

Ordinarily Available Inclusive Provision For St. Chad's



Children first; in the footsteps of St. Chad

Local Authorities covered by St. Chad's:

Sandwell

Staffordshire

Stoke on Trent

Shropshire

Telford and Wrekin

Walsall

Wolverhampton

All of St Chad's Academies will access support from 'The Local Offer' of each Academies designated local authority to utilise information on local services to help children, young people, parents and carers make choices about the support they receive.

The Local Offer in your Authority

The Local Offer brings together a wealth of information from social care, health, education and other services. It sets out the support they are expected to offer to children and young people aged 0-25 years with Special Educational Needs and Disabilities (SEND), including those who do not have an Education, Health and Care Plan, and how to access those services.

The Local Offer has two main purposes:

- To provide clear, comprehensive and accessible information about services available
- To ensure local services involve and listen to children and young people in Sandwell with Special Educational Needs and Disabilities and their parents and carers when they develop and review their services.

Contact List:

Local Authority	Local Offer Link	Email	SEND Updates
Sandwell	Family Information Service Hub Sandwell SEND Local Offer	SEND_LocalOffer@sandwell.gov.uk	Family Information Service Hub Sandwell SEND Updates
Staffordshire	Staffordshire Connects Special Educational Needs and Disabilities Local Offer	localoffer@staffordshire.gov.uk	SEND newsletter February 2025 - Staffordshire County Council
Stoke-on-Trent	SEND Local Offer – SEND Local Offer	01782 231863	SEND newsletters – SEND Local Offer
Shropshire	The SEND local offer Shropshire Council	EHCPTeam@shropshire.gov.uk	SEND and Inclusion newsletter Shropshire Council
Telford & Wrekin	SEND - Local offer	SENDandInclusion@telford.gov.uk	Welcome to our SEND Newsletters! - SEND - Local offer
Walsall	Welcome to Walsall's SEND Local Offer Send	LocalOffer@walsall.gov.uk	SEND Updates
Wolverhampton	Home Wolverhampton SEND Local Offer	SENSTART@wolverhampton.gov.uk	Latest News Wolverhampton SEND Local Offer



Introduction

Any provision or support should be provided in line with the needs of the child or young person and is not dependent on any formal diagnosis. This document has been co-produced with SENCOs following extensive consultation with Principals and external agencies.

This guide is for education professionals and parent carers.

The [SEND Code of Practice](#), 2015, 1.7, states:

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

At St. Chad's, we are committed to intervening early to support and improve the outcomes of children and young people with Special Educational Needs and Disabilities (SEND). This means that any provision or support should be provided in line with the needs of the young person and is not dependent on any formal diagnosis.

The Ordinarily Available Guidance sets out a common set of expectations about the provision and practice that is expected in all of St. Chad's Academies for children and young people with SEND. It's what a young person, parent carer or family can expect to be "normally" or "ordinarily" available to their child, without the need for involving specialist support.

The concept of Ordinarily Available Provision is grounded in the SEND Code of Practice, 6.15:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

At St. Chad's we're committed to support children and young people with a broad range of SEND difficulties:



The purpose of this guide is to:

- promote consistency of approach across St. Chad's Academies
- provide information and reassurance for parents/carers that, when choosing a school or setting, that there is parity and consistency in terms of what will be available as Quality First Teaching (universal offer) and the Graduated Response at SEN Support (targeted offer)

The majority of children with SEND will have their needs met effectively within their local mainstream setting. Across all of our Academies and throughout each of the seven local authorities we serve, we're committed to working together to deliver the best outcomes for our children and young people with SEND. Central to achieving this is to ensure consistency of approach across our education settings through ensuring quality first teaching, close working with families and clear cycles of evaluation ([Assess, Plan, Do Review](#)).



These pages are designed to be used as a reference document and to support the delivery of a consistent local offer for children and young people of St. Chad's. It recognises that this consistency is grounded in the teacher standards and the [SEND Code of Practice](#) (2015).

Quality First Teaching is a high quality, inclusive teaching style for all children and young people. It is aimed at ensuring all learners can receive instruction from the teacher and not from a teaching assistant outside of the classroom.

It has long been considered that what works well for pupils with SEN will also be beneficial for those without (albeit to a lesser extent). Quality First Teaching is thought to be the best way to reduce, from the start, the number of children who need extra help with learning and behaviour.

High Quality Teaching is indicated in the 2015 government document Special educational needs and disability Code of Practice: 0 to 25 years. The Code of Practice (2015) focuses on what schools can do to support those with additional needs. Chapter 6.37, pg. 99:

‘High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.’

To effectively include all children / young people in the teaching and learning process, high-quality personalised teaching should be based upon:

- Clear objectives that are shared with the children / young people
 - Careful explanation of new vocabulary
 - Lively interactive teaching styles
- An expectation that children and young people will be enabled to accept responsibility for their learning and work independently

The tables below list recognised approaches to engage and motivate all pupils and reduce the need for support with their learning and/or behaviour.

