

The Inclusive Mainstream Toolkit



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Foreword

North Yorkshire is committed to fulfilling an embedded ethos where we are all: Inclusive, Ambitious, Creative and Together (IACT). With North Yorkshire Council's values at the heart, the journey to developing an inclusive toolkit for schools was set in motion.

We all benefit from living in a diverse and inclusive society. In North Yorkshire we support inclusion, not as a way of thinking or an intervention or doing a favour for someone, but it is **who we are and what we strive to be**. Our children and young people are the leaders of tomorrow, so the values we demonstrate and embed through our approach to education will be those that they will take into society.

This toolkit is primarily intended for education professionals in primary and secondary mainstream schools and settings. It aims to support schools in North Yorkshire to identify, plan for and meet the needs of children and young people who may require reasonable adjustments to fulfil their potential. It has been co-produced with children and young people, parents and carers, school and multi-academy trust leaders, SENDCOs and colleagues across North Yorkshire's education, health and social care services.

Inclusivity is essential in education and is central to the vision and values of North Yorkshire. Timely identification and planned support are paramount if we are to work together to secure the best outcomes for the future of our children and young people. North Yorkshire is a needs-led county; this means that 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.



Vision and Aims

Our shared vision for all North Yorkshire schools is that we promote and value the development of the whole child to ensure that children and young people:

- Understand their self-worth and their contribution to their community and are ambitious for their future.
- Have good social, emotional and physical health and are fully prepared for a fulfilling adult life.
- Have the best opportunities so that they achieve the best outcomes.
- Develop independence and high aspirations which are a focus for all throughout their entire educational journey.
- Have their needs identified early and met at whatever period in their lives needs arise.
- Experience high quality support that builds confidence and supports smooth transitions.
- Move confidently into adulthood where they feel equipped to thrive and enjoy life.

Our aim is that the Inclusive Mainstream Toolkit enables schools to identify where they are on the inclusion journey and provides school staff with strategies to support children and young people to secure good outcomes. We know that teachers want to ensure all children can access, participate and succeed in lessons, enabling them to engage and feel like they belong in every classroom. We also recognise that removing barriers to learning can be difficult, takes careful consideration, and at times can be a real challenge to achieve. This toolkit provides a collection of recommendations that could be put in place to help all pupils flourish and learn. It brings together the best inclusive practice from across North Yorkshire schools and is supported by the philosophical underpinnings of trauma informed research, educational psychology, relational theory and children and young people, teacher, parent and carer lived experiences. The practical reality of classroom teaching is that creating an inclusive classroom environment, implementing reasonable adjustments while planning from the start to meet the needs of all learners is as much about a mindset as it is about a skillset.

"When we embrace that inclusion is who we are, and who we want to be, we can always figure out how to make it happen?"

Dr Lisa Friedman (a highly regarded speaker and expert in the field of Jewish Special Education).

Acknowledgments

The development of the Inclusive Mainstream Toolkit, has truly been a collaborative process, drawing on the expertise, experience and commitment of many individuals and organisations who are driven to ensure that inclusion is at the centre of education.

We would like to extend our deepest gratitude to everyone who has contributed to its creation, development and refinement. This has ensured that the toolkit is a shared commitment to making North Yorkshire's schools, accessible and equitable for all learners.

We would like to thank our teachers, SENDCO's, support staff and school leaders across North Yorkshire who have generously given their time to share their insights, best practices and experiences in fostering inclusive environments. Your dedication to supporting every learner is at the heart of this toolkit.

Our sincere appreciation goes to parents, carers and young people, whose voices and lived experiences have informed this work. Your perspectives have helped ensure that inclusion is not just a policy but a meaningful reality in our schools.

We also acknowledge the valuable contributions of the senior education advisers, educational psychologists, SEND specialists, early help, social care, SENDIASS, health and the virtual school teams in ensuring we have included every aspect of inclusion in the toolkit. Their knowledge has been instrumental in ensuring the toolkit is evidence-based and is of practical everyday use in school.

We would like to thank our pilot schools for inviting us into their settings to see their current inclusive practice and to work together on using and developing the toolkit:

Airy Hill Primary School	Kettlesing Felliscliffe Community Primary School
Alverton Community Primary School	Killinghall C.E Primary School
Applegarth School	Kirk Hammerton C of E Primary School
Barrowcliff School and Nursery	Leeming and Londonderry Community Primary School
Braeburn Primary and Nursery Academy	Lindhead School
Burton Leonard C of E Primary School	Overdale Community Primary School
East Ayton Community Primary School	Rossett Acre Primary School
Forest of Galtres Anglican Methodist Primary School	Saxton C of E Primary School
Foston C of E VC Primary School	Sherburn High School
Friarage Community Primary School	Stokesley School and Sixth Form College
Goldsborough C of E Primary School	Thomas Hinderwell Primary Academy
Graham School	Upper Wharfedale
Grewelthorpe C of E Primary School	Whitby School
Harrogate Grammar school	Willow Tree Community Primary School
Keeble Gateway Academy	

We recognise the influence of national and regional policy toolkits, research bodies, and professional organisations, including the Department for Education (DfE), the SEND Code of Practice, the Education Endowment Fund (EEF) and the Whole School SEND consortium for providing valuable guidance and benchmarks for inclusive practice.

Finally, we would like to thank Lynne Kilford, lead for developing inclusive communities, who led the inclusive practice partners team: Anna Crowther-Riley, Dave Parrish, Caroline Adkin and Michelle Henley. The team worked tirelessly to research current practice, bring together stakeholders' views and led school visits which culminated in the development and writing of the Inclusive Mainstream Toolkit and associated tools.



Key Principles:

High Quality Teaching

All children and young people in North Yorkshire are entitled to **High Quality Teaching (HQT)** that includes planned interactive and creative learning which considers their prior knowledge, provides academic challenge and promotes independence, which helps prepare all for adulthood from an early age.

The **SEND Code of Practice (2015)** states that **‘Special educational provision is underpinned by high quality teaching and is compromised by anything less’** (DfE, 2015, page 25). We know that HQT is the first step for supporting children and young people with additional needs. The needs of most children and young people can be met by HQT coupled with a **relational approach** and **reasonable adjustments** from the resources that are already **ordinarily available** in their mainstream schools or settings. This toolkit highlights a range of inclusive support and principles that can be put in place in schools and classrooms and recommends high quality teaching strategies that have been proven to benefit all children and young people.

The Relational Approach

One of the most impactful experiences for all learners is the access to positive, connected relationships with the adults supporting and teaching them in school. Adults, who are emotionally available and use a relational approach to get to know their children and young people and their history, have the best impact on learning. This is due to pupils feeling safe, connected, happy, confident to learn independently with a strong sense of belonging. This is supported by the research by the Education Endowment Foundation (EEF), which tells us that “effective teaching and learning requires positive relationships and interactions between teachers and pupils.” Schools who provide a physically and psychologically safe environment are successful in fostering positive connections between teaching staff, children and young people and their families.

The most important thing to remember when supporting children and young people with additional needs is that **your greatest resource is you!**

Your relationship in school with the child, young person, and their family will be the driving force behind any successes of the strategies and approaches suggested in this document.

A relationship built on trust between the family and the school benefits everyone, but especially children and young people with SEND and other vulnerabilities. **Investing time at the beginning of the journey** alongside a learner and their family lays the foundation for successful collaboration and effective partnership working. Throughout this process children and young people's views and opinions must be considered and valued.

"Educating the mind without educating the heart is no education at all."

Aristotle (Ancient Greek philosopher and polymath)

Note for families of children and young people with SEND

This toolkit has been co-produced to help and support all staff in your child's school to be inclusive. It aims to develop teaching skills by providing ideas that will support your child's learning by ensuring that your child is part of the school community, has the opportunity to join in with their friends and is ready to learn because they feel comfortable in the classroom. We don't expect teachers to put every element of this toolkit in every lesson. We want them to use it as a menu of ideas to support their reflections on what they could be doing to support children and young people facing barriers in school.

"Every child deserves a champion – an adult who will never give up on them, who understands the power of connection, and insists that they become the best they can possibly be."

Rita Pierson (a professional educator since 1972, taught elementary school, junior high and special education)



Trauma-Informed Practice

Trauma can negatively impact on individuals and communities, affecting their ability to feel safe or to develop trusting relationships. Trauma informed practice and approaches help to reduce the negative impact of traumatic experiences and supports mental and physical health outcomes. This approach acknowledges the need to see beyond an individual's presenting behaviours and to ask, "What does this person need?" rather than "What is wrong with this person". It seeks to avoid re-traumatisation, which is the re-experiencing of thoughts, feelings or sensations experienced at the time of a traumatic event or circumstance in a person's past. Trauma-informed practice seeks to address the barriers that people affected by trauma can experience. The six principles of trauma-informed practice are: safety, trust, choice, collaboration, empowerment and cultural consideration which are threaded throughout this toolkit.

"Trauma-informed education is a journey, not a checklist. There is no magical program that's going to fix children because we are not fixing children. We're supporting children in being successful."

Mathew Portell - Director of Education and Outreach at PACEs Connection

Enabling Environments:

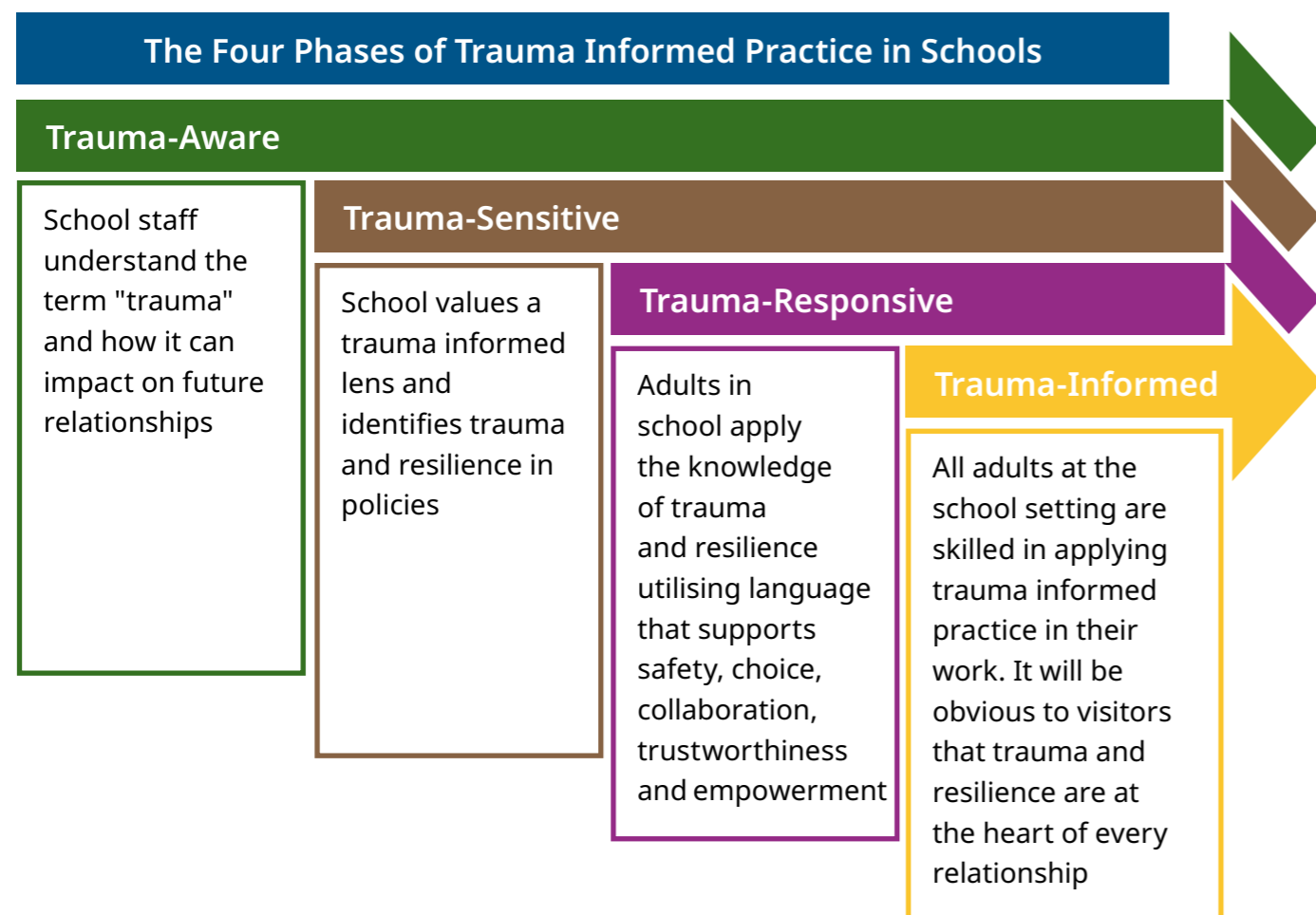
When considering any unmet needs of a child or young person, we must first consider developing an inclusive environment. It is essential that consideration to the school environment is made, and reasonable adjustments are implemented across the whole school from the front gate to across all areas of the school setting. These environments prioritise safety, accessibility, and emotional well-being, ensuring that every child can engage fully in their education. It supports children and young people to be ready and able to learn. It is important to ask the children and young people the question: How does this environment make you feel? Ultimately, enabling environments contribute to a holistic educational experience, preparing children and young people for future challenges. In addition, training staff to recognise and respond to diverse needs, helps cultivate a culture of respect and understanding, empowering students to thrive both academically and socially.

The Language and Strengths of Neurodiversity:

In North Yorkshire the language we use around inclusion matters to us. By using neurodiverse-friendly language, we create more inclusive environments where all individuals feel valued, respected, and understood.

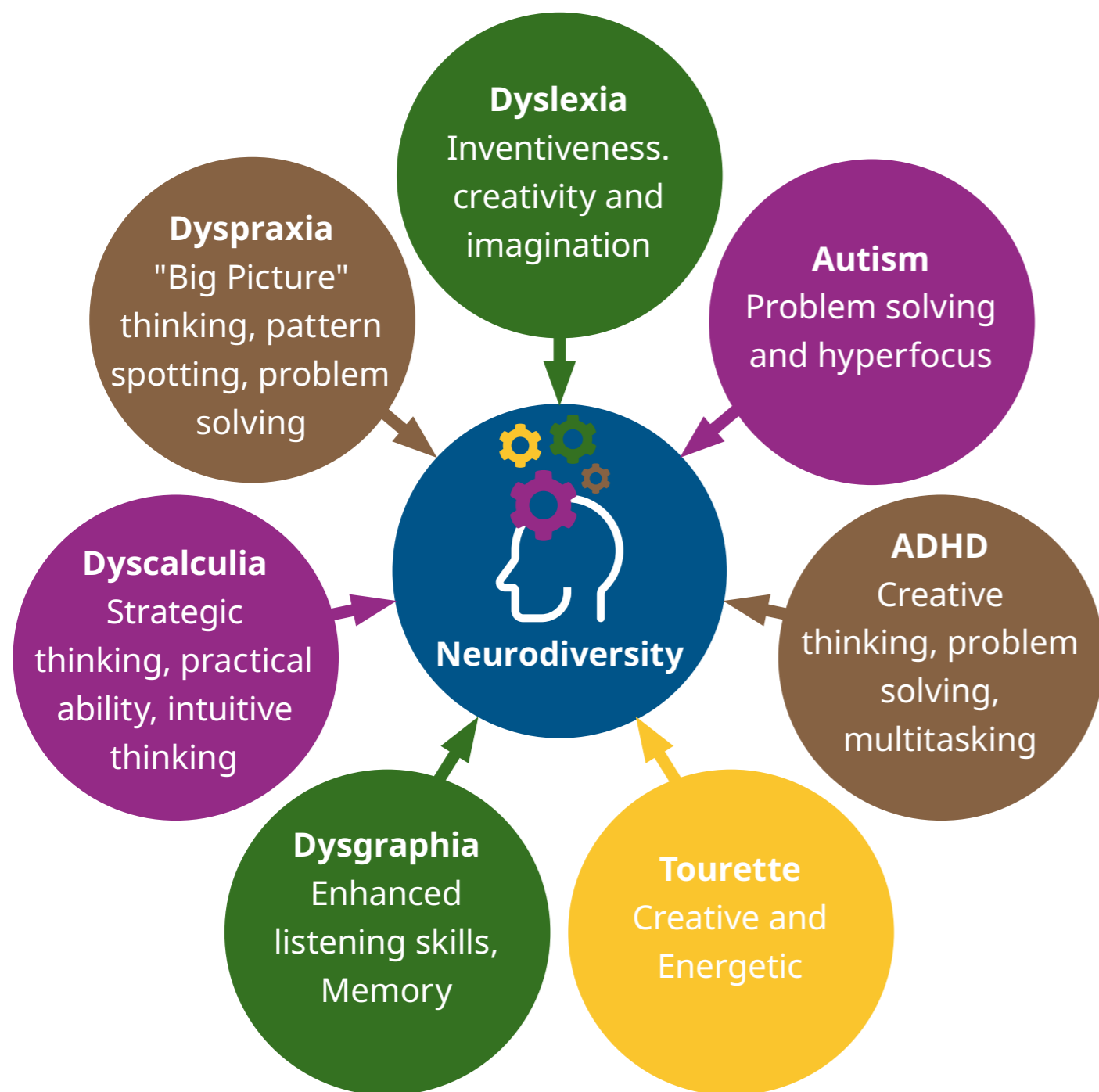
Neurodiversity - Refers to the natural variations in human brains and thinking styles. Autism, ADHD and dyslexia are examples of these variations.

