pairs. Individualised and/or small group sessions.
- ➢ The physical environment is adapted to meet the needs of pupils with physical and sensory needs.
- ➢ All learners are included and can access the environment as independently as possible.

Targeted Menu (class/subject teacher plus SENCo advice and support)

In addition to Universal Menu, some CYP may need some or all of the strategies and resources listed below:

- ➢ Pupils' next steps are identified and clearly planned for and reviewed in line with APDR.
- ➢ Next steps are co-produced with parents, including pupil voice which is listened to and acted upon, and regular contact with parents/carers is maintained.
- ➢ Pupils are encouraged to evaluate their learning experience and access needs and develop confidence in speaking up for themselves if their access needs are not being met.

- In line with the school's Accessibility Policy, recommendations from specialist teachers/habilitation specialist etc. may include adaptations to the learning environment such as reducing glare in the classroom, awareness of lighting and pupils' seating position, marking hazards such as steps, additional hearing technology, use of mainstream technology to assist access and encourage self-advocacy.
- Accessibility planning is undertaken, including accessible transport.
- The physical environment is adapted to meet the needs of learners.

- Bereavement training and policies are in place.

- Training for staff in administering medication and undertaking intimate care is provided.
- There is provision of support for specialist equipment such as lockable medicine cabinets, first aid bags, fridges.

- Relevant training is accessed e.g. moving and manual handling, support from school nurse, epilepsy/diabetic nurse.

- Support is provided around the learning, social and emotional impact of sensory impairment.

- Adaptations to teaching and learning materials are made, such as enlarged print, use of tablets and laptops to improve access, accessible mathematical resources and own copies of texts.
- Alternative methods of communication, such as switch operated equipment, are used.
- Teachers and support staff understand how to use the technology effectively.

- Additional appropriate adult support, resources and/or equipment may be provided to mediate learning, in some cases, for a time-limited period, and are reviewed regularly.

- Advice and recommendations from external professionals incorporated into pupils' provision.

- Consideration given to enhanced transition planning.

Advice may be sought from the services below:

- Specialist Education Services Specialist Education Services (SES) Suffolk County Council
- Emotional Wellbeing Hub Emotional Wellbeing Hub (thesource.me.uk),
- Just one Norfolk, Just One Norfolk: Health Advice & Support for Children
- School Nursing, School nursing - Suffolk County Council
- Physio- and Occupational Therapy training and support
- Community Nursing Team, Community Children's Nursing Team - Suffolk InfoLink
- MHST, East and West Suffolk Mental Health Support Teams in …
- Permanence team, Post adoption support
- Virtual school The Virtual School for children in care

- ➢ Harmful Sexual Behaviour Team Harmful Sexual Behaviour (HSB) Inclusion
- ➢ Kooth: Kooth: Home
- ➢ **Crisis Help and Risk Intervention Service (CHRIS)** via MASH/Early Help
- ➢ Primary Mental Health Workers for Schools in Suffolk
- ➢ Children and young people | Norfolk and Suffolk NHS
- ➢ Sensory Suggester https://sensory.semh.co.uk/

- ➢ Early Help Common Assessment Framework (CAF)
- ➢ NEET Team - https://www.suffolk.gov.uk/children-families-and-learning/youth-support-and-careers-advice-work-experience-and-activities/youth-support-and-advice

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Bespoke Menu (class teacher, SENCo and external advice)

In addition to the Universal and Targeted Menus, CYP may need some or all of the strategies listed below:

- ➢ High Needs Funding is considered where additional resource is needed to enable access to learning. High Needs Funding.
- ➢ Individual Health Care Plans (IHCPs) are in place to ensure medical needs are known, understood and responded to.
- ➢ Pupils have individual support, where appropriate e.g. for sign support or BSL
- ➢ Braille tuition is accessed from the Visual Impairment Team Sensory & Physical (S&P) Service
- ➢ Specialist equipment is provided such as braillers, embossers, electronic Braille equipment.
- ➢ Orientation and mobility skills are introduced by an habilitation specialist and continued as part of their curriculum.
- ➢ Suffolk's intervenor service is accessed for pupils who meet the criteria Service for Children and Young People with Vision and Multi ...
- ➢ Involvement from other agencies – Educational Psychologist Psychology and Therapeutic Services , school nurse School nursing - Suffolk County Council , CAMHS Children and young people | Norfolk and Suffolk NHS Emotional Wellbeing Hub Children and Young People's Emotional Wellbeing Hub, SCARC Suffolk communication aids resource centre
- ➢ Adult support is in place to manage and use equipment effectively.
- ➢ The learning environment is highly modified to accommodate individual needs e.g. opportunities for time out if noise becomes overwhelming.
- ➢ Personalised timetables are in place, allowing access to learning.
- ➢ Specific training for staff around individual pupils' needs is accessed.

- ➢ Liaison with consultants or specialist nurses e.g., clinical nurses, consultants, audiology clinicians, Children's Community Nursing team Community Children's Nursing Team - Suffolk InfoLink

- ➢ Parents are signposted to support sessions.
  SENDIASS Suffolk SENDIASS: Home
  Activities Unlimited - Suffolk SEND Local Offer

Suffolk Parent Carer Form [Suffolk Parent Carer Forum](#)

Useful websites:

S&P local offer page: [Sensory & Physical (S&P) Service](#)

[www.ndcs.org.uk](#)
[Supporting the achievement of deaf children and young people (ndcs.org.uk)](#)

[VICTA | Children and young adults who are blind or partially sighted](#)
[Suffolk Sight - Welcome to Suffolk Sight](#)
[Guide Dogs | The Guide Dogs for the Blind Association](#)
[RNIB | Homepage of the Royal National Institute for Blind People](#)
[LOOK – Supporting Visually Impaired Young People to Thrive (look-uk.org)](#)
[https://www.sense.org.uk/](#)

Useful Links

For schools:

[SEND/Inclusion](#)

[Home - Suffolk SEND Local Offer](#)

[Just One Norfolk](#)

Specialist Education Services [Specialist Education Services](#)

Inclusion Facilitators [Inclusion Facilitation Services](#)

Psychology and Therapeutic Services [Psychology and Therapeutic Services](#)

Whole School SEND [Whole School SEND](#)

[CDC - Council For Disabled Children](#)

EEF [Education Endowment Foundation | EEF](#)

[The EEF guidance report for supporting pupils with SEND in mainstream schools](#)

Essential SENDCo Toolkit [SEND Assessment: A Strengths-Based Framework for .SEND Intervention: Planning Provision with Purpose (The ...](#)

[Teacher Handbook launched to support schools to embed inclusive practice – Available to download now! | Nasen](#)

The JCQ publication '*Access Arrangements and Reasonable Adjustments'* for the academic year 2023/24 Regulations and Guidance - JCQ Joint Council for Qualifications

NASEN Welcome To Nasen - Supporting Teachers In SEND

Webinar: SEND in a Nutshell

For parents and carers:

[Suffolk SENDIASS: Home](#)

[Suffolk Parent Carer Forum](#)

[Suffolk Family Hubs](#)

[PACT | Parents And Carers Together | Suffolk](#)

Activities Unlimited [Activities Unlimited](#)