Lesson should include:	Teachers should provide opportunities for:
Freedom and Flexibility	Reflecting on and talking through a process
Consistency of Expectations	Reflecting and evaluating at the end of a process
Explaining and illustrating	Exploring and investigating
Guided learning	Choosing tasks
An element of humour	Working with different people within well thought out group work
Directing and telling	Developing independence
The chance to have fun	Working at individual pace
Explanations of clear targets and to reach them	Interesting and relevant extension activities when work is completed quickly
Summarising and reminding	Making useful mistakes, and learning from them in a supportive environment
Practical work	Taking risks when working
Study skills taught through subjects	Extended interaction and dialogue
Treating children as intellectual equals	Challenging beliefs and perceptions
Variety	Alternative forms of recording
Chances to have the whole class involved	Working beyond the syllabus
Quizzes and competitions	Questioning and being curious
Thinking activities	Investigation and problem solving
Drama and role play	Making connections with the real world
Activities of varying length appropriate to task and need of class/individual learner	Demonstration (teacher and other pupils)
Time limited tasks	Consolidating and embedding learning
A focus on big ideas	Demonstrating their own love of learning

Section 1

St. Chad's Universal Expectations

	Expectations of all settings	Strategies
Assessment	A minimum termly cycle of Assess, Plan, Do, Review is used to ensure that pupils with SEND are making progress.	Children & young people's strengths and difficulties in learning and behaviour are observed and monitored in different settings and contexts for a short period of time to inform planning. For example, SEND Support Plan. Staff are aware of pupil's starting points so that expected progress can be measured across each key stage. Recording of the Assess, Plan, Do, Review. Assessment is used to inform planning and interventions, and review progress within interventions. Consideration is given for individual pupil's developmental trends. Interventions and strategies are used to demonstrate holistic progress.
	Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.	A wide range of assessment strategies and tools are used to ensure a thorough understanding of learners including talking to parents and other professionals. Learners have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets, both non-academic and academic. The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the learners. Refer to tiered Graduated Approach.
	Expertise is in place to manage reasonable examination arrangements (access arrangements) for all formal and informal national assessments	Settings make adaptations to assessment arrangements as part of their everyday practice. This is used to establish the learner's normal way of working. Please refer to the relevant exam board guidelines/JCQ guidance and relevant professional advice. Arrangements could include: • Rest breaks • Extra time

	including public examinations	Adapted resources (e.g. enlarged text and braille, laptop or scribe) are used in class and assessments.
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	Expectations of all settings	Strategies
Partnerships with learners, parents/carers	The setting works in partnership with parents, carers and learners in decision making.	Parents and carers are aware of the range of communication channels available for sharing information about their child and their concerns will be recorded. Parents are aware of SEND status of their child, including when they are placed on the school's SEND register and the support and individually tailored interventions in place. They are involved in setting and reviewing targets for their child. Formal and informal events take place to seek views in relation to SEND provision in the school e.g. pupils and parent surveys, coffee mornings. Use of home school diary / book bag / text / email to support communication directly with parents/carers in addition to communication given via learners. The SEND information report is co-produced with parents and carers. Parents and carers are signposted to www.buckscc.gov.uk/send-ias. This is referenced on the school's website. Parents and carers can also be signposted to the Local Offer www.bucksfamilyinfo.org/localoffer.
	An effective partnership with learners and parents is evident through their participation in assessment and review processes.	Learners and parents/carers are involved in the Graduated Approach; Assess, Plan, Do, Review process, setting and reviewing targets and identifying that their opinions and concerns are valued. They know that they can approach staff.

	Expectations of all settings	Strategies
Pastoral	The setting recognises, and responds to, the need for pastoral support for learners with SEND, bearing in mind the individual's social and emotional needs and other relevant contextual circumstances.	There is a calm and purposeful environment for learning where pupils feel they belong and their contributions are valued. Pupils can identify an agreed safe space allocated. Language used in the classroom demonstrates unconditional positive regard for learners. Whole school approach is used to develop emotional literacy, wellbeing and resilience and promote positive attitudes to learners with SEND. Peer awareness and sensitivity towards difference (including SEND) are raised at a whole school level. Work is done with classes and groups regarding specific needs or conditions as appropriate.
	Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.	Named adults / key workers as a stable point of reference when required. Negative attitudes, beliefs and perceptions towards individuals and groups are challenged, in the classroom, the wider school and society. Pupil Voice is encouraged and acted on. Good relationships are encouraged and built.

	Expectations of all settings	Strategies
The physical and sensory environment	The physical environment is adapted to meet the needs of learners.	The physical accessibility of the building and individual learning spaces are assessed. The accessibility plan is on the school's website and 'reasonable adjustments' are made according to individual needs. The furniture is the appropriate size/ height for the learners. Extra-curricular activities and educational visits are planned to fully include pupils with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. 'Reasonable adjustments' are made. The views of learners, parents and carers are routinely sought and are used to inform planning for physical or sensory adaptations that they may require. Risk assessments for the child or young person need to be completed.
	Practitioners are aware of sensory needs and issues that may impact on learners.	Staff are aware of smells and noise in the room and any particular individuals who may be impacted by these. E.g. classroom next to the canteen or music room. Adjustments to the acoustic environment such as soft furnishings and high ceilings. Learners' sensory needs are known and used to plan seating arrangements and movement breaks. Left and right-handed pupils are able to use equipment comfortably. Pupils who wear glasses and/or hearing aids wear them and are seated in the optimum position. Displays are meaningful and appropriate for all learners. Staff are aware of lighting in the room e.g. use of natural light, glare from the board, who is facing the light, where you stand in relation to the light.