Neurodivergent - A neurodivergent person is someone whose brain functions or develops in an alternative way, leading to distinct strengths and challenges compared to those who are considered neurotypical.



<p>Person-first vs. identity-first language</p> <p>Some prefer "autistic person" (identity-first) to embrace neurodivergence as part of who they are, while others prefer "person with autism" (person first) to emphasise their humanity first.</p>	<p>Avoiding deficit-based terms</p> <p>Phrases like "suffers from autism" or "disorder" can be harmful; instead, terms like "neurodivergent" or "different processing style" are more affirming</p>
<p>Empowering and neutral terminology</p> <p>Using strengths-based language helps reframe neurodiversity as a natural difference rather than a problem to be fixed.</p>	<p>Listening to neurodivergent voices</p> <p>Respecting individual preferences and evolving language norms ensures that communication remains considerate and appropriate</p>

How neurodiversity presents in individuals



Children and young people's voice:

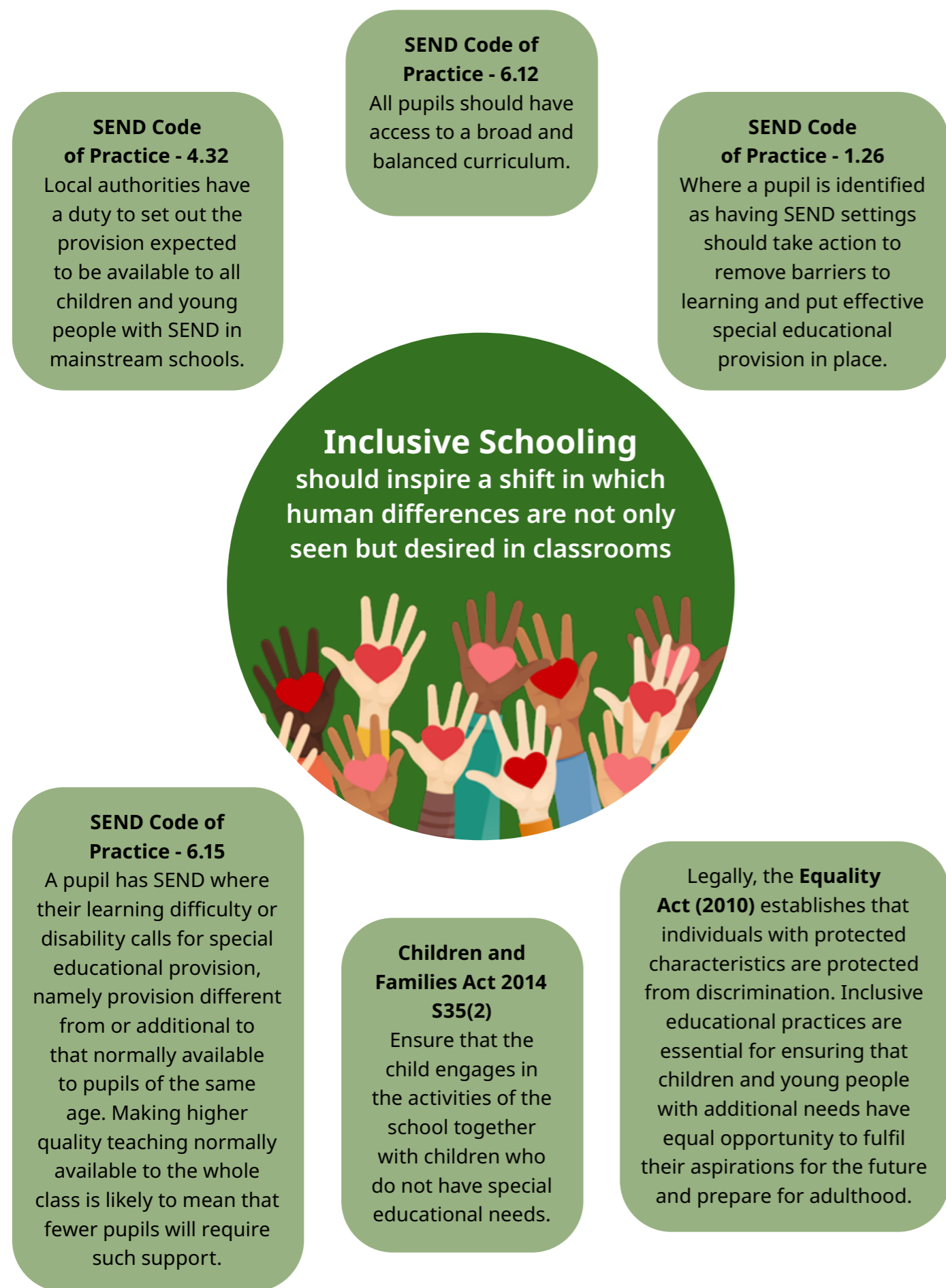
Children and young people have a right to be heard, and their voice is at the centre of everything we do. This toolkit should allow them, their parent and carers and professionals to take part in meaningful conversations around their provision. Research overwhelmingly indicates that when children and young people are more engaged and can shape their own learning it results in benefits for all learners, educators, the school and the education system. Participation develops a sense of ownership and helps improve motivation, levels of engagement, resilience and self-esteem. Children and young people can offer unique perspectives on what it is like to be a pupil at their school; involving them in decision-making can create meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion.

"Be the change you wish to see in the world."

Mahatma Gandhi

Pupil voice from North Yorkshire





How to use this toolkit and accompanying tools

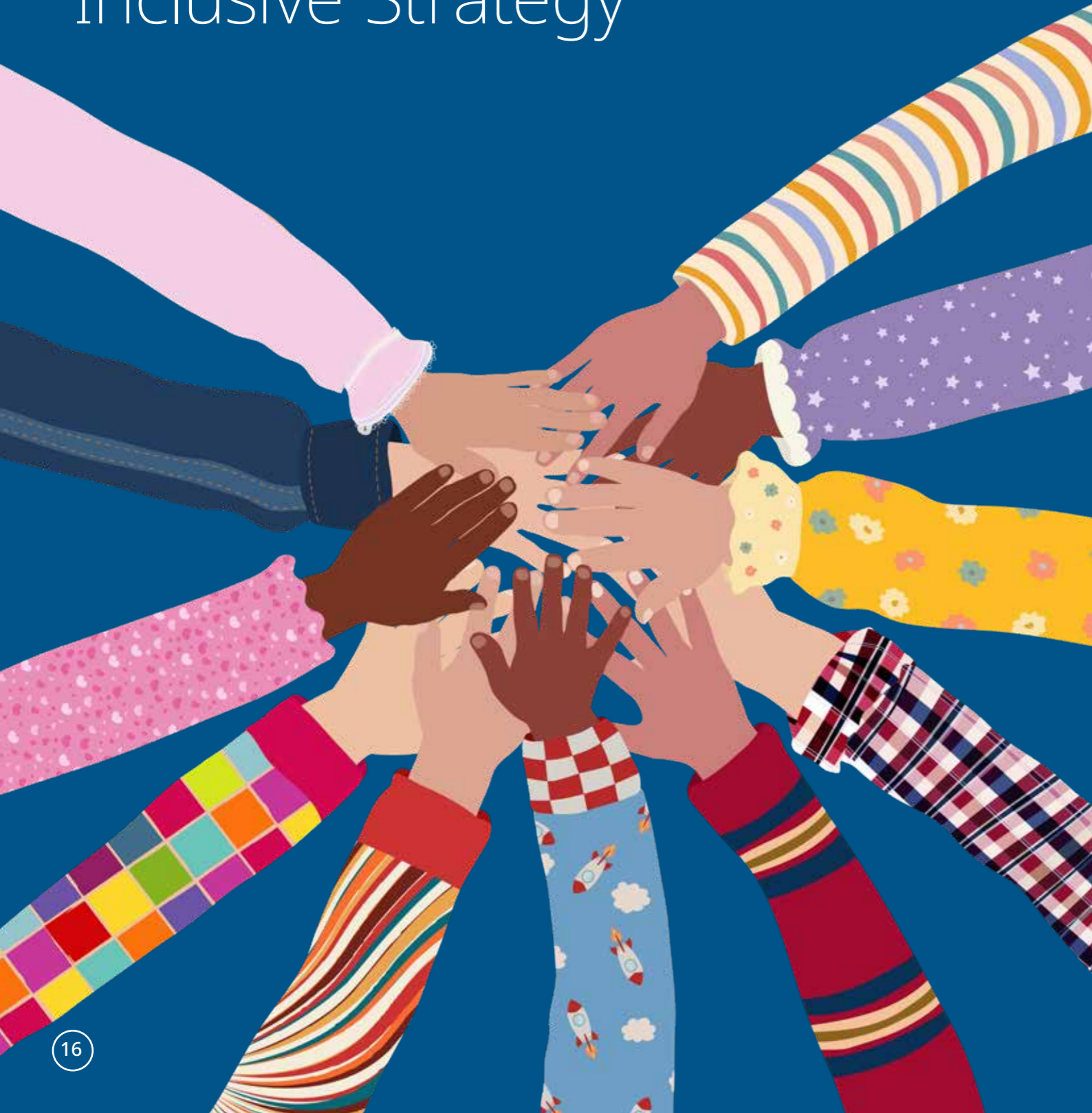
This toolkit describes a wide range of approaches, activities and opportunities that can be offered as good practice to meet the needs of children and young people with SEND and additional needs regardless of a formal diagnosis. The toolkit can also be used to facilitate conversations between children and young people, parents, school and external professionals, offering suggestions for reasonable adjustments. It is not an exhaustive list of strategies but indicates what North Yorkshire Schools can typically offer. The Inclusive Mainstream Toolkit is designed to be used as part of school's approach to embedding High Quality Teaching and whole school SEND support as a golden thread through their policies, curriculum and ethos.

<p>Section one</p> <p>There are a number of inclusive practice strands that offer guidance to school leaders on what provision needs to be in place to support children and young people and their families in school and what this should look like in practice. The teachers' standards and OFSTED toolkits are also referenced for school leaders to be able to easily link with school development documents and professional development for staff.</p>	<p>Section two</p> <p>The four broad areas of need, as described in the SEND Code of Practice (2015), are highlighted alongside barriers to learning (what you might see) and strategies/resources are suggested for you to try to reduce the impact of these barriers in the school and home environment.</p>
<p>The whole school self-evaluation tool</p> <p>This is an accompanying audit tool to reflect the inclusive strands and principles outlined in section one. It has been produced to support school leaders and SENDCO's to evaluate, develop and strengthen their inclusive offer, thereby improving the educational experiences for children and young people with SEND and additional needs.</p>	<p>Teacher toolkit</p> <p>This is an accompanying tool that can be used as a quick reference guide for section two. It has been produced to support teachers to quickly navigate section 2 to locate strategies and resources to use in subsequent intervention plans.</p>

It is best practice when implementing interventions with children and young people that you follow a graduated approach cycle to maximise the impact of ongoing support as detailed on page 39 of this document.

Section one:

Whole School Inclusive Strategy



Safeguarding

Intent

- The school are aware of and respond to children and young people's increased risk of needing help and protection, including those with special educational needs and/or disabilities (SEND) and pupils who do not communicate verbally.
- The school seek to understand the needs of individual children and young people and their particular challenges and barriers so that they are fully aware of these pupils' specific safeguarding vulnerabilities and needs.
- Leaders ensure individual children and young people have any additional support needed to keep them safe.
- Leaders have a clear rationale for their approaches to teaching pupils to stay safe, for example by exploring how pupils learn about online safety, to make sure these approaches are reflective of the school's context and the needs of pupils



Early Years Foundation Stage (EYFS)

Inclusive Principle 1 - Provision for SEND in EYFS is well led and managed.

Intent

- To ensure that provision for children with SEND in the Early Years Foundation Stage (EYFS) is effectively led and managed through strong leadership, strategic planning, and a commitment to inclusive practice.
- Leaders work collaboratively with staff, families, and external professionals to create a high-quality, responsive environment where every child can thrive and achieve their full potential.

Implementation ideas

- Staff are aware of children in their setting with SEND and additional needs or who are from disadvantaged groups and understand the nature and impact of these and how to respond to them.
- The leadership team ensures that all staff are supported through effective professional development, advice, and guidance to understand their role in supporting children with SEND and additional needs, and those from disadvantaged groups.
- The leaders of the setting, as well as the SENDCO, act as champions for inclusion of all children. Effective mechanisms are in place to keep the leadership team up to date and well informed about the impact of provision that has been put in place for those with SEND and additional needs and from other disadvantaged groups.
- The SENDCO supports all staff to develop their inclusive practice, for example, by supporting staff to assess, identify and meet needs as part of the assess, plan, do, review cycle (graduated approach).
- All staff understand that the leadership team has a responsibility to monitor attendance, progress, and exclusions for all children to ensure equality of access to education, including those with SEND and additional needs and from other disadvantaged groups. Staff contribute to this process by providing accurate information in a timely manner. Staff make the best use of positive parent relationships to support families with attendance.
- Leaders ensure that the curriculum is well planned to give all children the knowledge and skills they need to be independent, achieve their goals and contribute to their community.
- Staff plan the curriculum to meet the needs of the children within their setting, considering what their intent is, how they will implement their plans and review the impact for individual children.
- The school regularly reviews its provision, and the experiences offered to ensure that no child is disadvantaged by not being able to access the full range of experiences because of SEND and additional needs or disadvantage, including the parent's ability to pay for additional activities.

Inclusive Principle 2 - The EYFS curriculum is designed to be ambitious and inclusive for all children. Information about each child's SEND needs underpins personalised curriculum planning, enabling staff to tailor their teaching approaches to suit diverse learning styles and individual requirements.

Intent

- To provide an ambitious and inclusive EYFS curriculum that is tailored to meet the needs of every child.
- Planning is underpinned by a deep understanding of each child's SEND, enabling staff to adapt teaching strategies and learning experiences to support diverse learning styles and ensure all children can thrive and make progress.