	Expectations of all settings	Strategies
Teaching communication and learning strategies	Practitioners are aware of the additional needs of their learners; understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice.	Aspects of structured teaching are used according to pupil needs e.g. visual timetables, clear concise instructions with written or visual prompts (e.g. now and next cards), particularly during transitions. Learners are given time to process information before being asked to respond. Tasks are broken down into small manageable steps. These steps are shown explicitly. The pace and order of activities is relevant to maintain interest and attention of all pupils. Key information and strategies are shared with all relevant members of staff e.g. Student Passport.
	Practitioners differentiate to provide suitable learning challenges and cater for different learning needs and styles. Individualised and/or small group planning and programmes in more than one curriculum area. Use of steps-to-success or similar to promote independence, scaffold and support learners.	Modelling is used to aid understanding. Visual/ audio demonstrations and visual cues/ audio commentary are used. Key vocab is displayed with visuals. Study skills are explicitly taught. Pupils have access to homework clubs, or additional support with homework. Homework is differentiated appropriately for pupils. Teachers' handwriting on the board and in pupils' books is clear and legible. Interactive whiteboard is used to effectively promote engagement and scaffold the lesson. Children & young people can record their work and respond in a variety of different ways.
	Practitioners ensure that learners have opportunities to work in different ways e.g. independently, in a variety of small groups and/or in	Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately differentiated resources. Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role models, mixed-ability groups structured opportunities for conversation and sharing of ideas and access to additional adults where they are available. Use of additional adults is planned to maximise their impact on learning. Strategies are used to build

	pairs. Individualised and/or small group sessions.	and maintain positive relationships across the whole school community (e.g. Restorative Approaches).
	Practitioners ensure that collaborative learning and peer support is a feature of lessons.	There are opportunities to develop peer awareness / sensitivity and support for different needs and disabilities both in and out of the classroom.

	Expectations of all settings	Strategies
Resources	Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support is scrutinised.	Resources are within easy reach of learners to promote independence. Learners have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, and weighted blankets. Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate. Worksheets and PowerPoints are modified and enlarged up to, and including size 14. Text and reading books that are very time consuming to modify, need to be prepared by a trained and dedicated member of staff. Adapted physical resources such as PE and Maths equipment are adapted to promote independence e.g. different size balls.
	Specific resources are allocated and strategies are provided to overcome potential barriers to learning. Increased use of ICT resources.	Additional/adapted resources are available for those pupils who require it. ICT is used to support alternatives to written recording and to promote independent learning. Additional ICT support will need to be provided to children and young people with visual and hearing impairments.

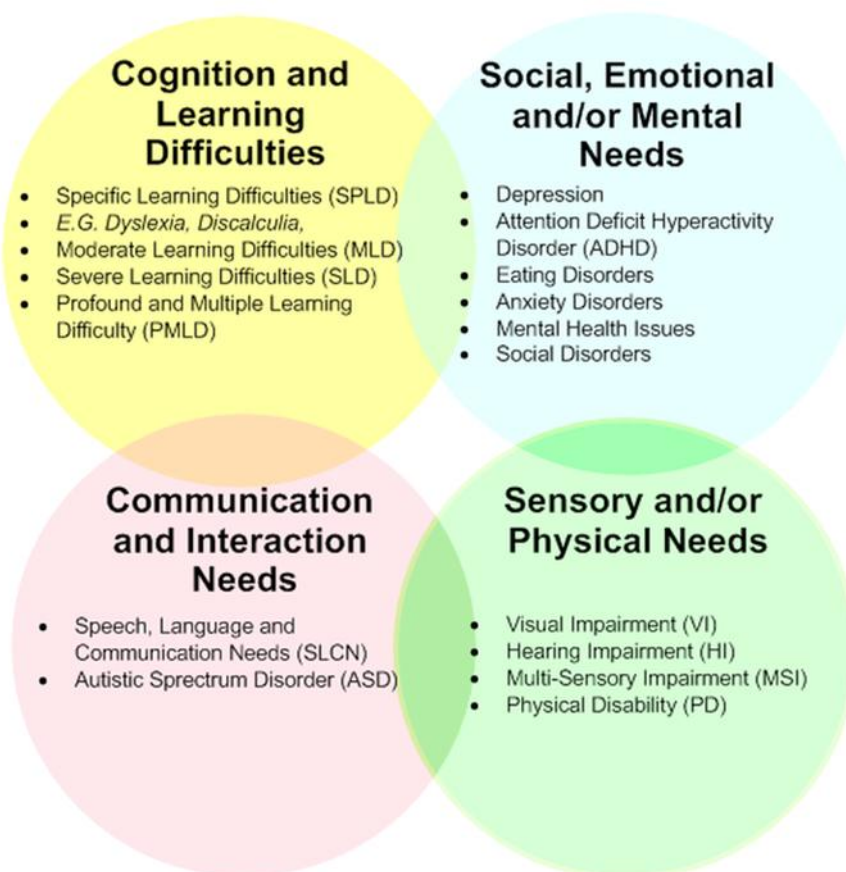
	Expectations of all settings	Strategies
Staff skills and training	All practitioners, including Teaching Assistants, make a positive contribution to learner progress.	Additional adults are deployed proactively in the classroom and their impact on the learner is monitored carefully to ensure progress is supported. Grouping / seating arrangements and additional support are used to promote independent learning as far as possible. Strategies used in interventions are integrated into class teaching so that learners can sustain progress.
	There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the learners.	There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments. Best practice is shared within the school and with other schools in the county via side by side principles, specialist leaders of education (SLEs), Buckinghamshire County Council Education Services.
	Staff collaborate and have effective links with other relevant outside agencies and specialists.	Practitioners know when to refer for extra support or advice. The setting is aware of and regularly communicates with any other professionals who are involved with each learner. Consent to share information is gathered to communicate with other professionals if this is appropriate. Advice received from other professionals is used to inform teaching and learning.

	Expectations of all settings	Strategies
Transition and Transfer	Support is in place for routine and life transitions when required.	Transitions include: • Moving around the setting • Preparing for weekends and the start of holidays and beginning of term • Moving from lesson to lesson • Changing from structured to unstructured times • Moving from break to lesson times • Moving from one activity to the next within a lesson • Changes of staff – permanent and temporary • Special events: visitors, visits and celebrations • Life events: birth of a sibling, change in parenting arrangements e.g. change in parents' relationship status, loss and bereavement or contact visits • Puberty Staff are aware of those who will need additional support for all or most transitions, and plan for these transitions. This includes learners who: • Have insecure attachment, including but not limited to Child Looked After, Child in Need, Child Protection, adopted children and pupils from armed forces families. • Have social communication difficulty including ASD • Suffered trauma, loss or bereavement • Are anxious Support may include: • Safe space available within the classroom or an identified area of the school for time out. • Visual timetables are used, events are removed or ticked off when finished. • Students are pre-warned of any changes and prior to transition. • Timers are used to show pupils how long they have to work for/ how long they have to finish. • Opportunities

		for periods of respite using withdrawal. This might include self-directed / individual time-out/smaller groups. • Plans are made for unstructured times: safe spaces are available; there are structured alternatives such as games club, use of library for vulnerable pupils.
	Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit.	Information is actively sought and shared about learners to support successful transitions and manage change both within the school and beyond. This information is available for the learner's parents and carers, other colleagues within the setting and receiving or previous settings as required. Practitioners are aware of pupils who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/ classroom with a familiar trusted adult, creating social stories.

Section Two

Areas of Need



Communication and Interaction

Approaches and Strategies	
• Whole school awareness and understanding of communication and interaction needs • Pupils will access strategies and resources typically available in the ordinary classroom, with an emphasis on appropriate multi-sensory teaching aids to support learning and social activities • Tasks may need to be differentiated for the individual, by level/ outcome/pitch/pace and grouping. Aspects of structured teaching might be helpful • Staff are skilled in adjusting the pace and order of activities to maintain interest and attention	

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings, according to the age and stage of learners
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Difficulties saying what they want and being understood	• Modelling language • Small group or individual language sessions • Language programme devised by a SALT or Speechlink (only for infants) • Allow time for child to process and respond • Introduce a variety of ways through e.g. rhymes, songs, poems, drama • All attempts to speak/communicate are supported • Providing an additional method of communicating e.g. use of ICT, symbol communication (e.g. Makaton, PECS & symbols) • Reduce pressure to speak and provide alternative means of contribution such as; laptop, whiteboard, etc
Difficulties understanding what is being said to them	Consider how much information a child can manage when giving instructions e.g. awareness of complexity of vocabulary and amount of information carrying words • Tailor delivery style according to the learner's needs e.g. 'bossy talk' (give name and clear short instruction) or language modification techniques • Ask children to repeat instructions to clarify their understanding • Provide visual prompts if necessary including key vocabulary and visual timetables • Extra time to process what has been said • Think about the environment and limiting any distractions • Check the child's attention is engaged before talking to them; use their name first before giving them an instruction • Check that hearing has been tested • Pre-teaching of topic vocabulary • Instructions should be given in order of completion • Access to exam modifications, e.g. an oral language modifier for assessments
Child/Young person does not understand or use social rules of communication	• Modelling / role play • Small group sessions • Social stories and comic strip conversations • Prompts – symbols, signing systems • Now (you are doing this) and Next (you are going to be doing that) boards
Difficulties with language Difficulties with communication	• Use the child's name first to draw their attention followed by key word Instructions e.g. Jamie, stop. • Simple instructions (avoiding idioms or explaining them) • Use positive language, telling them what you want them to do • Using literal language (avoiding sarcasm and figures of speech or explaining them) • If available, use of symbol communication such as Picture Exchange Communication System (PECS) • Much of what is communicated is non-verbal so be very aware of body language • Awareness of appropriate tone of voice (calm, not too loud) • Awareness of rate of speech (slow down) • Awareness of appropriate environment (noise, room, temperature, lighting, room layout) • Awareness of use of language (some children may need a language-rich environment, others may need it to be kept simple)
Difficulties with social imagination	• Role play and drama, use of props (e.g. puppets) • Modelling • Story telling/videos • Photos used to talk through what might be happening • Story planners • Writing frames • Sentence Starters • Direct teaching to understand and infer emotions and themes in a narrative • Social mapping e.g. understanding consequences • Peer support sharing experiences • Mind mapping and helping them to make links between their learning
Difficulty with social communication and developing relationships	• Small group / 1 to 1 tasks and activities to cover turn taking and social skills • Clear communication of expectations • Develop group work skills by targeted teaching to address specific skills, e.g. turn-taking • Understand how to initiate, repair and maintain