Implementation ideas

- The curriculum is successfully adapted, designed, and developed to be ambitious and meet the needs of children with SEND and additional needs and those from disadvantaged groups. Children's skills, knowledge and abilities are developed so that children can apply what they know and can do so with increasing confidence and independence.
- Communication are at the heart of the curriculum. Staff understand the paramount importance of these skills for future learning and independence. In early years settings communication and language, including talk, stories, rhyme, and songs, form the basis of the curriculum.
- Staff adapt learning approaches to provide suitable learning challenges and cater for different learning needs.
- Planning is individualised with some small group activities planned where appropriate.
- Every practitioner is a teacher of SEND.
- Staff are skilled in adjusting the pace and order of activities to maintain interest and attention.
- Planning carefully considers the needs of all children. Staff assess children's understanding, strengths, and interests, identify any gaps in knowledge and skills, and adapt teaching accordingly.
- Children are given time to process information before being invited to respond in a communication style that is accessible to them.
- Staff use appropriate methods of communication and ensure that children have understood what is being communicated to them.
- Adults scaffold learning, carefully observe and take the lead from children to identify where repetition is appropriate and where they need to be supported to move on in their learning.
- Staff plan open ended activities based on their observations of children's interests and skills and next steps.
- Learning is carefully adapted, considering individual children's previously acquired knowledge, skills, and experiences.

- Flexible and personalised approaches to learning are used effectively.
- Learning is carefully planned and sequenced (broken down and visually supported) so that new knowledge and skills build on what has been taught and experienced, using the child's interests as a starting point.
- Staff effectively interact with children to scaffold learning and provide positive feedback.
- Multi-sensory teaching approaches are used - children have lots of opportunity to move as they engage in play and learning activities.
- Modelling is used to aid understanding, for example the use of appropriate language and movement.
- Visual and audio demonstrations, strategies and visual or audio cues and commentary are used when appropriate.
- Key vocabulary is identified with visuals and pre-taught if appropriate.
- Staff particularly focus on children whose language is less well developed and who do not readily engage with adults by:
 - Ensuring each child has a consistent adult who takes time to build a secure relationship.
 - Staff use eye contact, gentle tone, and positive body language to create a safe space for communication.
 - Staff can describe what they or the child are doing to expose them to vocabulary in context.
 - Using songs, rhymes, and stories that are engaging and help develop phonological awareness and vocabulary.
 - Using visual cues and labels to support understanding and word recognition.
 - Support children to understand meaning even if they struggle with spoken language.
 - Visual timetables and picture cards support comprehension and allow children to express choices or needs.
 - Scaffold communication by repeating and expanding for example, if a child says "car," staff might respond with "Yes, a red car is going fast!"

Inclusive Principle 3 - Assessment is continuous and formative, enabling practitioners to track progress, celebrate achievements, and adjust plans responsively to ensure sustained improvements.

Intent

- To implement a continuous and formative assessment approach within the EYFS that enables practitioners to closely monitor the progress of children with SEND.
- Assessment is used to responsively adapt planning and provision, promoting sustained progress and positive developmental outcomes for every child.

Implementation ideas

- Formative assessment and feedback are features of daily practice with staff quickly and accurately identifying children who face any barriers to their learning or well-being.
- A regular cycle of Assess, Plan, Do, Review is used to ensure that all children are achieving the best outcomes.
- Appropriate tools which capture the 'views of the child' are used to ensure that effective support is put into place. For example, person-centred planning or a one-page profile.
- Staff evaluate the child or young person's engagement in the experiences, the learning environment and progress made. They use this information skilfully to plan the child's next steps in learning and make adaptations as required.
- Strategies are carefully selected for a specific purpose, linked to assessed needs, and working towards agreed next steps.
- Staff are aware of children's starting points and next steps so that progress towards outcomes can be measured.
- Children's strengths and interests in learning and behaviours are observed and monitored for a short period of time to inform planning. Observations, assessment, and planning are built on a shared understanding of the child's strengths, interests, and next steps at home and in the early years provision.
- Staff review cohort assessment data to identify any gaps in provision, for example differences in attainment by characteristics (gender, ethnicity, area of disadvantage) or area of learning.
- If any gaps are identified, staff modify the environment, curriculum, or teaching strategies to improve outcomes in this area. Staff review the impact of these changes on outcomes for children.
- Experiences consider prior learning and interests are based on assessment for learning.
- Observational assessment is used to ensure a thorough understanding of children and their starting points.
- Children's records (learning journals and electronic systems) demonstrate the next steps in their learning journey.
- The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for children.
- The setting works in co-production with parents and children in decision making.
- Parent carers are aware of their child's individual needs and the support and individually tailored interventions in place.
- Parent carers are involved in setting and reviewing next steps for their child. Parent carers' expertise about their child is valued and used to inform appropriate support.
- Children actively participate in their own assess, plan, do, review process. Their views and feedback link directly to this process.

Inclusive Principle 4 - The physical environment is thoughtfully designed to support children with SEND in the EYFS, enabling them to flourish and fully engage with all aspects of the curriculum.

Intent

- To create an enabling, inclusive, and accessible physical environment within the EYFS that supports the diverse needs of children with SEND.
- The environment is carefully planned to remove barriers to learning, promote independence, and ensure all children can actively engage with and benefit from the full breadth of the EYFS curriculum.

Implementation ideas

- The physical environment is adapted to meet the needs of children.
- The environment, and the availability and use of resources, are regularly reviewed and adapted to meet the needs of children and young people. This is embedded as part of positive setting practice.
- A purposeful, organised, and well-resourced learning environment is provided to encourage independence and active engagement in learning through play. This includes effective practice and routines that all children understand and follow.
- Regular reviews of the physical accessibility of the building and individual learning spaces is regularly carried out. Various tools such as the environmental audit can be used to support this.
- Staff are aware of sensory needs and differences that may impact on children.
- Children's sensory needs are known and used to plan activities and experiences, seating arrangements, and snack and lunch time.
- Left- and right-handed children can use equipment comfortably.
- Displays are meaningful and visually accessible to reduce sensory overload.
- Children have access to low-arousal spaces or regulating activities when needed.
- Resources are available for all children in both the indoor and outdoor environment.
- Children have easy access to sensory equipment that they require: these may be writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, or weighted resources.
- Children have regular access to a variety of age- and stage-appropriate sensory activities such as dried pasta, cornflour, jelly.
- Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate. Coloured backgrounds and paper are used to reduce visual stress.
- Additional resources and teaching are used according to individual needs, for example visual timetables, or concise instructions which are adapted to the child's language level and reinforced with visual prompts (for example 'now and next cards'), particularly during transitions. Consistent approaches and routines are in place, over a period of time.

Inclusive Principle 5 - Staff have the knowledge and expertise needed to effectively support children with SEND in the EYFS, helping them to thrive and make strong, meaningful progress in their learning and development.

Intent

- All EYFS staff are equipped with the knowledge, skills, and confidence to effectively support children with SEND.
- Through ongoing professional development and reflective practice, staff are empowered to provide high-quality, inclusive teaching that enables every child to thrive and make meaningful progress across all areas of learning.

Implementation ideas

- Staff are committed to developing their expertise, skills and understanding of individual children and young people and undertake relevant professional development.
- Adults are clear about their role and how they are contributing to the children's learning.
- Use of adults within the setting is planned to maximise their impact on learning, bearing in mind the need to promote independence where possible.
- Additional adults are deployed proactively; they are not necessarily "attached" to one child, but all adults work with all children, in the environment to scaffold independent learning. Their impact on the children is monitored carefully to ensure progress is supported.
- There is clear and regular communication between all adults to ensure that the support given is appropriate to the environment and experiences that are on offer are meeting the children's needs.
- Staff are well trained and skilled in supporting children with individual needs and with general and specific learning difficulties.
- Best practice is shared within the early years setting and with other education settings, for example through network meetings.
- Advice received from other professionals, including parent/carers, is used to inform teaching, and learning and is recorded, reviewed, and adjusted over time to ensure that children achieve to the best outcomes.
- All staff make a positive contribution to children's progress.

Inclusive Principle 6 - Transitions throughout the sessions are planned for and well-managed and provide the opportunity for the children to develop the skills to manage change.

Intent

- To ensure that transitions throughout the EYFS day are carefully planned and sensitively managed.
- Transitions provide children with SEND with consistent routines and supportive strategies that help them develop the confidence, independence, and emotional resilience needed to manage change effectively.

Implementation ideas

- Practitioners identify and plan support to enable children to make smooth transitions. Transitions include:
 - moving around the early years setting and from indoors to outdoors
 - switching between experiences and activities
 - changing from unstructured to structured times
 - moving from one activity to the next
 - changes of staff, key person, or changes of peers
 - special events: visitors, visits, celebrations
 - life events: birth of a sibling; changes in parenting arrangements; changes in parent carers' relationship status; loss, bereavement, or contact visits
- Staff prepare children with additional support needs for daily transitions by using appropriate communication methods. This may include adapted language, Makaton, now/next or first/then boards, visual timers.
- Policies and procedures are in place for ensuring that children make a smooth transition into school.
- Settling-in sessions are well planned and flexible to meet the needs of the children and their families.
- Staff seek to find out about children's interests and use this information to plan for the first few weeks of the children's time at the setting.
- 'All about me' information is regularly updated and continues to inform planning.
- Individual transition planning and meetings for a child with additional support needs involved parents and other professionals working with the family. The information gathered is used by settings to plan a smooth transition into the setting.
- Where appropriate, healthcare plans, risk management plans and one-page profiles are in place before the child starts.
- Agreed arrangements to support children's transition are clearly communicated to all parties and include actions that will benefit the child. These may be visits to the school, visits to the setting by school staff, photo books, virtual tours, video clips, social stories or sharing additional support strategies.

Assessment and Individual Planning (Refer to Ofsted's Inclusion toolkit)

Inclusive Principle 1 - A regular cycle of 'Assess, Plan, Do, Review' is used to ensure that all children and young people with SEND and additional needs are achieving the best outcomes in relation to their starting points.

Intent

- The appropriate environment, planning, provision, and interventions are in place for children and young people with SEND and/or additional needs.
- Children and young people with SEND and/or additional needs are making progress against their individual targets in all areas.
- Children and young people's starting points and the progress they make from them are considered, along with the curriculum pathways of individuals or groups, and whether leaders have identified the right priorities and are ensuring good progress.
- All children and young people - especially those who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers, benefit from high-quality personal development opportunities.
- Reasonable adjustments or adaptations to the personal development curriculum or teaching for children and young people are well targeted, effective in reducing barriers to their learning and/or well-being and focused on pupils' long-term success rather than short-term fixes. Leaders consider any possible downsides of adaptations and mitigate these.
- Children and young people who attend alternative provision continue to receive a suitable personal development and relationships and health education (RHE) / relationships, sex and health education (RSHE) programme.

Applying Best Practice

- Staff have the skills and knowledge to identify potential unmet needs and barriers to learning at the earliest opportunity, in relation to the child or young person's starting points.
- Staff use assessments and screening tools to identify barriers to learning at the earliest opportunity. Children and young people's strengths, interests and barriers to learning are clearly identified through observation and monitoring in different settings and contexts, during both structured and unstructured times at school.
- The curriculum is carefully planned to avoid triggers for children, with consideration given to the needs detailed in the NYC iTHRIVE document (For example trauma, ACES).
- All children and young people have equal opportunities to experience the full curriculum with support.
- Termly reviews with school, parent/carers and pupils inform next steps, and this is documented in accordance with the school's SEND Information Report.

- Teaching staff, children and young people with SEND and/or additional needs and their families actively participate in formulating and reviewing SMART (Specific, Measurable, Attainable, Relevant, Time-bound) targets and can describe how they are involved in planning their learning and reviewing their progress.
- Children and young people know their targets and what they need to do to achieve them (appropriate). Staff ensure that targets set are appropriate for both age and stage of development
- Children and young people are helped to recognise and value their achievements and to understand their own barriers to learning and the strategies they can use to overcome them.
- Assessment and planning are built on a shared understanding of the child's or young person's strengths, barriers to learning, interests, and next steps.
- All looked-after children and young people who are supported by Virtual School are involved in the formulation and review of their Personal Education Plan (PEP).
- Staff and pupils are aware of, and understand, individual starting points, next steps, and targets so that progress towards outcomes can be measured and supported.

Links to Teacher Standards

Teaching Standards: (Link)
2b, 2c, 2d, 2e, 5b, 5c, 5d, 6c, 6d, 8e

Inclusive Principle 2 - Staff ensure that assessment and feedback are a feature of daily practice, making it relevant and accessible for children and young people with SEND and additional needs. This should be reflected in the marking and assessment policy.

Intent

- School staff ensure that the performance of the child and/or young person is monitored regularly, and support is matched to need, ensuring that families are regularly informed and discussions are provided on how to support them.
- Appropriate feedback methods are used to embed and check understanding, and to improve the outcomes for children and young people.

Applying Best Practice

- Teachers address misconceptions through marking and feedback appropriate to the needs of the learner.
- Teachers use pupils' previous knowledge to inform the next steps in their learning.
- Teachers plan retrieval practice, cued memory, and interleaved learning strategies to strengthen previous learning and fluent recall.
- Learners have regular opportunities to evaluate their performance. Self-assessment is routinely used to jointly set individual and engaging targets.
- Planning takes account of the interests and experiential learning of children and young people to make learning relevant and purposeful.

- A wide range of assessment strategies and tools are used to ensure a thorough understanding of children and young people and their starting points.
- Children and young people's verbal feedback and records show that they know the next steps in their learning journey.
- The impact of interventions is critically and regularly evaluated and acted on.

Links to Teacher Standards

Teaching Standards: (Link)
2a, 2b, 2c, 5a, 5b, 5d, 6a, 6b, 6d.

Inclusive Principle 3 - Expertise is in place to manage access arrangements for tests, national tests and public examinations (where relevant).

Intent

- Ensuring that all children and young people can achieve to the best of their abilities during tests and exams.

Applying Best Practice

- Schools and settings identify additional needs and make adaptations to access arrangements as part of their everyday practice. They share these with parent / carers and with children and young people at the earliest opportunity.
- Clear and timely procedures are in place for applying to the relevant exam boards or assessment authorities, following JCQ and Standards and Testing Agency guidance (Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ: Joint Council for Qualifications).
- Adapted resources or equipment used in assessment conditions should reflect the child or young person's typical mode of accessing their day-to-day classroom learning.

Links to Teacher Standards

Teaching Standards: (Link)
6a, 6b, 8e



Expectations and Values (Refer to Ofsted's Safeguarding toolkit, Inclusion toolkit, Personal Development and Wellbeing toolkit)

Inclusive Principle 1 – Staff reduce barriers to learning and provide empathic responses, so that children and young people feel psychologically safe, secure, valued and have a sense of belonging.

Intent

- Staff empower children and young people to play an active part in strategies used to help them make progress in their learning, ensuring that they are well prepared for their next stage in life.
- A wide range of strategies are used - for example, restorative relational approaches, and trauma-informed practice - to ensure that children and young people feel safe, listened to, and empowered to advocate for themselves.
- Seek to understand the school's priorities for the personal development of individual children and young people, and its approaches to developing and providing a personal development programme, including careers education, matched to children and young peoples' needs.

Applying Best Practice

- Teachers use and model respectful language for all children and young people.
- The PSHE/RHE/RSHE curriculum positively reinforces the inclusion agenda and equips children and young people with the knowledge, skills, and understanding to demonstrate inclusive values and behaviours.
- Systems are developed in school to actively seek and act upon pupil voice in ways that are inclusive and representative of the diverse population of the wider community.
- Pupil voice should play a key part in decision-making regarding the ethos and vision of the whole school.
- Restorative and relational approaches are used routinely to ensure all children and young people have a voice.
- Teachers make personalised learning part of everyday practice.
- Staff receive training on reasonable adjustments and on the expectations set out in the SEND Code of Practice (2015).
- Schools create and share whole-school provision maps detailing the intervention offer that supports teachers to meet the needs of all pupils.