	relationships • Opportunities for supported play with peers • Modelling successful play and social interactions • How to respond to conflict in relationships and resolve difficult situations • Support to understand social relationships (social mapping) • Understanding emotions of child and peers • Good peer role models • Clear boundaries – circle of friends
Anxiety in busy unpredictable environments	• Preparation for change of activity or route • Small group / 1 to 1 tasks and activities • Calm learning environment • Clear communication of expectations • Regular mentor support, including adults or peers • Visual timetable to be used in setting/school • Use of social stories and comic strip conversations to explain new situations or changes to routines
Sensory and physical needs relating to communication and interaction	• Staff are aware that for some pupils, a sensory or physical disability could impact on their learning language and social interaction • Staff understand the importance of teaching students self-regulation strategies so that they can successfully manage their sensory needs • Nurturing groups • Implement strategies and programs on the advice of relevant professionals, e.g. SALT • Support for social interactions during unstructured time e.g. lunch/break

Additional resources and advice available once strategies have been introduced and reviewed

• SALT Carousel on SALT website • Autism Education Trust resources • Autism Toolbox • Surgeries • Training • Specialist Teacher • CAMHS – SPA • Educational Psychologist • Speech and Language Therapy (SALT) • Occupational Therapy (OT)

Cognition and Learning

Approaches and Strategies

• Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other students • 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, motor skills programme • Effective use of ICT equipment to support learning • TAs are trained and skilled in supporting students with general and specific learning difficulties

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Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings, according to the age and stage of learners
Limited attention span compared to developmentally appropriate milestones.	• Regular, short breaks including use of Movement Breaks • Differentiation • Chunking, breaking tasks down • Visual timetables and other visual support to help explain activities • Backward chaining – chain parts of the task together (e.g. build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task) • Named instructions • Asking the child to repeat back what activity they are going to do • Use of timers, so they know they only have to focus for a comfortable amount of time • Individualised timetables, work structures and work boxes
Difficulties with learning: e.g. despite appropriate differentiation and interventions, making inadequate progress over time across the curriculum and working below age related expectations	• Assessment through teaching to identify the areas of need in consultation with the learner • Clear and simple instructions, breaking down longer instructions and giving one at a time • Visual timetable • Visual cues and prompts • Give time before response is needed • Pre-teaching – e.g. provision of a TA to help prepare the learner for the new topic • Shared next steps – so they know what to expect • Differentiated resources where possible - teach the curriculum appropriate to the child, not their chronological age (e.g. Year 5 child may be accessing Year 1 objectives in the same context within their own peer group/classroom) • Pre teaching and overlearning, support from parents
Specific learning difficulties (SpLD) affecting one or more specific aspect of learning, e.g. literacy difficulties, numeracy difficulties or specific language impairment. (N.B. a small number of children may have a formal diagnosis of e.g. dyslexia, dyscalculia or dyspraxia. Any provision or support should be provided in line with the needs of the child or young person and is NOT dependant on any formal diagnosis)	• Assessment through teaching to identify the areas of need in consultation with the learner or observation if more appropriate • Metacognition approaches – learning to learn e.g. by trying to understand the learner's difficulty and asking them what helps • A neuro-diversity approach to celebrate the strengths of each learner • Recognising and celebrating success in other areas of their life • Use of evidence-informed approaches to address the difficulty • Simple changes e.g. font, coloured paper, line spacing, lighting, overlays, adaptation, technology • Staff will have been informed which strategies or approaches to use in line with advice from assessments or consultation • Evidence-based interventions to develop skills e.g., spelling, handwriting, literacy, numeracy • Alternative strategies for reading and recording • Visual aids to reduce memory load • Consideration of adjustments for assessments and exams
Generalised learning difficulties. May have difficulties in understanding	• Adjustment, modification and differentiation of the curriculum, right across the board, to enable the learner to fully access the curriculum • Planned multi-sensory teaching that take account of

concepts. May have memory, attention or processing difficulties May have difficulties across the curriculum but with some areas of strength Children with an uneven profile of skills and attainment	different learning styles • Support to manage self-esteem – celebration of strengths, reinforcement of success • Flexible grouping which enables the child to work with good role models that focuses on functional skills and area of need • Advice and support from the British Dyslexia Association including whole school checklist.
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Additional resources and advice available once strategies have been introduced and reviewed
• Advice or support • Training • Evidence-based literacy and numeracy interventions • Group consultation, with parents, professionals and school • Guidance on supporting children and young people with reading difficulties • Speech and Language Therapy • Educational Psychologist • Specialist Teacher

Social, Emotional and Mental Health Difficulties (SEMH)