Links to Teacher Standards

Teaching Standards: (Link)
1a, 1c, 5b, 5c, 5d, 6d, 8d.

Inclusive Principle 2 - Children and young people with SEND and additional needs are included in all aspects of school life.

Intent

- There is equality, equity, and cultural representation in the curriculum, which is representative of the diverse school community and their families.
- Wider curricular activities are well planned and accessible, as part of best practice, to enable the participation of children and young people with SEND.
- Children and young people with SEND are valued and integrated members of the school community.

Applying Best Practice

- Leaders ensure that risk assessments and support are in place to facilitate the participation of children and young people with SEND in all wider curricular activities, including school clubs, ensuring equitable accessibility for all.
- Leaders routinely monitor participation in the activities to ensure that barriers to accessing opportunities are identified and addressed.
- Children and young people with SEND are represented in leadership responsibilities across the school (for example student leadership groups, peer mentors, club leaders).
- Children and young people with SEND are consistently involved in discussions to prepare for their future.

Links to Teacher Standards

Teaching Standards: (Link)
1a, 1b, 5b, 5d, 8e.



Leadership and Management (Refer to Ofsted's Inclusion toolkit, Leadership and Governance toolkit, Safeguarding toolkit)

Inclusive Principle 1: Provision for SEND is well led and managed

Intent

- Leadership promotes and ensures an inclusive ethos, through the development, implementation, and ongoing review of policies and procedures.
- The governing body is involved in shaping the whole-school approach to SEND and monitors, evaluates, and holds the leadership team accountable for the quality of provision.
- Leaders understand that the most effective inclusion strategy begins with everyday high-quality, inclusive teaching, which has the most benefit for the children and young people who find learning hardest and reduces the need for individual adaptations.
- Leaders have established a culture in which staff understand the range of barriers that children and young people may face to their learning and/or well-being, including those specific to their community and the school's context; they quickly and accurately identify children and young people facing these barriers.
- Leaders make sure that any alternative provision the school uses is suitable and safe, and the decisions to place children and young people in it are made in their best interests.
- The published school accessibility plan meets the requirements of the Equality Act 2010, is implemented effectively, and is reviewed regularly.
- A qualified SENDCO is empowered, through their leadership status within the school, to lead whole-school improvement for children and young people with SEND.
- Leaders identify children and young people's emerging or changing needs quickly and accurately, ensure that support is effective, and draw on specialist advice when necessary.
- Leaders use the 'graduated approach' (a continuous cycle of assess, plan, do and review), ensuring that children and young people receive an appropriate level of support and that staff receive suitable training and guidance to implement it.
- Leaders ensure their work improves the progress and achievement of children and young people with SEND, and they do not lower their expectations of them.
- Leaders are committed to their role in the local area partnership's strategy to improve the experiences of, and outcomes for, children and young people with SEND; they promote the local offer and help pupils with SEND, and their families, to find out what support is available and how to access it.
- Leaders and those responsible for governance are committed to raising standards of education and care to improve the lives of all children and young people, especially those who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.
- Leaders are held to account appropriately and effectively for the school's support and provision for disadvantaged children and young people; those with SEND; those who are known (or previously known) to children's social care; and those who may face other barriers to their learning.

Applying Best Practice

- Leaders use a rich set of well-analysed quantitative and qualitative data to understand the needs of children and young people with additional needs.
- The leaders of the school/setting act as champions for inclusion of all children and young people; the school's vision for SEND is reflected in its values, policies, and practices.
- The senior leadership team, including governing bodies/trusts, are knowledgeable about inclusion and the legislation surrounding children and young people with SEND.
- SEND funding is considered carefully when planning the deployment of staff resources.
- The leadership team ensures that all staff are supported through effective professional development which reflects the context and needs of the school setting.
- Effective mechanisms are in place to keep governors/trustees up to date and well informed about the impact of provision for those with SEND.
- Governors/trustees support and challenge leaders appropriately. They hold leaders to account effectively, including for the school's support and provision for pupils with additional needs.
- The school's SEND Information Report details how the needs of children and young people with SEND and additional needs will be met. All staff understand its content.
- The school has a nominated Special Educational Needs and Disabilities Co-ordinator (SENDCO) who is either part of the senior leadership team or liaises regularly with it.
- The SENDCO's time is effectively managed, and they have regular release time in addition to their PPA time, which is clearly identified and protected.
- Leaders have a responsibility to monitor attendance and exclusions for all key groups, including children and young people with SEND.
- Leaders use the Inclusive Mainstream Toolkit Self-Evaluation Tool to evaluate SEND provision and identify gaps and progress throughout the year, informing their School Self-Evaluation Form (SEF).
- SEND provision is appropriately prioritised on the School Development Plan (SDP).

The following are up to date and published on the school's website:

- Accessibility plan
- Link to local offer
- SEND policy
- SEN Information report
- Equality statement/objectives
- RSE policy with clear adaptations for SEND
- Behaviour policy with clear adaptations for SEND
- Information about the school's SEND team, including the link governor

Links to Teacher Standards

Teaching Standards: (Link)
5d, 8a, 8b, 8c, 8d.

Inclusive Principle 2: Leaders are ambitious for children and young people with SEND and additional needs and this ambition is shared by staff

Intent

- There is a shared vision for SEND provision in the setting, and every adult knows their role in the delivery and communication of this vision.
- Expectations around inclusive practice are understood and practised by all staff members.

Applying Best Practice

- All staff share a clear vision for SEND, and this is communicated consistently to children, young people, and their families.
- Staff can talk about how they establish and maintain an inclusive environment within day-to-day practice.
- Leaders discuss SEND provision at their departmental and staff meetings to ensure it remains high on the school agenda.
- Leaders ensure that the curriculum is aspirational, well planned, and gives all children and young people the knowledge and skills they need to achieve their goals and contribute to their community, in preparation for adulthood.
- The curriculum design considers the following: intent, implementation and impact and consistently reflects leaders' high aspirations for all children and young people with SEND.
- Leaders ensure that an adaptive teaching approach is adopted, giving all children the opportunity to challenge themselves.
- The school regularly reviews its provision and the experiences offered to ensure that every child has the opportunity to be included.
- Subject leaders have a clear, shared plan for the support of SEND pupils within their subject. The impact of this is monitored and shared with all leaders.

Links to Teacher Standards

Teaching Standards: (Link)
1b, 2a, 2b, 2c, 2d, 3c, 4e, 5d, 7b

Inclusive Principle 3: Leaders ensure children and young people are safe at school in line with Working together to safeguard children/KSCIE /SAFER recruitment procedures

Intent

- Staff ensure that children and young people are kept safe, and know how to keep themselves safe, in school and the wider community.

Applying Best Practice

- Leaders ensure that staff working with children and young people are suitably qualified and have the appropriate skillset to support pupils with SEND and/or additional needs by following the SAFER recruitment procedures.
- Leaders act promptly and follow clear pathways to ensure children and young people remain physically and emotionally safe in the school setting.
- All school staff have received an enhanced DBS, which is renewed when necessary.
- A single central record of safeguarding checks is stored securely in line with GDPR guidance and made available for inspection when required.
- Leaders ensure that pre-employment checks are carried out with rigour and reviewed to ensure staff are safely recruited.
- Leaders and school staff ensure that the Keeping Children Safe in Education regulations are adhered to.
- School staff regularly teach all children and young people about how to remain safe online.
- School leaders ensure that any external Alternative Provisions used are quality-assured, safeguarding is effective and are, ideally, OFSTED-registered.

Links to Teacher Standards

Teaching Standards: (Link)
1a, 1c, 7a, 7b, 7d, 8a, 8b, 8d, 8e



Curriculum Implementation (Refer to Ofsted's Curriculum and Teaching toolkit)

Inclusive Principle 1 - Schools develop a curriculum which successfully inspires creative thinking, growth mindset, ambition and meets the needs of all children and young people.

Intent

- Needs are met through a fully inclusive and well-planned curriculum which fosters a growth mindset and builds resilience.
- Skills, knowledge and abilities are developed so that children and young people can apply what they know with increasing confidence and independence.
- All children and young people access and engage in a curriculum which enables them to make at least their expected progress in relation to their starting points.
- Classroom professionals understand SEND and/or additional needs and past experiences, and these are considered when planning the curriculum and its delivery.
- All staff seek to understand the starting points of children and young people with SEND.
- The school's approach to the curriculum and teaching draws explicitly on the best available evidence, including high-quality research relating to supporting disadvantaged children and young people, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and or well-being.
- All children and young people with SEND develop independence, contribute to their community, make positive friendships and are supported to be as healthy as possible.

Applying Best Practice

- When communicating with children and young people, staff should consider past experiences and needs for example trauma, ACES and all four broad areas of need.
- A range of teaching and child-led learning approaches are used which promote independence, scaffold learning, and support emotional literacy.
- Hands-on, experiential learning opportunities are effectively planned and are accessible and engaging.
- The learning environment must be regularly reviewed and adapted to resources, creatively developed to meet the needs of children and young people.
- Preparation for adulthood is built into the curriculum from the earliest opportunity. Over time children and young people develop the skills, knowledge and experience they need to be independent and ready for their adult life.
- Teachers carefully plan the order in which new skills are introduced, utilising retrieval practice, interleaved learning and modelling to embed the new concepts.
- Teachers must regularly check in and monitor the mental health and wellbeing of pupils, using relational approaches to pre-empt times when additional support may be needed. This requires planned and purposeful opportunities that meet the pupils' needs at that time.

- Teachers must model and provide support for pupils to promote the development of pupil's organisation, understanding of task requirements, expectations, and independence.
- Leaders take all reasonable steps to make sure that all pupils, including those attending alternative provision and those with additional needs, can study an equally ambitious curriculum.

Links to Teacher Standards

Teaching Standards: ([Link](#))

1b, 2b, 2d, 3a, 3c, 4a, 4b, 4c, 4d, 4e, 5a, 5c, 5d, 6b, 6c.

Inclusive Principle 2 - Staff adapt their teaching methods and use personalised approaches to meet different learning needs, ensuring an appropriate level of challenge.

Intent

- Classroom professionals know the children and young people in their care. They understand the nature and impact of their additional needs and past experiences, and how to plan for them.
- The curriculum is planned and delivered in a way that allows for group and independent learning based on a knowledge of interests, strengths, and needs.
- Any additional adults in the classroom are deployed to enable all children and young people to access high-quality teaching from their class teacher and to develop children and young people's independence over time.

Applying Best Practice

- High aspirations for all children and young people with SEND and/or additional needs are supported by flexible, adaptive teaching methods and personalised approaches to learning which are carefully planned.
- Staff effectively engage in constructive feedback discussions which promote understanding of the next steps required in the learning journey.
- The pace and content of activities stimulates the interest, engagement of all children and young people, including those above expectations for their chronological age.
- Children and young people routinely know how to be successful in achieving their learning outcomes independently.
- Staff are skilled in adjusting the pace and order of activities to maintain interest and attention.
- Modelling is used to aid understanding for example, use of appropriate language and planning of tasks.
- Key vocabulary is displayed visually, pre-taught if appropriate, and adapted to ensure it is accessible for all learners.
- Alternative methods of recording and visual supports are routinely used to meet the needs of the individual learner.

- Adults carefully observe and take the lead from the child or young person to identify where repetition is appropriate and where they need to be supported to move on in their learning.
- Adults use formative, live assessment to judge the pace of learning for each child or young person to prevent misconceptions or disengagement during the lesson.
- Age/stage-appropriate study skills are explicitly taught.
- Homework with and home learning is adapted appropriately for children and young people, and is reflected in the homework policy, and communicated clearly with parent carers.

Links to Teacher Standards

Teaching Standards: (Link)

2a, 2b, 2d, 3a, 3b, 3c, 3d, 3e, 4a, 4c, 5a, 5b, 5c, 5d, 6b, 6c, 6d.

Inclusive Principle 3 - Staff ensure that children and young people have opportunities to work in different ways.

Intent

- The curriculum supports independence in learning within a variety of different environments.
- Opportunities should be provided to develop and practice effective communication and interaction skills, including collaborative working and teamwork.

Applying Best Practice

- Strategies are used to actively promote independent learning, for example, through pre-teaching, overlearning, interleaved learning, and appropriately adapted resources.
- Seating plans and groupings routinely provide opportunities for access to role models, mixed-ability groups, structured opportunities for sharing of ideas and access to additional adults when appropriate.
- The use of support staff is planned to maximise their impact on learning and well-being needs, while promoting independence wherever possible.
- School staff are clear about their role and how they are contributing to the child or young person's learning and well-being needs, using relational approaches.
- The curriculum should be planned for learning to take place in a variety of environments for example educational visits, outdoor learning and forest Schools.

Links to Teacher Standards

Teaching Standards: (Link)

2e, 4d, 5a, 5b, 5c, 5d, 8c

Learning Environment (Refer to Ofsted's Inclusion Toolkit)

Inclusive Principle 1 -The learning environment is adapted to meet the needs of all children and young people.

Intent

- School staff respond to the challenges faced by children and young people with SEND and additional needs in accessing the physical, emotional and sensory learning environment.
- Learning is accessible to all, and reasonable adjustments are identified and actioned swiftly and expertly.
- Health and Safety and Accessibility plans are in place, readily available and reviewed regularly.

Applying Best Practice

- The learning environment should be accessible, organised, well-resourced and encourage independence and active engagement in learning.
- Classroom routines should be clear and well communicated to children and young people, to allowing them to understand, follow and embed them.
- Physical accessibility checks of the building and individual learning spaces are regularly carried out.
- The Accessibility Plan in schools is reviewed regularly by SLT and Governors; it is available on the school website, with a hard copy on request.
- Children and young people's views are routinely sought and are used to inform planning for the physical and sensory support they may require.
- There is easy access to the equipment needed by the child or young person for example writing slopes, pencil grips, wobble cushions, attentional tools (fidget toys), ear defenders and weighted resources.
- All areas of the classroom are clearly labelled and uncluttered, allowing for optimum focus during learning.
- Visual timetables for the day and or lesson are available and may differ depending on the age and stage of pupils and setting.
- Spaces or systems are available and in place to support emotional co-regulation, self-regulation, and sensory regulation.
- Working walls support learning showing each step of the learning journey. They remind pupils of what they have learnt and provide clear models of what they are aiming for.
- Displays are clear, purposeful, and visually accessible to reduce sensory overload and to maintain accessibility for learning.
- Consideration is given to classroom colour choices (for example; learning walls, screens, paper) to ensure children and young people with additional needs do not experience unnecessary barriers to learning.

Links to Teacher Standards

Teaching Standards: (Link)
1a, 4b, 5b, 5c, 5d, 7a, 8a

Inclusive Principle 2 - Resources are carefully planned, selected, utilised, and reviewed to allow accessible learning in every setting.

Intent

- Sensory needs are understood and responded to with reasonable adjustments.
- Additional needs are met through the correct use of support and equipment - the right resource at the right time.
- The support and resources provided are adapted over time as children and young people develop new skills.

Applying Best Practice

- Appropriate staff in the school are aware of individual sensory needs, and this information is used to plan activities.
- Children and young people with additional needs have equitable access to school resources and spaces in the school environment, and guidance is provided on how and when to use them.
- Those who have additional needs should be supported to independently manage their equipment where possible.
- Changes to techniques and equipment should be discussed and reviewed regularly with families to aid consistency from school to home.
- There is access to the appropriate resources for example print size, coloured overlays and paper, timers, and backgrounds etc.
- Assistive technology is used to support access to the curriculum where appropriate.

Links to Teacher Standards

Teaching Standards: (Link)
5a, 5b, 5c, 5d

Inclusive Principle 3 - Staff working with children and young people with SEND and additional needs are deployed effectively and arrangements are reviewed regularly.