Approaches and Strategies
Settings should assess SEMH needs to help staff understand the barriers to learning that pupils face. Learning needs should also be reviewed using school's own screening or assessment tools or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by an unmet learning need or communication difficulty. • Use of whole school approaches to promote wellbeing and resilience • A behaviour policy underpinned by a clear ethos and values • Use of Restorative Approaches to build, maintain and repair relationships • Anti-bullying work • Identification of key adult to build positive and trusting relationship • Use of social stories • Small group or 1 to 1 work with ELSA / Learning Mentor or equivalent • Support available for staff working with pupils with SEMH via group or individual supervision or debrief sessions • Emphasis on choice rather than control and 'take up time' to respond to choice whenever possible • Use of distraction techniques and giving responsibility • Explicitly teaching de-escalation and self-management strategies. Staff training on this • Use of PSHE, circle time and curriculum approaches

to explicitly teach rules and routines, build self esteem and develop social and emotional skills to all learners • Use of Nurture Groups • Developing attachment aware strategies (training available from the Virtual School)

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings, according to the age and stage of learners
Difficulties participating and presenting as withdrawn or isolated	• Assessments through teaching e.g. are there parts of the curriculum they find easier to manage than others? Use these to develop confidence • Small group work e.g. friendship or social skills, nurture groups • Play-based activities • Establish interests • Building relationships • Buddying /peer mentoring • Giving responsibility for looking after someone else • Whole school approach to support strategies – consistency • Structure should be clear and explicit – what are the expectations?
Displaying challenging behaviour, e.g. refusal to follow instructions, aggression, damage to property	• A consistent message but flexible approach • Reasonable adjustments are made such that we differentiate for SEMH in the same way that we differentiate for learning. • Understand the basis for the behaviour e.g. what is the history/context? • Understand that behaviour is a method of communication e.g. what purpose is the behaviour trying to achieve for the child? What is x trying to tell us with their behaviour? • Helping the learner to substitute other, more acceptable, behaviours • Use of choices to allow the child some control with the same end result E.g. Would you like to talk to me now or in one minute? • Teach the learner different ways to get their needs met, e.g. develop social skills, strategies to manage anger • Develop readiness to learn • Consideration of the timetable and transitions • Detailed transition between year groups / phases of education • Professionals meeting to unpick the behaviour • Risk assessment • Communication with home/family e.g. what is going on at home, other agencies' involvement? • Regular review of support plan, e.g. SEN support / Individual Behaviour
Behaviours may reflect: • Anxiety / depression • Self-harming • Substance misuse • Eating disorders	• Unpicking the behaviours: negative and positive behaviours – what lies behind them? • Multi-professional approach and behaviour chains • Identifying what is not right through engagement with the learner • Looking at the history, when did the behaviour start to change or repeat? • Liaison and collaboration with home is essential to understand the wider picture – consideration of parental sensitivities and potential triggers • Look at guidance specific to self-harm and liaise with mental health specialists if appropriate • Build rapport with trusted adults
Physical symptoms that are medically unexplained e.g. soiling, stomach pains	• Keep a log and analyse pattern or trends to identify triggers • Liaison with school nurse and relevant health professionals

Attachment difficulties (including Attachment Disorder) N.B. any provision or support should be provided in line with the needs of the child or young person and is NOT dependant on any formal diagnosis	• Liaise with parents and carers for shared understanding • A good transition when the child starts school and between each year group / stage / school – checking the history • Supportive, structured school curriculum • Staff to all be trained and aware of any child with attachment difficulties and how to respond to them • Consideration of discipline procedures / behaviour policies • Consideration of family context and the range of children that may have attachment difficulties e.g. adopted, forces children, previously CIN, CLA • Liaison with the Virtual School for training and advice including working as part of the attachment aware project
Low level disruption or attention seeking behaviours, e.g. talking out of turn, frequent interruptions to learning, fiddling with objects	• Differentiated use of voice, gesture and body language • Focus on reducing anxiety and thereby behaviours • Flexible and creative use of rewards and consequences e.g. 'catch them being good' • Positive reinforcement of expectations through verbal scripts and visual prompts • Time out/quiet area in the setting
Difficulty in making and maintaining healthy relationships	• Small group/nurture group activities to support personal social and emotional development • A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time • Restorative approaches
Difficulties following and accepting adult direction	• Look for patterns and triggers to identify what may be causing behaviours • Positive scripts - positive language to re-direct, reinforce expectations e.g. use of others as role models • Calming scripts to de-escalate, including for example, use of sand timers for 'thinking time' • Limited choices to engage and motivate • Flexible and creative use of personalised, appropriate rewards • Visual time and use of visual cues e.g. sand timers to support sharing
Presenting as significantly unhappy or stressed	• Key worker and adults to check in at the start and end of the day • Safe place/quiet area in the setting • Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and setting • Use of social stories to identify triggers and means of overcoming them • Build rapport and trust in a reliable adult
Patterns of non- attendance	• Feedback is used to collaborate and plan with parent /carer and child / young person, to ensure consistency and communication between the home and setting • Identify any learning needs • Monitoring the patterns to identify underlying reasons for attendance and subsequently according to circumstance

Additional resources and advice available once strategies have been introduced and reviewed

• Use of Early Help Assessment • Consultation with the MASH (Multi Agency Safeguarding Hub) • Educational Psychologist • Professional consultation with CAMHS - Single Point of Access (SPA) • Schools Nursing • Advice from BCC attendance team when considering the use of part-time timetables and virtual school or SEND team for CLA or learners with EHCPs. Local Networks: • Restorative Schools Network • Criminal Youth liaison and diversion service • Pupil Referral Unit • Occupational Therapy • ADHD foundations and screeners • Emotional Literacy Support Assistant • Nurture • Strengths & Difficulties questionnaires • SNAP-B assessment tool and resources • Mental health practitioners

Sensory and/or Physical Needs

Approaches and Strategies
• All staff are aware of individual students' sensory/ physical disability and implications in all teaching and learning environments • Favourable seating arrangements are identified • Staff should encourage students to wear appropriate sensory equipment and use physical aids • Staff should ensure that all children and young people have understood all instructions • All teaching staff should ensure that information is delivered in an accessible way • Awareness of the specific learning profile of a young person with Down Syndrome

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings, according to the age and stage of learners
Hearing Impairment	• Seated near front of class with clear view of teacher's face and any visual material used • Instructions delivered clearly • Check the lesson content has been understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary • Repeating / rephrasing pertinent comments made by other pupils ensuring the student accesses those comments • Be aware the student may use lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking • Visual reinforcement (pictures and handouts), to support learning • Visual timetable and use of visual cues • Be aware that during P.E. or Games lessons it will be more difficult to follow instructions and make adjustments to deliver instructions • Words spoken on an audio/visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles • Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise • Seat away from any source of noise e.g. window, corridor,

	fan heater, projector, the centre of the classroom • Encourage good listening behaviour: sitting still, looking and listening • Encouraged children and young people to ask when not sure what to do • A quiet working environment, particularly for specific listening work, reducing background noise and provide a good acoustic environment • All staff who work with a learner with HI should be made aware how best to support in school • Adults working directly with child with HI to have appropriate training i.e. British Sign Language (BSL) if applicable • Staff to work together with other professionals to share strategies and advice to support the child • Appropriate safety and evacuation procedures are in place
Vision Impairment	• Staff to work together with other professionals to share strategies and advice to support the child • Talking books & literature/books in Braille • Reading apps • Support in lessons to provide verbal description • Talking equipment for life skills / curriculum activities • A touch typing programme • Support to promote full social inclusion and to develop social skills • Support in practical lessons for Health & Safety
Physical disability	• Staff to work together with other professionals to share strategies and advice to support the child or young person • Moving and handling training • Provision of small support equipment e.g. adapted pencils, pens, ruler, writing slope, cutlery and scissors • Accessibility planning • Provision of accessible transport • Ensure environment is accessible for specialist equipment e.g. walkers, standing frame, specialist seating and hoisting • Ensure use of specialist equipment • Enable access to ICT equipment e.g. school computers, iPads, staff training for care and hygiene support • Risk assessments and Personal Emergency Evacuation Plan • Toilet training strategies
Severe and complex medical needs including a life threatening diagnosis or condition	• Reasonable adjustments in line with the Equality Act 2010 • Support equipment such as lockable medicine cabinets, first aid bags, fridges • Rotated medication / care training • Liaising with specialist colleagues for up to date training • Clear bereavement training and policies • Regular home school contact when/if learner is not in school to maintain 'sense of belonging' with peers and school community. • Individual health care plan
Physical sensitivity including hyper and hypo responses and possible Sensory Processing difficulties	• In addition to the sensory provision outlined in section one: • Staff to work together with other professionals to share strategies and advice to support the child's sensory diet • Senseology workouts / sensory integration (training via OT) • Sensory reduction planning • Staff training through CPD • Individual work stations • Build resilience using timers

Sensitivity to sensory stimuli	• Sensory breaks • Flexibility with uniform policy • Consideration to the environment e.g. noise, room temperature, visual stimuli, proximity • Flexible approach to transitions e.g. between lessons and to and from school • Access to a safe haven
Physical outbursts causing harm to others and/or to damage to property	• A consistent approach to managing individuals with 'reasonable adjustments' made • Understanding the frequency and location of triggers • Communication with families about what might be happening at home (e.g. divorce, bereavement, illness) and strategies that work/don't work and relaying this information to staff • Preventative strategies in place • Safe area / reflection room • Appropriate de-escalation strategies in place (e.g. time out card) • Risk management plan • Re-integration plans • A clear plan of action, agreed with parents with regard to physical intervention

Additional resources and advice available once strategies have been introduced and reviewed

• Educational Psychologist • Sensory, Physical & Down Syndrome Team • Specialist Speech and Language therapist • Portage • Occupational Therapy Service • Children with Disabilities Team • Physiotherapy Service • School Nursing Service • Paediatrician

Key Information

Schools MUST publish key information about the support and adjustments they offer. The 2014 SEND reforms placed a legal duty on schools and settings to publish information about the available extra support for children and young people. This information must be clear and meaningful so parents can use it to understand how their child will access support if they need it.

The main sources of SEND information for parents to access from a school are:

- SEND Information report
- SEND Policy
- Accessibility Policy

Note: A school's SEN Information Report and SEN Policy are two distinct documents.

SEND Information Report

Required to be updated Annually Schools (but not Early years settings) must publish a SEN information report about the provision and support they provide for children and young people with special educational needs and disabilities (SEND).