Intent

- Staff deployment is strategically organised and managed to address needs, optimise independent learning, and enhance staff efficiency.

Applying Best Practice

- Staff resources are deployed to add value to what teachers do, promoting independence, learning skills and social interaction for children and young people with SEND and/or additional needs.
- Those who experience dysregulation should be supported by using emotion-coaching techniques or relational approaches to re-engage. They should feel confident trying other approaches to self-regulate in a safe space within the classroom/school for example, using the Zones of Regulation strategies.
- Support staff are thoroughly prepared for their classroom roles through proactive communication with teachers in advance.
- Adult-led interventions are evidence-based, tracked on provision maps and are timetabled to minimise the impact on the curriculum.
- Opportunities for sensory regulation should be embedded into the school day so that pupils who require this provision, are encouraged to self-regulate or soothe. For example, sensory circuits timetabled at key times based on observed need.
- Whole-school management systems are utilised to monitor impact of interventions and review the allocation of resources.

Links to Teacher Standards

Teaching Standards: (Link)
5d, 8b, 8c



Relationships and Behaviour – (Refer to Ofsted's Attendance and Behaviour Toolkit)

Inclusive Principle 1 - Teachers have clear expectations for behaviour which are informed by their understanding of the needs of the children and young people they teach.

Intent

- Children and young people feel safe, connected, valued and that they belong within their setting.
- Pastoral support is available for children and young people with SEND and/or additional needs to support their development.
- When alternative provision is used, leaders monitor children and young people's attendance carefully, both daily and over time, and take swift, effective action when they do not attend.

Applying Best Practice

- Staff have high expectations for behaviour, setting ambitious goals for children and young people while providing the necessary guidance.
- Detailed information about pupils' needs and barriers is effectively shared to ensure that their triggers and behaviours are well understood in all settings, for example, carefully planned transitions, meet-and-greet and reasonable adjustments to behaviour expectations.
- The school behaviour policy is consistently implemented across the whole school. Reasonable adjustments for SEND and/or additional needs are outlined in the policy and tailored to the needs of the child or young person.
- Leaders monitor and review the impact of the behaviour policy regularly.
- The school community has high expectations for behaviour, and these are commonly understood and reinforced consistently and fairly.
- Leaders support all staff in managing behaviour and relationships. A CPD plan ensures all staff have the knowledge and skills to help children and young people manage their behaviour and emotions effectively.
- Suspension is used appropriately and as a last resort, considering the SEND needs of children and young people, and with full regard to statutory (Part 4) and LA guidance.
- Following suspension, children and young people are reintegrated into the school following a detailed analysis of the underlying triggers. Strategies to avoid triggers will be co-produced with the child or young person, their parents or carers, and the school.
- The school takes highly effective action to support children and young people who struggle to regulate. Relevant support is employed alongside consequences to help them understand the effects of their actions on themselves and others.
- School staff question what any observed behaviour is trying to communicate about the child and young person's needs.
- There are effective routes for self-referral for children and young people.
- Staff seek help from senior staff, if they have a concern or need support managing pupils' needs.
- All staff are aware of how to access support for children and young people, allowing them to receive the right help, at the right time, by the right person.
- Self-regulation is taught with the help of adults who co-regulate, teaching techniques and strategies to maintain a calm state during challenging tasks and interactions.

- Staff teach the language of feelings to promote and support emotional security.
- Clear routines across the school are followed by children and young people to support their feeling of safety and security.

Links to Teacher Standards

Teaching Standards: (Link)
1a, 1b, 1c, 2e, 5b, 7a, 7b, 7c, 7d

Inclusive Principle 2- Adults use relational approaches to actively build and sustain positive relationships with children, young people and their families.

Intent

- Children and young people who find it difficult to communicate are heard, feel valued and are included as part of the school community.
- Families are fully informed of children and young people's needs, strengths, and progress, and are encouraged to participate in assessment and review processes.
- Staff recognise and respond to students' feelings.
- Leaders monitor, evaluate and amend any specific approaches, reasonable adjustments, adaptations and interventions to account for children and young peoples' changing circumstances and or needs.

Applying Best Practice

- School staff take the time to get to know all children and young people; not just as learners but as individuals.
- Children and young people's voices are gathered in a variety of ways and regularly heard and valued, they can demonstrate that they feel safe in school and have someone to talk to if they have a concern.
- Parent or carers and school staff communicate to ensure that there is a joined-up approach to supporting children and young people with SEND and/or additional needs.
- Relationships among children and young people, staff and parent or carers reflect a positive and respectful culture.
- Staff support children and young people to value their progress, achievements and understand their own barriers.
- Children and young people and their families are meaningfully involved in the graduated approach.
- Staff help all children and young people to connect and have a sense of belonging within the school, class, form or group.
- Adults support children and young people to develop friendships and connected relationships with each other and appropriate adults.

Links to Teacher Standards

Teaching Standards: (Link)
1c, 2c, 2e, 7a, 7b, 7c, 7d, 8c, 8e.

Inclusive Principle 3 - The school prioritises the wellbeing of children and young people

Intent

- Where children and young people with SEND and/or additional needs are vulnerable, there is an appropriate level of supervision and support in place for them.
- Children and young people and their families know who they can turn to for support.
- How leaders and staff support children and young people with emotional, mental health or medical needs that affect attendance, and how they help these children and young people to attend more regularly; this may include working with parents and professionals.
- How leaders and staff work with medical professionals and other specialists to support access to education and attendance at school, as appropriate, for children and young people who are educated under section 19 (of the Education Act 1996) duties because they are unwell, including those educated in hospitals.
- Leaders work with parents, local authorities and other agencies, including the virtual school head, to communicate expectations about attendance and improve it; this includes any multiagency work for disadvantaged children and young people, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being

Applying Best Practice

- There is a clear system of well-being support for children and young people and their families that includes a referral system, interventions, polices and services that are aimed at creating a healthy and supportive school environment.
- Staff use encouraging and empathetic language demonstrating unconditional positive regard towards all children and young people and their families.
- All staff know how best to support the wellbeing of the children and young people in their care, with SEND and/or additional needs for example, through appropriate support plans.
- Staff resolve conflicts through discussion, not sanctions for example, restorative and relational-based approaches.
- The child or young person can identify an adult who they trust to support them and, if relevant, this is communicated to all staff.
- Time, space, and appropriate communication aids are made available for a child or young person with communication needs to express themselves for example, AAC aids such as symbols, sign, and gesture.
- Attendance is a high priority. This is monitored daily and supported by pastoral or attendance teams identifying barriers to attendance in collaboration with the child or young person and their families. Strategies are implemented to reduce them.

Links to Teacher Standards

Teaching Standards: (Link)
1a, 5b, 5d, 7a, 7b, 7c, 7d, 8e.

Transitions (Refer to Ofsted's Inclusion Toolkit)

Inclusive Principle 1 - Effective systems are in place to support seamless progression throughout the school journey especially during key transition phases, including entry and exit.

Intent

- The concerns of children and young people and their families at key transition points are identified, with planning in place to reduce them.
- There is a clear plan for ensuring that children and young people with SEND are supported in their preparation for adulthood.

Applying Best Practice

- Information is actively sought and shared about the child or young person to support successful transitions and manage change both within the school setting and beyond.
- A pupil profile or passport should include a clear transition plan if appropriate. The plan should be regularly updated by staff, families and children and young people to inform successful transition planning.
- Additional transition arrangements are planned and communicated in advance with all appropriate parties for example, a meet the teacher booklet, empty classroom visits, virtual online tours, maps, and additional visits to a new setting.
- Schools and settings encourage parent or carers to consider the steps they can take at home to help prepare their child or young person for learning for example, practise the journey to school in advance.

Links to Teacher Standards

Teaching Standards: (Link)
1a, 2a, 5b, 5d, 8b, 8e



Inclusive Principle 2 - All transitions throughout the day are planned for and well-managed.

Intent

- Provide the opportunity for the children and young people to develop independence and the skills to manage change.
- Transitions within the school timetable and annual calendar consider the needs of children and young people with SEND and/or additional needs.

Applying Best Practice

- Staff build relationships with children and young people based on respect and understanding, using these connections to help alleviate anxiety during challenging or unfamiliar transitions.
- Staff are aware of any historical events or SEND need that may impact on a child or young person's ability to regulate during transitions or sudden changes and plan with these in mind.
- School staff have an open dialogue with parents/carers about the events or needs surrounding transitions.
- Children and young people are involved in the planning of expected transitions allowing for opportunities to develop self-regulation strategies and independence.
- Where possible, changes to the 'usual' timetable are communicated in advance and time is provided for the child or young person to process and discuss strategies with an adult.

Links to Teacher Standards

Teaching Standards: (Link)
1a, 2c, 2e, 5b, 5d, 8c, 8e.

Staff Skills and Training (Refer to Ofsted's Inclusion Toolkit)

Inclusive Principle 1 - All staff are trained so that they make a positive contribution to the outcomes for children and young people with additional needs.

Intent

- Staff are supported by a responsive CPD plan to meet the needs of children and young people with SEND and/or additional needs.
- Staff keep children and young people safe and secure in the setting in line with KCSIE and Health and Safety guidance.
- All staff work in a relational and inclusive way and are kept up to date with developments in inclusive practice.

Applying Best Practice

- Staff are trained to use The Inclusive Mainstream Toolkit (Section 2) as part of the graduated response to meeting the needs of a child or young person.
- The school has a comprehensive and responsive whole school SEND CPD plan that is monitored to measure its impact on educational outcomes.
- Staff are trained in using relational approaches to foster positive relationships built on respect and understanding.
- Adults are trained to deliver specific interventions.
- All staff are aware of who to contact to gain extra support, advice, and guidance within the school setting for example, SENDCO, inclusion lead, pastoral team, designated safeguarding lead (DSL) etc.
- All staff are trained in safeguarding, health and safety on entry and annually to keep children and young people safe.
- Systems are in place to ensure that cover staff have the necessary information on meeting the needs of the children and young people with SEND and/or additional needs.
- Staff are aware of the systems in place to aid in the early identification of needs.
- Best practice is shared within the school and with other education settings for example, via peer teaching and school to school support.
- Advice received from other professionals and parent or carers, is used to inform teaching and learning. This is recorded, reviewed, and adjusted over time to ensure that the child or young person achieves their best outcomes.
- Parent and carers, where appropriate, are involved in specific training to meet the needs of their child or young person for example, epilepsy, speech, and language training.

Links to Teacher Standards

Teaching Standards: (Link)
8a, 8b, 8c, 8d.



Section two:

Inclusive Classroom Practice



Guidance

In North Yorkshire, our aim is for all children and young people with SEND and additional needs and their families is to feel well supported and have positive experiences in school; to make this happen they need to access the right support in the right place at the right time. For most children and young people their needs are best met within their local mainstream school with their peers. It is important for school staff to be transparent when communicating with parent carers so that support is explicit and clearly understood.

This guidance is relevant to teachers, SENDCOs and school leaders when determining the school's offer in relation to their learners' additional needs. It should also facilitate conversations between schools and parent and carer so that the right support can be delivered to meet the needs of the child or young person. Although there are a range of strategies suggested in Section 2, it is important to note that all learners are different and have their own unique strengths and needs. Not all strategies or interventions will be effective for all learners, and not all should be provided at the same time as this may cause overload for the child or young person.

It has been separated into the four broad areas of SEND need, as detailed in the SEND Code of Practice, 2015; cognition and learning, communication and interaction, social, emotional and mental health and physical and/or sensory needs.

Barriers to learning have been identified with strategies and approaches to support the child or young person. While the barrier descriptors relate to the four areas of need, it should be noted that a

child or young person may have needs that don't fall neatly into one area. To use this section, you should identify the need and then select an appropriate strategy to support them.

It is not expected that any child/young person would need all the interventions listed in the strategy tables, but the use of an effective graduated response cycle (see Fig.1) may reduce barriers to learning.

What is SEND Support?

SEND Support is the system by which schools should assess the needs of children and then provide appropriate support. Teachers should use an "Assess, Plan, Do, Review" process, as outlined below, when using the strategies listed in the guidance. This is known as a graduated approach. (see Chapter 6 of the SEND Code of Practice 2015.) Not all the strategies will work for all the children and young people so impact should be regularly reviewed and measured. There should be an improving picture of progress and achievement.



Communication and Interaction: (C and I)

Being able to listen, focus, communicate and interact with others is a fundamental skill that we all need to develop in order to learn and build relationships with others. Some children and young people may struggle to express themselves through spoken language or through non-verbal communication. In the context of SEND, communication and interaction skills are the crucial foundation of learning.

Identification: To identify specific Communication and Interaction (C and I) needs teachers will need to observe and assess the progress of pupils to identify which areas require support. Getting to know the child or young person well is key to early identification of barriers to learning and to the strategies that will be effective in supporting the child or young person.

Children and young people may have barriers in one or more of the following areas:

- Understanding of verbal and non-verbal language: some children struggle to understand both spoken language and non-verbal cues, such as body language and facial expressions.
- Spoken language is sometimes referred to as an expressive language skill: Barriers may arise when expressing themselves through spoken language. These challenges can impact their ability to communicate effectively with peers and adults and to get their needs met adequately.

- Receptive language is what you hear and read; challenges may arise when children and young people have difficulties in processing what is being heard which can impact on their ability to understand and follow instructions or participate in conversations.
- Social Interaction: Children and young people with additional needs, may find it challenging to engage in social interactions. This includes understanding social rules, playing with others, initiating conversations, and maintaining meaningful connections with others.
- Struggling with focus, attention, memory processing, planning, preparation and organisation is often referred to as executive functioning. This area can impact on all areas of life for children and young people.

Notes:


- Neurodivergent children and young people are likely to encounter challenges with social communication/ interactions and sensory issues (**See Sensory and physical needs section for strategies**)
- Children and young people that encounter challenges with social communication/ interactions may also demonstrate significant levels of **dysregulation and anxiety which may lead to school refusal (See SEMH section for appropriate strategies)**

- Pupils who have English as an additional language will have some delays in language development and social development so ensure that this is taken into consideration when planning the curriculum. Also ensure that language and social development is monitored to address any further significant SLCN (Speech, Language and Communication Needs) delays or diverse traits.
- Sleep – many children and young people who are Neurodiverse or have SLCN also have difficulties with sleep, and it is worth considering signposting parents/ carers to their doctor and to the Sleep charity; [Home - The Sleep Charity](#)

Progress:


Each child or young person’s needs are unique, and their barriers can vary and change over time. Providing tailored support and understanding their specific communication needs is essential for their personal, social, emotional development and their general well-being. Some children will be working below age related expectations in relation to specific areas of communication, language and Personal Social and Emotional Development (PSED), and may not make expected progress. This may be impact on their progress in other specific areas of learning and development. Some children or young people may have long term speech, language and communication needs (SLCN) including developmental language disorder (DLD) and language disorder associated with other conditions. Communication and Interaction complications may impact upon the child’s development of the effective learning skills – attention, engagement, motivation and thinking, and act as a barrier to the child or young person accessing and engaging in learning opportunities and progressing in the curriculum independently and alongside their peers.

The three key areas of Communication and Interaction explained:




Speech refers to:

- Saying sounds accurately and in the right places in words
- Speaking fluently, without hesitation, prolonging or repeating words or sounds
- Speaking with expression in a clear voice, using pitch, volume and intonation to add meaning



Language refers to:

- Understanding and making sense of what people say
- Using words to build up sentences which are used in longer stretches or spoken language and to build conversations
- Putting information in the right order to make sense



Communication refers to:

- Being able to communicate with people and take turns as well as change language and communication to suit the situation; in effect, how we interact with others
- Non-verbal communication, for example eye contact, gestures and facial expressions.
- Being able to consider another person's perspective, intentions and the wider context
- Putting information in the right order to make sense

Please remember the curriculum approaches and strategies detailed are **not prescriptive or exhaustive and should be shared with parents and carers**

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
<p>Attention and listening</p> <p>A limited attention span compared to developmentally appropriate milestones.</p> <p>Appears to have hearing needs</p> <p>Limited use of eye contact and may not respond to their name.</p> <p>Listening and doing something at the same time is too tricky.</p> <p>Engage in a limited range of activities.</p> <p>Easily distracted, find attending to activities challenging and flit between one thing and another.</p>	<ul style="list-style-type: none"> • Check hearing has been tested – don’t assume that because they aren’t looking at you that they are not listening or hearing you – check understanding first. • Use their name to cue them in to verbal instructions to gain attention. • Use their interests to engage them. • Use eye contact, gestures, tone of voice and non-verbal communication. • Get down to their level. • Identify their level of attention. • Modelling the task – I do it – we do it – you do it approach. • Backward chaining – sequence a task and start at the last part and work back so that they experience success. • Use of attentional tools – i.e. fidget items. • Allow time for processing instructions and information • Ask them to repeat back the instruction or sentence to ensure understanding. • Seat them with peers they feel comfortable with, or in a position in the classroom where they feel most relaxed, to reduce stress / anxiety. • Create a workstation/ area where distractions can be limited. • Provide instructions and information in an alternative format, for example a copy of slides on the desk as well as on the screen, or visual step by step instructions. 	<p>C and I research.</p> <p>Education Endowment Foundation EEF</p> <p>Communication tips (autism.org.uk)</p> <p>Progress checks and what to look for.</p> <p>Educators and professionals - Speech and Language UK: Changing young lives</p> <p>ICAN CHARITY</p> <p>Autism education trust</p> <p>Resources to Support Autistic Children and Young People</p> <p>‘Now, Next, Then’ Visual Task Board Teaching Resources</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
<p>Appear to be in their own world or on their own agenda and it may be hard to get them to engage in adult led interactions.</p> <p>Overloaded by the environment in school or in certain areas</p> <p>Transitions are tricky between one activity or one space to another.</p>	<ul style="list-style-type: none"> • Ensure appropriate daily routines are in place supported by objects of reference or visuals, written timetables, planners – task lists, boards - now and next boards. • Chunking and breaking down the task – verbally + visually. • Organise small groups or paired work. • Play high interest games for example, bubble, balloon or ready steady go games. • Sing songs, raps and rhymes. • Avoid asking too many questions to reduce overload. • Ask one question and provide time to think and process. • Ask open ended questions to elicit wider conversation. • Use calm colours for example, light blue, greens and neutrals, to reduce distractions, support attention and concentration. • Carefully plan where areas are placed in the room, for example, have the book area or study area in a corner away from the outside door and being aware of thoroughfares. • Use of natural resources for example, wood, metal, real leaves, real objects and real money, can offer opportunities for more language to be used, sensory engagement to support listening, attention and give something more interesting to talk about than plastic equipment. • Be aware of noise levels in the setting for example, the use of soft furnishing or creating cosy areas will reduce sensory overload. (see physical and sensory needs section) • Ensure transitions are supported. 	<p>How to Keep Students on Task — 18 Cool Strategies for Focusing (mytechclassroom.com)</p> <p>Getting started with Effective Questioning</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> • Cue a transition in advance (visual, song, symbol, verbally, timer). • Familiarise them with the room/space prior to using it. • Ensure they know what to expect before entering the room using visuals or clear instructions. 	
<p>Spoken language that you hear or read (Receptive language; understanding)</p> <p>Struggle to understand language and could mimic with no understanding (out of context) (Echolalia)</p> <p>Over reliance on non-verbal communication</p> <p>Finds it hard to follow simple instructions</p> <p>Difficulty making choices.</p> <p>High levels of anxiety about ordinary daily demands, withdrawal, challenging behaviour and low levels of wellbeing. (See also SEMH section)</p>	<ul style="list-style-type: none"> • Slow down your pace and rate of speech by half to increase the chances of processing and understanding. • Use consistent language at home and in settings – for example, lunch or dinner. • Provide visual prompts to support language including key vocabulary, now and next, visual timetables, gesture, signing. • Give instructions in order of completion. • Use real objects to generate new vocabulary and make learning more meaningful and revisit often. • Consider how many information carrying words you are using when speaking to the child or young person. Giving a long list of things to do may cause overload. • Give limited choices supported with objects or visuals. • Use “Observe, Wait, listen” approach before engaging with the child in play-based activities. • Be specific when you comment on play and objects of interest. For example, if they are playing with a ball don’t say “What are you playing with?” say “I see you’re playing with a red ball”. • Allow extra time to process what has been said (10 seconds) using a powerful pause approach. 	<p>Support to Talk - Learning in Middlesbrough (learningmiddlesbrough.co.uk)</p> <p>https://speechandlanguage.org.uk/talking-point/childs-progress-checker/</p> <p>Home (makaton.org)</p> <p>Home - Verbo - A virtual speech and language toolkit for schools (verboapp.co.uk)</p> <p>www.speechandlanguage.link</p> <p>Home (makaton.org)</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
<p>Avoids tasks and activities where there is a reliance on understanding language.</p> <p>Struggles to follow routines without support – waits and copies what others do.</p> <p>Finds following verbal instructions difficult.</p> <p>Struggles to follow a social conversation.</p> <p>Shows excessive mood swings and impulsivity.</p> <p>Shows excessive demand avoidance.</p> <p>Barriers to access school tests, exams, surveys and the like</p>	<ul style="list-style-type: none"> • Pre-teach key vocabulary using a multisensory approach and first-hand experiences. • Consider managing, reducing and or disguising, removing demands, where at all possible. • Scaffold conversations and practice in context. • Say what you mean – avoid sarcasm and idioms – teach them explicitly. • Use indirect communication styles (not making demands directly). • Build relationships and remain calm- try to humour to diffuse the anxiety. • Use matched visuals between timetable, instruction and location or resource (for example, present a visual cue for movement to the dining hall and ensure the same visual is on the dining hall door). • Avoid potential stressors such as eye contact, touch and confrontational postures/physical stances. • Choose words carefully when making requests for example, I wonder if / The seat is ready to be sat in. • Use the match the language and extend approach. • Provide an environment that limits distractions. (See Physical and Sensory section) • Exam modifications should always be planned, implemented and practiced in advance of any formal educational assessments, for example oral language modifiers. These should be planned, implemented and practised well in advance of any formal educational assessments. • Surveys and pupil voice in school should also be supported for example, for growing up in NY survey to explain the context around questions. 	<p>For parents and professionals</p> <p>Widgit Online</p> <p>Speech and Language UK</p> <p>Words for Life</p> <p>Elklan Training Limited</p> <p>Demand avoidance</p> <p>PDA Society</p> <p>Meeting the educational needs of pupils with a PDA profile (autism.org.uk)</p> <p>Reframing Autism Celebrating & nurturing Autistic identity</p> <p>Simple 'how to' guides to make your device easier to use My Computer My Way</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
<p>Challenges in saying what they want and being understood. (Expressive language – spoken language)</p> <p>Pre- verbal and appear withdrawn – frustrated, isolated and dysregulated (Note slower progress may not be associated with a learning need)</p> <p>Appears to struggle with boundaries.</p> <p>Non- verbal communication is hard to understand</p> <p>Finds it hard to get their needs met adequately.</p> <p>Finds it challenging to communicate their choices.</p>	<ul style="list-style-type: none"> • Personalise IT to be supportive in timekeeping – reminders- sensory adaptations. • Speak to parent and carers to discuss what approaches work at home and vocabulary used. • Provide access to pictures and symbols as a means of communication; those who can communicate verbally may still find this beneficial as in times of stress and dysregulation they may struggle to use their voice to communicate effectively. • Use a total communication approach – using symbols – Makaton – visual – communication supportive software – objects of reference. • Ensure all communicative attempts are supported. For example: if a child is pushing your arm, say to them” oh, I can see you need to ask me something, show me”. • Recognise behaviour is communication. (See SEMH section) • Encourage and support pupils to contribute to class discussions but ensure they feel comfortable and confident to do so (Do not put them on the spot without preparation). • Use the STAR (Situation, Trigger, Action, Response) approach to log and identify, where, how and why a child or young person is presenting in a particular way to a certain trigger for example, a person, action, object, space, word, time or transition. • Consider a sensory audit to identify any additional needs (See Sensory and Physical section). 	<p>Support to Talk - Learning in Middlesbrough (learningmiddlesbrough.co.uk)</p> <p>Objects-of-reference-guide.pdf (southwestyorkshire.nhs.uk)</p> <p>Home - Verbo - A virtual speech and language toolkit for schools (verboapp.co.uk)</p> <p>For parents and professionals</p> <p>Home (makaton.org)</p> <p>For parents and professionals</p> <p>Widgit Online</p> <p>Tool 5 - STAR Chart Autism Education Trust</p> <p>Clicker - Literacy Software Crick Software</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
<p>Finds it hard to find the words they want to use Word Finding difficulties, see Cognition and Learning section).</p> <p>Not knowing a whole class instruction is meant for them also.</p> <p>Being very literal with their language – struggling to understand idioms – jokes and sarcasm.</p> <p>Initiating interactions inappropriately – shouting out – touching or hitting others to get attention and interrupting.</p> <p>Not recognising and understanding body language and facial expressions.</p> <p>Not speaking in class or with unfamiliar adults, awkward and withdrawn and nervous in situations where talking is expected.</p>	<ul style="list-style-type: none"> • Provide additional method of communicating for example, use of ICT/AAC, symbols, pictures, photos, objects. (See Sensory/Physical section) • Reduce the pressure to speak and provide alternatives to contribute, laptop, whiteboard and similar things. • Model good clear language by repeating back the sentence or word without criticising the child or young person. For example, if a child says, “food get me” you would reply “Oh, I’ll get you some food” instead of saying “no, say it like this”. Be honest, don’t pretend to understand if you don’t – give reassurance that you want to understand and you will try again. • Repeat back any parts of the sentence you did understand and ask them to act out – gesture or draw the part of the message you didn’t get so you can model the words to make the message successful. • Ensure that there are opportunities for practising language that can be predictable and structured for example, Tutor group time, circle time, group time. • Allow time for the child or young person to find the words they want to say • Explicitly cueing them in to class tasks and instructions. For example, “Sam, the whole class is going to...” • Teach jokes/idioms etc explicitly in context and take time to understand literal meanings. • Use a gesture or a visual to explicitly show the child or young person that they are not able to interrupt the conversation and practise in different contexts. 	<p>Activities and support for parents and professionals including school checklists. Home - Afasic.org.uk</p> <p>airedalestammeringtherapy.wordpress.com/2020/08/04/advice-for-parents-and-teachers-of-children-who-stammer-the-facts-and-how-to-help</p> <p>Clicker Communicator for iPad - Child-friendly AAC App Crick Software</p> <p>Word Retrieval / Word Finding Strategies & Activities</p> <p>Word aware http://thinkingtalking.co.uk/word-aware/</p> <p>Word Retrieval / Word Finding Strategies & Activities</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> • Encourage talking by commenting and giving choices rather than questioning. • Barrier games and guess who games can work for older pupils to develop sentence structure, turn taking, grammar and vocabulary. • Ensure the young person has a trusted adult in school who they have a relationship with and who they can find during the school day to ask for help and share any worries. • Plan for regular check in times with a trusted adult. Use visual resources to support communication in these sessions. • Provide a pass out card if the young person does not feel able to ask when they need to take a break. • Teachers check in discretely during lessons to offer support. • Use language which encourages asking for support, rather than asking ‘Are you OK?’ (the answer will nearly always be yes, even when they are not). For example Can I give you a hand with anything? How are you feeling about the task? <p>Situational Mutism:</p> <ul style="list-style-type: none"> • not letting them know you're anxious about them not speaking in certain situations. • reassuring them that they'll be able to speak when they're ready. • concentrating on having make learning engaging and motivational. • praising all efforts, they make to join in and interact with others, such as passing and taking toys, nodding and pointing. 	<p>Progression Framework Resource Autism Education Trust</p> <p>Post-16 Competency Framework Autism Education Trust</p> <p>For parents and professionals and Children and young people</p> <p>Social Stories™- Social stories and comic strip conversations (autism.org.uk)</p> <p>National Autistic Society (autism.org.uk)</p> <p>Barrier-games.pdf (oxfordhealth.nhs.uk)</p> <p>Parents and professionals and young people</p> <p>Where to get autism support - NHS (www.nhs.uk)</p> <p>Unlocking Autism training NYES Unlocking Autism for Parents NYES Training</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> not showing surprise when they speak but responding warmly as you would to any other child or young person. 	<p>Unlocking Autism for Education Practitioners NYES Info</p> <p>Selective mutism - NHS (www.nhs.uk)</p> <p>Leeds Community Healthcare NHS Trust – Speech and Language Therapy Toolkit</p> <p>Blogs/Advice and tools for AUTISM young people and parent toolkit Ambitious about Autism National charity for autistic children and young people</p>
<p>Child or young person finds it hard or uncomfortable to interact in a meaningful way to establish and maintain friendships and connections with others.</p> <p>Moves away from or avoids other peers.</p>	<ul style="list-style-type: none"> Use items of interest, role play, puppets to practise interacting with others. Play turn taking games supported by visuals. Structured PE sessions to practise skills. Use social stories™ /scripts and social articles for older pupils to visually show how interactions can be developed in a predictable way. Be clear with expectations and use consistent language to talk about the expectations. 	<p>Autism Central for Parents and Carers Autism Central</p> <p>Ambitious about Autism National charity for autistic children and young people</p> <p>Using Lego therapy with autistic pupils (autism.org.uk)</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
<p>Unable to share or turn take and may be possessive over items or toys.</p> <p>Interrupts and takes over the play of other peers with no awareness.</p> <p>Prefers solitary repetitive activities and play.</p> <p>Is direct and sometimes rude to others without realising the impact on the feelings of others.</p> <p>Avoids eye contact or initiation with other peers /adults.</p> <p>Presents in an adult like manner – ordering other peers about and speaking to adults on a level appearing rude or ignorant.</p> <p>Unable to resolve conflict with peers without support.</p>	<ul style="list-style-type: none"> Provide opportunities for social interactions or social group activities in quieter, safe environments for example an alternative space at lunchtime. Consider seating arrangements so that the young person is sitting with peers they feel comfortable with; you could ask them who this might be Recognise that sometimes being alone at social times is a choice for the young person, as they may need time to regulate away from others Gently play alongside or comment on the play or activity. You may find engaging in their special interests useful to share activities with them. Utilise technology and online platforms to help students connect. Virtual clubs, discussion forums, and online collaborative projects can provide additional avenues for interaction, especially for those who are more comfortable in digital environments. Try to support them with comic strip conversations to help rephrase comments and draw their attention to the impact on others by explaining how others felt in that context. Consider that they may have Alexithymia and may need work on linking emotions to the feelings and may struggle seeing situations from another person’s perspective; (lack of theory of mind). Use zones of regulation and emotional check-ins. Don’t insist on eye contact but place items of interest around your face. When interacting with the child to encourage them to look in your direction. Once you have identified the social rule that is not being understood you will need to explicitly teach use visuals, modelling, role play and comic strip conversations. 	<p>Home - Carol Gray - Social Stories (carolgraysocialstories.com)</p> <p>Socially Speaking: Pragmatic Social Skills Programme for Pupils with Mild to Moderate Learning Disabilities : Schroeder, Alison, Jomain, Jacqueline M.: Amazon.co.uk: Books Socially Speaking - Integrated Treatment Services</p> <p>What Is Theory Of Mind In Psychology? (simplypsychology.org)</p> <p>35 Valuable Play Therapy Activities - Teaching Expertise</p> <p>Social stories and comic strip conversations</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
<p>Unable to repair conversations with others or follow a social conversation.</p> <p>Sensitive to tones of voice and may use a voice volume inappropriately in certain places and scenarios in school or at home.</p> <p>Vulnerable and unable to determine the intentions and meanings communicated by other (impacts on sex and relationships education)</p>	<ul style="list-style-type: none"> • Use Zones of regulation and emotional check-ins. • Don't insist on eye contact but place items of interest around your face. when interacting with the child to encourage them to look in your direction. • Once you have identified the social rule that is not being understood you will need to explicitly teach use visuals, modelling, role play and comic strip conversations. • Use lots of different scenarios where or when the social rule can be used to aid generalisation. • Use opportunities to learn from good role models. • Assign clear roles in group activities so that they can be practised. • Explicitly teach the structure of conversations and give examples of conversation starters and scenarios that can be used to scaffold interactions. • Ensure your tone and voice volume is clear and that you explicitly teach what different tones and volumes mean also teach the child or young person about their volume and tone. • Explicitly teach them how to stay safe with strangers and online. • Teach the circles of intimacy, social circles, role play and drama, so that they know clearly what behaviour is expected with different people and their relationship to them. • Ensure that they are prepared for changes to their bodies prior to puberty as some pupils will struggle to manage these – use visuals and check in times to monitor any issues. 	<p>Autism and alexithymia Thomas Henley • An Autism Consultant, Speaker And Podcaster</p> <p>The Zones of Regulation A Curriculum For Emotional Regulation</p> <p>Daisy Chain Autism & Neurodiversity (daisychainproject.co.uk)</p> <p>Social stories ™and comic strip conversations (autism.org.uk)</p> <p>What is a circle of friendship - resources and worksheets (edplace.com)</p> <p>The Conversation Train – Social Skills Activities for Children with Autism (autismteachingstrategies.com)</p> <p>Voice Volume Meter - Autism Circuit</p> <p>Online safety for children with SEND NSPCC</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> • Work closely with parent and carers to ensure language and boundaries used is consistent across settings. 	<p>visual-resources-intimacy-circle.pdf</p> <p>Puberty Autism Central</p> <p>Sex education - a guide for parents (autism.org.uk)</p> <p>Healthy relationships for young adults love is respect</p>
<p>Problems with planning, organising and multitasking – this is also called Executive functioning skills. (See also C and L section)</p> <p>Only able to focus on only one task at a time.</p> <p>Problems starting tasks.</p> <p>Shifting plans when situations change</p> <p>Estimating how much time a task will take.</p> <p>Finds it tricky to plan out tasks and to link concepts</p>	<ul style="list-style-type: none"> • Ensure that tasks are broken down into manageable sections and task boards are used to visually track the task. • Use an interesting hook to get them engaged in the task at the start to motivate them to continue for example, using a special interest. • Prepare for change using visual timetables or countdowns and prompts to plan for changes. • Use a timer alert or regular prompts to track the time on a task (task analysis). • Use mind maps – word maps to visually link concepts and work plans together. 	<p>The Power Of Visual Timers: A Game-Changer Life Skills Advocate</p> <p>What Is Task Analysis? Coursera</p> <p>What is Mind Mapping? What Are Its Uses? Mindmaps.com</p>