The information to be included in the SEN information report is set out in the Special Educational Needs and Disability Regulations 2014 Schedule

The SEN information report should be updated annually. Any changes occurring during the year should be updated as soon as possible. Schools must publish this information on their school website so that young people, parents and other professionals can find it easily. A template/model SEND information report can be found on the Key website for school leaders.

SEND Policy

The law says all schools must have policies that say what they do. A SEND policy is one of those policies. SEND policies contain technical information and detail. It should explain the school's mission, values, vision and aims for pupils with extra support needs. It should include information about the laws and rules that affect the day-to-day processes of the school.

A SEND policy should include:

- A brief statement referring to relevant local guidelines, national regulations.
- A list of groups, individuals and documents consulted when making the policy.
- Cross-references to other documents and links to other policies, where helpful.
- Roles and responsibilities of staff.
- Monitoring and evaluation arrangements and evidence used to show progress has been achieved.
- It should be signed by the Chair of Governors or Chair of Committee.
- The date the policy was accepted by the schools governing body should be included and a date for its next review.

The SENCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. A SEND policy template checklist can be found [here](#).

Accessibility Plan

Every school must have a school accessibility plan. The plan should show how settings plan to improve accessibility for special educational needs pupils and when these improvements will be made. The plan must be published. It must outline how the school will:

Improve the physical environment

Make improvements in the provision of information Increase access to the curriculum

The plan must be reviewed at least every 3 years.

The Key (for school leaders) website provides a 'step-by-step' guide to writing and reviewing an accessibility plan. Schools can also increase access for individual pupils by making 'reasonable adjustments.' These can be simple changes such as making sure that all lessons take place in ground floor classrooms for a class where one of the pupils uses a wheelchair and the school does not have a lift. For more information on Accessibility plans, see the SEND Toolkit section 5.3

Responsibilities of Boards, Governors & Trustees

All boards have legal duties under the Children and Families Act 2014 and must have regard to the SEND Code of Practice 2015 statutory guidance. Academies must also meet these requirements. Boards are also under a duty in the Equality Act 2010 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person. The reasonable adjustment duty includes three key requirements to make sure that disabled people are not at a substantial disadvantage:

- To make adjustments to any provision, criterion or practice
- To make alterations to physical features
- To provide auxiliary aids and services.

In practice, the functions these duties require of the board can be delegated to a committee, an individual or to the executive leader; although the responsibility is still with the board itself to ensure that the functions are carried out. It should decide, with the executive leader, the school's policy and approach to meeting children and young people's SEND requirements, including those with and without an Education, Health and Care (EHC) plan.

- There should be an individual on the board or a committee with specific oversight of the school's arrangements for SEND. School leaders should review regularly how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

The board should reassure itself that the key responsibilities of the SENCo are drawn up and monitor the effectiveness of the way the responsibilities are carried out against a list of illustrative activities, as described in the SEND Code of Practice: 0 to 25 years (6.84-6.94). The board should also reassure itself that the SENCo has sufficient time and resources to carry out their role effectively.

See also:

- Governance Handbook, October 2020)
- School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 Departure from the SEND Code of Practice 2015 must be in the best interests of the child or young person and not the setting.

Headteacher/Principal Responsibilities

The headteacher's standards 2020 set out the expectations of those who hold this position. Part 5 of these standards focuses on additional and special educational needs.

Headteachers:

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents/carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties in relation to the SEND Code of Practice

See the SEND Code of Practice – ‘Schools Must’ Checklist

The SENCo

The SENCo has an important role working with the Headteacher and Governing Body, in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school’s Leadership Team.

The SENCo:

- Must be a qualified teacher working at the school. A newly appointed SENCo must be a qualified teacher and, where they have not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment. A National Award must be a postgraduate course accredited by a recognised higher education provider. It is possible to achieve the Award through accessing the SENCo course through the University of Cumbria
- Should be guided by the legislation and guidance set out in the SEND Code of Practice 2015 Chapter 6. 25 Cumberland Council
- Has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual children and young people with SEND, including those who have EHC plans.
- Provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- Should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that children and young people with SEND receive appropriate support and high quality teaching. SENCos should be given sufficient time and resources to carry out the aforementioned functions. This should include providing the SENCos with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Early Years

In a maintained nursery school setting, there must be a qualified teacher designated as the SENCo to ensure the detailed implementation of support for children with SEN. This individual should also have the prescribed qualification for SEND Co-ordination or relevant experience. In Private, Voluntary and Independent (PVI) settings the EYFS framework requires there to be arrangements in place for meeting children’s SEN and PVI settings are expected to identify a SENCo.

GUIDANCE: role of the SENCo in Early Years

Glossary

Term	Definition
ASD	Autism spectrum disorder.
CAMHS-SPA	The one point of access for professionals in Buckinghamshire making a referral for Child and Adolescent Mental Health Services.
CLA	Children and young people who are in the residential care of the local authority.
CPD	Continuing professional development.
ELSA	Emotional Literacy Support Assistants.
Graduated approach	The use of the Assess, Plan, Do, Review cycle to effectively meet the needs of the child or young person through reviewing and refining actions.
MASH	Multi-agency safeguarding hub.
PECS	Picture exchange communication system.
SALT	Speech and language therapy.
SEMH	Social, emotional and mental health needs.
SLE	Specialist leader of education.
SpLD	Specific learning difficulty.