Cognition and Learning: (C and L)

When considering why some children and young people find learning difficult, we need to consider how they acquire knowledge and skills. To support the acquisition and retention of new knowledge; reinforcement, repetition and overlearning is essential within different contexts (home, school, community).

The support of children or young people within the classroom that learn at a slower rate than their peers, is fundamental to having an inclusive classroom. Many children or young people with special or additional support needs in any of the four areas of need may also have some kind of cognitive need. This can lead to them attaining significantly below age related expectations with an increasing gap between them and their peers which requires additional strategies in place to enable them to achieve alongside their peers.

Identification: Individual children and young people display a range of differences which will vary, and which may change over time. Cognition and Learning needs rarely present in isolation, children and young people with additional learning needs may require support in one or more of the following areas:

- Executive function (memory processing, focus and attention, organisational skills)
- Emotional wellbeing, motivation and self-esteem/self-compassion
- Understanding language (speaking and listening)
- Literacy
- Numeracy

When supporting children with their cognition and learning needs it is essential to identify and **support the child across all areas of SEND** as detailed in the SEND Code of Practice (2015) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/478142/SEND_Code_of_Practice_2015.pdf). Any provision or support should be provided in line with the needs of the Children and young people and is **NOT dependent upon any formal diagnosis**.

Relational approach: Children and young people with cognition and learning needs may find it harder to process or retain information or follow instructions and this can make them feel more anxious in the classroom. It is key to look out for what a child or young person is struggling with to ensure that adults can plan to ensure that learning is accessible for every child or young person and where appropriate put adaptations in place for example, chunking learning, concrete resources or visual aids.

Growth Mindset Approach: Whenever you are supporting a child or young person with cognition and learning additional needs, it is important to adopt a growth mindset approach, where teachers carefully praise the effort and strategies used rather than attainment. This can be a very powerful tool to support a child or young persons' motivation to persevere and have belief in themselves. For example, 'I can see you're working really hard on this! Keep trying different strategies and remember that every mistake is a step forward in learning. The more effort you put in, the more you'll improve.'

Please remember the curriculum approaches and strategies detailed are **not prescriptive or exhaustive and should be shared with parents and carers**

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
Executive Function: Memory and/ or Processing	<ul style="list-style-type: none"> • Use visual aids to support verbal instructions such as now and next boards, visual timetables or step by step visuals. • Pre-empt before asking questions during class discussion. • Personalise instructions for example, say name first to focus attention then instruction. • Minimise language, focus on key words. • Consider how to reduce the cognitive demands of a learning task. • Break tasks into smaller, more manageable steps for example, chunking, scaffolding, adaptive teaching strategies. • Offer additional thinking time for example, extra 10 seconds. • Provide opportunities for repetition and practice of key skills and new tasks. • Use multi-sensory, physical and hands-on activities that require coordination and movement, to aid focus, processing and memory. • Plan for extended time on tasks as normal classroom practice. • Foster a supportive, calm and patient learning environment. • Make links to previous known child experiences and vocabulary. • Utilise memory aids to help with retention for example, mnemonics, memory cards, personalised dictionaries, acronyms, IT, alarms on devices, sticky notes, visual prompts, whiteboards or pictures. 	<p>Clicker - Literacy Software Crick Software</p> <p>Jonathan Sandling Video: Pose, Pause, Pounce, Bounce and questioning approaches</p> <p>Great Teaching: The Power of Questioning – teacherhead</p> <p>The Instructional Hierarchy: Linking Stages of Learning to Effective Instructional Techniques Intervention Central</p> <p>Working Memory - Retrievalpractice.org</p> <p>Understanding-Working-Memory-a-classroom-guide.pdf (clf.uk)</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> • Use a voice recording device for example, to record their ideas for writing, for adults to record whole class instructions or messages to be taken to other locations in school or home. • Use of IT assistive technology to support learning, such as Clicker 8 to support for example, iPads or computers. • Use rehearsal techniques, such as repeating information to maintain it in working memory, for example, I need lunch, bag, book. • Incorporate short daily practice sessions to support retention of learning. 	<p>How to Help Kids With Working Memory Issues - Child Mind Institute</p> <p>Widgit Online - Now and next boards, visual timetables, task boards</p> <p>The Ultimate List of Graphic Organizers for Teachers and Students Creately</p> <p>Graphic Organisers 101: Why and How To Use Them - We Are Teachers</p>
Executive Function: Focus and Attention	<ul style="list-style-type: none"> • Reduce background noise and distractions. • Provide visual supports such as pictures and objects. • Keep activities short. • Avoid asking too many questions to reduce overload. • Explicitly teach good listening skills. • Minimise the amount of copying. • Reinforce skills using specific praise. • Chunking or breaking down the task verbally and visually. • Modelling the task using 'I do it, we do it, you do it' approach. • Use technology and apps to boost engagement and support organisation. 	<p>Phonics Support -thedyslexia-spldtrust.org.uk</p> <p>ICAN -Speech and Language UK</p> <p>Autism Education Trust</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> • Colour code materials to support. • Incorporate movement breaks. • Provide fidgets where necessary, teaching how they can be used to support. • Play attention boosting games. • Use cross-the-midline movements. • Use personal interests to engage them. • Use name to cue in to verbal instructions. • Allow time for processing instructions and information. • Request that instructions are repeated back to ensure understanding. • Ensure that there are consistent and predictable routines in place. • Ask them what helps them to concentrate; what would their ideal classroom or lesson be like? • Check hearing has been tested. 	
Executive Function: Organisational Skills	<ul style="list-style-type: none"> • Prompts and reminders such as 'what is needed for lessons?' • Organisational charts for example, task boards, to-do lists, storyboards, spider diagrams • Teach prioritising skills to enable ability to order of tasks. • IT device alarms or timers for example, digital countdown timers. • Peer support and collaboration. • Adaptive teaching strategies, particularly providing starting points to remove the blank page element. 	<p>EEF: Moving from 'differentiation' to 'adaptive teaching'</p> <p>Clicker - Organise ideas Crick Software</p> <p>Practical Adaptive Teaching Examples (teachertoolkit.co.uk)</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
		EEF - Assess, adjust, adapt – what does adaptive teaching TES - What is adaptive teaching? Implementing Adaptive Teaching in Your Classroom a guide for Teachers and TAs
Understanding Language: Speaking and Listening	<ul style="list-style-type: none"> • Slow down your rate of speech by half to increase the chances of processing and understanding. • Use consistent language at home and in settings for example, lunch or dinner. • Provide visual prompts to support language including key vocabulary, now and next, visual timetables, gesture, signing. • Consider how many information carrying words you are using when speaking. Giving a long list of things to do may cause overload. • Allow extra time to process what has been said (10 seconds) using a powerful pause approach. • Pre-teach key vocabulary using a multisensory approach and first-hand experiences. • Say what you mean, avoid sarcasm and idioms, teach them explicitly. • Give instructions in order of completion. 	Speech and Language UK - Resources National Literacy Trust Resources - Words for Life Makaton.org Widgit Online - Visual Resources Clicker Communicator for iPad Objects-of-reference-guide Verbo - A virtual speech and language toolkit for schools

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> • Use real objects to generate new vocabulary and make learning more meaningful and revisit often. • Pupil voice in school should be supported for example, explain the context around questions. • Encourage and support pupils to contribute to class discussions but ensure they feel comfortable and confident to do so. Do not put them on the spot without preparation. • Provide additional methods of communicating for example, use of ICT/ AAC, symbols, pictures, photos, objects. • Encourage talking by commenting and giving choices rather than questioning. • Barrier games and guess who games can work for older pupils to develop sentence structure, turn taking, grammar and vocabulary. • Reduce demands to speak and provide alternatives to contribute such as laptop, whiteboard etc. • Model language by replying using the correct form not actively correcting. 	
Reading	Word Reading <ul style="list-style-type: none"> • Ensure they have had recent eye test • Scanning pens • ICT supports for example, text to speech • Precision teaching 	Text to speech tools: How to Use Immersive Reader in Google Docs - Helperbird Blog

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> Support development of phonological awareness Whole word approach (reading for meaning) Multi-sensory phonics interventions Ensure that older readers accessing phonic programmes have access to age appropriate phonically decodable texts <p>Reading Fluency:</p> <ul style="list-style-type: none"> Try using a writing or reading slope or a book stand to position the book Reading ruler Paired reading Re-reading familiar texts Timed repeated reading Use a child or young person's interests for example, sports, song lyrics, rap battles, recipes, instruction booklets for toys, comics Evidence based reading interventions. Increased line, word, letter spacing. Use extra spacing to group content Change font for example, Comic Sans or Arial Change text size (12 or larger) Text on solid colour background- off white, pastel or dark. 	<p>Reading Progress in TEAMS https://support.microsoft.com/en-gb/topic/getting-started-with-reading-progress-in-teams-7617c11c-d685-4cb7-8b75-3917b297c407</p> <p>Libraries North Yorkshire Council for Motivating Texts</p> <p>Comic Collection - Dekko Comics</p> <p>High interest age, low reading age books: Parents and Carers - Barrington Stoke Teachers and Librarians - Barrington Stoke</p> <p>Phonic Books: Decodable Alba Series - Phonic Books</p> <p>Reading Eggs: Learning to Read for Kids Learn to Read with Phonics Free Trial - Reading Eggs</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
	<p>Reading comprehension needs:</p> <ul style="list-style-type: none"> Abridged texts Reciprocal reading More visual forms of shared texts for example, graphic and opportunities to experience texts through other media for example, film/cartoons Pre-read texts before lessons check understanding, talk through meanings of words Pre teach key vocabulary and accompany with visuals Access to age-appropriate texts and broaden understanding of vocabulary and concepts Focus on topic and technical vocabulary Drama <p>Support for reluctant readers:</p> <ul style="list-style-type: none"> Hi/lo books (high interest, low readability) Audio books Text to speech Use online reading games for example, BBC Bitesize spellzone Break up text into sections using headings 	<p>Phonological Awareness Pack</p> <p>What is Precision Teaching: A Guide for Primary School Teachers</p> <p>Launch Pad for Literacy</p>
Spelling	<ul style="list-style-type: none"> Break up words into single letters and phonemes to reinforce the difference Provide alphabet chart with both upper and lower-case letters with visuals for each letter 	<p>Blanks questioning link Pre-Teaching Vocabulary Resources</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> • Say the alphabet whilst pointing to the letters to reinforce letter sound/ letter name correspondence • Use teach syllabification rules • Use multi-sensory approaches to teaching spelling for example, magnetic letters, writing in sand tray and mnemonics • Play spelling games • Provide word banks supported with visuals • Create topic dictionaries supported with visuals • Read back writing with text-to-speech • Use grammar checkers, spellcheck and word prediction • Dictate with speech-to-text • Look, cover, write, check • Offer evidence-based spelling interventions for example, Precision Teaching 	<p>Word aware http://thinkingtalking.co.uk/word-aware/</p> <p>Online Games Spelling - KS2 English - BBC Bitesize</p> <p>Spellzone - the online English spelling resource</p> <p>KS1 English free game - Karate Cats - Spelling, grammar and punctuation - Improve literacy and comprehension - BBC Bitesize</p> <p>English Spelling Games and Activities (primaryhomeworkhelp.co.uk)</p> <p>Word Webs</p> <p>Cued spelling link Cued Spelling - How To Do It - Highland Literacy</p> <p>What is Precision Teaching -structural-learning.com</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
Literacy Difficulties:	<p>Provide support with getting started and organising writing:</p> <ul style="list-style-type: none"> • Sentence starters • Mind maps for example, paper based, clicker 8, clicker boards, learning grids 	<p>Word prediction Editor text predictions in Word - Microsoft</p>
Writing	<ul style="list-style-type: none"> • Voice record ideas • Work in draft form by typing in Word, Google Docs, clicker etc • Group writing, paired writing approaches • Taskboards or storyboards • Listening back to writing with text to speech • Puppets or props • Use visuals, photos, topic, character cards and concrete resources to support idea generation. • Reduce unnecessary writing for example, not having to copy and learning intentions prior to task • Speaking and listening through narrative, colourful semantics to support the structure of story writing • Encourage them to verbalise and say a sentence before writing it. <p>Provide alternative ways of recording:</p> <ul style="list-style-type: none"> • Word processing tools, typing • Videos • Diagrams and labelling • Cloze procedure • Mind maps 	<p>Dictation:</p> <ul style="list-style-type: none"> • Using Dictate to dictate text in Word Online - YouTube • Use voice typing to talk instead of type on your PC - Microsoft • Type & edit with your voice - Google Docs <p>Immersive Reader:</p> <ul style="list-style-type: none"> • Use Immersive Reader in Word - Microsoft • How to Use Immersive Reader in Google Docs - Helperbird Blog • Clicker - Organise ideas Crick Software • LearningGrids - Free educational resources from Crick Software • Record a presentation - Microsoft Support

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> • Voice recordings • Hot seating, drama • Recorded structured conversation • Paired or group writing approaches • Comic strip • Key words on sticky notes. 	<p>Touch Typing - Dance Mat 7 - 11 year olds - BBC Bitesize</p> <p>Story Cubes - Example of Story Dice Resource</p> <p>BBC Bitesize - Story Writing Game</p> <p>Word prediction: Editor text predictions in Word - Microsoft</p> <p>Dictation: 18 Using Dictate to dictate text in Word Online - YouTube</p> <p>Use voice typing to talk instead of type on your PC - Microsoft</p> <p>Type & edit with your voice - Google Docs Editors Help</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
		<p>Specific Learning Difficulties:</p> <ul style="list-style-type: none"> • British Dyslexia Association • Dyslexia Action • The Dyslexia SpLD Trust • Helen Arkell Dyslexia Charity • Irlen Syndrome Toolkit
<p>Maths Difficulties and Maths Anxiety including Dyscalculia (N.B Consider, is it maths anxiety or maths difficulties?)</p>	<ul style="list-style-type: none"> • Teach and model how to use concrete resources for example, counters, beadstrings, numberlines, money, Numicon™, Base10™ • Develop understanding first before fact recall. • Link maths to real life contexts that are concrete, practical and meaningful for the child. • Provide visual supports for mathematical language and vocabulary. • Include mathematical symbols alongside words. • Explicitly teach mathematical language and ensure consistent mathematical language is issued across staff team and at home. • Use a variety of methods for calculation and give the child the opportunity to decide which method is most suitable for them. • Provide opportunities for overlearning of key facts that need to be memorised. • Support the child or young person to make jottings to support mental calculations. 	<p>Maths spirals</p> <p>EEF -early-years-evidence-store</p> <p>Maths Manipulatives Resources</p> <p>Number frame resources</p> <p>Maths Resources Creator - Text Help</p> <p>Corbett Maths Resources</p> <p>Dyscalculia Intervention - Dyscalculia Support - Steve Chinn</p> <p>Draw it - Think, compare, share, think again mats</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> Use clear, unambiguous language when developing word problems and keep redundant information to a minimum. Ask them to create their own word problems to correspond to calculations using variety of visual and concrete resources. Provide daily opportunities to practise key maths skills. Give clear success criteria or explicit instructions. Consider 'my turn, together, your turn' method for example, guided practice, checking for understanding, and independent practice Pre-teaching, post teaching of vocabulary, specific targets and key concepts in small groups/ 1:1. Make it fun for example, maths games. 	<p>Maths Anxiety Trust</p> <p>British Dyslexia Association</p> <p>National Numeracy.org - What is maths anxiety?</p> <p>Maths No Problem - 8 ways to deliver effective maths interventions</p> <p>NCETM - Maths Resources</p> <p>Dyscalculia Network - Support Network for Dyscalculia</p>
Fine and Gross Motor Skills	<ul style="list-style-type: none"> Check that they can safely move around the classroom, think about what they might potentially trip over or bump into. Provide lots of opportunities to practice handwriting including a multisensory approach, such as writing in a sand tray, in the air, on another child's back, using shaving foam, using chalk on the playground or painting large letter on paper taped to wall. Support pencil grip by providing triangular pencil grips or writing slopes. Provide non-slip mats or tape paper to the table if the child or young person cannot hold paper in place when writing. Provide fun activities to practise gross motor skills using balance or wobble boards. 	<p>Parent Guide to Dyspraxia/DCD</p> <p>Teachers Guide - Understanding the Strengths and Difficulties of Neurodivergent Children</p> <p>Movement Matters - Charity Dyspraxia</p> <p>Guide from OT - Getting seating right</p>

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> Practise hand to hand throwing using beanbags or similar. Provide supports for organisation such as taskboards, visual timetables, file dividers, lists, equipment in one place on a table, diaries and similar. See Physical and Sensory section. 	<p>NHS - MOVES programme for schools</p> <p>Teachers Guide to DCD / Dyspraxia</p>
Handwriting	<ul style="list-style-type: none"> Teach correct letter formation in letter families, as these have similar stroke patterns. If using a handwriting scheme, consider whether the language used needs to be simplified or adapted Offer activities to develop manual dexterity and gross motor skills for example, finger exercises, warm up exercises. Trial a range of different mark making tools and grips. Consider writing position and tools that could be used to support this. Writing slope Wobble cushion, TheraBand 	<p>National Handwriting Association Resources</p> <p>Printable Line Guides (nha-handwriting.org.uk)</p> <p>Handwriting Aids - Sparkle Box</p> <p>Touch typing programmes:</p> <ul style="list-style-type: none"> Typing Doorway Online Dance Mat Typing for 7 - 11 year olds - BBC Bitesize English first link

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
	Provide support for letter reversals <ul style="list-style-type: none"> • Desktop scaffolds • Mnemonics • Physical action 	Different types of keyboards: <ul style="list-style-type: none"> • Lower case Multi-coloured Lowercase Keyboard ICT Accessories TTS (tts-group.co.uk) • Alternative keyboards – larger keys, high contrast, bigger, keyboard stickers and similar Keyboard mount riser
Environment	Physical Environment <ul style="list-style-type: none"> • Ensure all resources are easily accessible and well signposted to learners, promote inclusion and independence. For example, word and visual on trays or containers. • Seek information from learners and their families as to what adaptations and adjustments may need to be made. • Use assistive and augmentative communication (AAC) strategies to support alternatives to written recording when needed and to promote independence. • Consider texture, colour and font-type of texts presented to learners. 	

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
	Sensory Environment <ul style="list-style-type: none"> • Be aware and accepting of the sensory needs of individual learners, including, for example, hyper- and hypo- sensitivities to external stimuli and the potential negative impact of clothing type or texture. • Accept and support self-regulatory behaviour such as fidgeting or ‘stimming’. • Create learning environments which are structured, understandable, and predictable. • Remove or reduce sensory stimuli, including maintenance of tidy, orderly classrooms, removing or reducing wall mounted reflective surfaces (for example, laminated posters) and reducing the visual ‘noise’ of all displays. • Consider all sensory needs when creating seating plans and arranging movement breaks. • Consider the impact of any lighting in the room and adjusting this when it causes issue for learners. • See physical and sensory section 	

Social, Emotional and Mental Health: (SEMH)

Some children and young people will need support managing and understanding their behaviour and or emotions. This can lead to a range of observable behaviours which adults supporting them may find challenging including self-harming, low mood, conduct issues, substance abuse or negative association with food. Others, may find it difficult to interact socially with others as they have not yet developed the necessary social skills, cues and understanding to work or play alongside others, to manage social situations, to take turns, to listen effectively to others, to pick up on social cues, to understand literal language, humour and or engagement in learning. Many young people and children may have a recognised diagnosis such as attention deficit hyperactivity disorder, attachment disorder, or anxiety disorder. Some may have experienced (or continue to experience) trauma and other Adverse Childhood Experiences (A.C.E.S.). ACEs have a direct impact on how we expect future relationships to develop and how we learn emotional regulation through co-regulation.

Often the way a child or young person behaves can be a direct result of them having an unmet need. It is essential to understand that all behaviour is communication. Understanding what lies behind all behaviour is crucial to addressing the unmet need. Understanding and managing these behaviours can be one of the most time-consuming activities undertaken in schools and yet if done correctly can be the most rewarding. Without an effective approach in place, indicators of unmet SEMH needs (such as suspension or exclusion rates, barriers to engagement and attendance and disruptive behaviour necessitating detention or other sanctions) can have a significant impact on education, social and emotional development.

Whenever you are supporting a child/young person with their SEMH needs the key to success is relationships with them. Using relational approaches to foster a strong positive relationship gives the best chances of success in terms of outcomes for the child or young person. All adults should adopt a relational approach, built upon a few key principles and values, embedded across the whole school, including:

- Respect (valuing each other for who they are)
- Kindness and dignity.
- Empathy (understand another’s experience)
- Genuineness (honesty, openness, sincerity)
- Responsibility (being accountable and maintaining relationships)
- Emotional availability (being present/responsive)
- Growth Mindset (optimism that we can learn and change for the better)

Practicing these principles and values in informal, day-to-day interactions with others will help embed the skills and strategies which will help adults to model effective ways of building and maintaining emotionally healthy relationships and promote helpful, sociable attitudes. Please remember that supporting children or young people with their regulation requires patience, empathy, and unconditional positive regard. Every positive interaction you have builds on the emotional collateral, trust, sense of safety and belonging and contributes to a child or young person's Protective and Compensatory Experiences (PACEs) which are experiences which buffer trauma and stress and reduce the harmful impact of ACEs.

The GoTo website is a useful resource for parents/carers, children and young people and professionals:

[The Go-To - Emotional wellbeing and mental health](#)

Results of unmet needs on the child or young person



This all impacts on the wellbeing of the child or young person

Strategies to build an inclusive school community

School Led	Teacher Led
<p>Implement Peer Mentorship Programmes Implement mentorship programs where children or young people are paired with adults in the school community. These mentors can provide guidance, support, and a positive adult role model.</p>	<p>Consistent and Positive Interactions Make time for consistent one-on-one interactions. Regular, positive, and supportive conversations can help build trust and a sense of belonging.</p>
<p>Incorporate Social and Emotional Learning into the curriculum to teach students about self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These programs can help students develop the skills needed to form positive relationships.</p>	<p>Active Listening and Empathy Showing interest in what the child or young person enjoys doing. Encourage staff to practice active listening and empathy in your interactions with students. This means giving undivided attention, validating their feelings, and showing understanding and compassion.</p>
<p>Parental Involvement Engage parents and guardians in the school community. Building strong relationships with families can help create a supportive network and strengthen the pupil-teacher relationships.</p>	<p>Supportive and Inclusive Classroom Practices Use inclusive teaching practices that acknowledge and celebrate diversity. Encourage group work and cooperative learning to help build positive relationships with both peers and adult.</p>
<p>Training and Professional Development for Teachers Provide teachers with training on how to build strong, developmental relationships. This can include workshops on effective communication, cultural competency, and trauma-informed practices.</p>	<p>Positive Reinforcement Use positive reinforcement to encourage desirable behaviours. Recognising and rewarding positive interactions and achievements. This can boost self-esteem, self-compassion and foster better relationships.</p>
	<p>Extracurricular Activities Encourage them to participate in extracurricular activities where they can interact with adults in different roles, such as coaches, club advisors, and tutors. These activities can provide additional opportunities for building positive relationships.</p>

When planning interventions with children and young people you should always consider the following:

“What skills do we want to support, what gaps might need filling and how do I achieve this?”

Please remember the curriculum approaches and strategies detailed are **not prescriptive or exhaustive and should be shared with parents and carers**

Wellbeing

These strategies should always be underpinned by a relational approach to create a sense of safety and connection.

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
Significantly unhappy, frustrated, or stressed.	<ul style="list-style-type: none"> Use adaptive teaching strategies to identify the ways they prefer to learn and use these. Safe place, quiet area in the setting. Feedback is used to collaborate and plan with parent or carer, to ensure consistency between the home and setting. Use of Social Stories™ 	<p>Social stories and comic strip conversations (autism.org.uk)</p> <p>The good mental health programme - writing for mental health toolkits from Action for Children - Writing to improve mental health Can't Talk, Write Action For Children</p> <p>Coping with common issues - The Go-To Mental Health in North Yorkshire (thegoto.org.uk)</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
<p>Presentation of self:</p> <ul style="list-style-type: none"> • Clothing • Personal care • Health 	<ul style="list-style-type: none"> • Liaise with parents and families to discover what the child or young person's hygiene routine is at home. • Provide a safe space or familiar adult that the child or young person can speak to. • Communicate school policy about dress code clearly, school dress code policy to provide clear reasons to foster understanding. • Provide opportunities for a school uniform – swap shop. This supports sustainability alongside providing financial assistance. • Ensure that reasonable adjustments are made to the expectations of the dress code where appropriate. • Workshops and PSHE lessons to deliver sessions around personal hygiene – including but not limited to Healthy Schools programme. • Work with local community and organisations to provide essential hygiene products for those that need this. • Encourage healthy lifestyles through active participation in sports and a healthy, balanced diet. • Older pupils may need a prompt to have a freshen up at regular intervals during the day. 	<p>Example: offers affordable uniform options.Uniformly – Buy, Sell and Give Away outgrown school uniform to other parents at your school offers affordable uniform options</p> <p>Example: Many schools hold regular sales or exchanges to help families access necessary clothing.</p> <p>Example: Organisations like NHS Choices offer resources and guidance on personal hygiene.</p> <p>Example: Initiatives like the Red Box Project provide free menstrual products in schools.</p> <p>Example: UK Health Security Agency - GOV.UK (www.gov.uk) supports school health initiatives and provides resources.</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
		<p>Example: YoungMinds provides resources and support for young people's mental health.</p>
<p>Physiological responses to feelings and emotions, stomach pains, headaches, soiling</p>	<ul style="list-style-type: none"> • Teach emotions alongside resulting physiological responses for example, anger and heart rate. • Activities that are stress reducing for example, games, dance, colouring, gardening, animals, forest school. • Keep a log and analyse pattern or trends to identify triggers. • Substitute self-harming behaviours – for example, biting – replace with Chewelry, throwing – play a ball game. • Complete a sensory profile. • Liaise with healthcare professionals. • Look back, when did this behaviour start? Is there a link to the child or young person's recent experience or history? • See Sensory section of this document. 	<p>How to Relieve Stress: 37 Simple Activities and Games (positivepsychology.com)</p> <p>https://northyorkshireccg.nhs.uk/your-health-and-local-services/children-and-young-people/sensory-support/10-sensory-principles/</p> <p>https://www.olgabogdashina.com/</p>
<p>Low self-esteem, self-compassion, self-worth</p> <ul style="list-style-type: none"> • Self-care • Happiness • Aspirations 	<ul style="list-style-type: none"> • Create a safe and supportive classroom environment where students feel comfortable expressing their feelings and seeking help when needed. • Encourage students to build positive relationships with peers and adults. Promote activities that require teamwork and cooperation model unconditional positive regard and positive self-talk. • Support with setting realistic and achievable goals. 	<p>fc-praise-handout-scot.pdf (savethechildren.org.uk)</p> <p>Promoting positive relationships and behaviour in educational settings Resources Education Scotland</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> Celebrate success in all areas of school life – make this meaningful for example specific praise. Teach pupils self-care strategies such as meditation and yoga. Equip with strategies to manage their emotions, such as recognising and naming their feelings, and using coping mechanisms to handle stress and frustration. Develop a sense of aspiration through workshops, guest speakers, community days and career days. Use emotion coaching to build resilience. Use the PFA Outcomes tool to build aspirations by discussing personal goals and planning for adulthood. Plan opportunities to make explicit links within the curriculum to possible future careers as part of regular practice. 	<p>How to Teach Kids to Engage in Positive Self-Talk (verywellfamily.com)</p> <p>Cosmic Kids Yoga - YouTube</p> <p>nhs.uk/mental-health/children-and-young-adults/advice-for-parents/talk-to-children-about-feelings/</p> <p>Information for 11–18-year-olds on understanding your feelings - Mind</p> <p>PFA-Outcomes-Framework.pdf (ndti.org.uk)</p> <p>Self-esteem - The Go-To Mental Health in North Yorkshire (thegoto.org.uk)</p>
Tiredness indicating issues with sleep	<ul style="list-style-type: none"> Liaise with parents to discuss possible causes, such as screen time before bed, sleep apnoea, iron deficiency anxiety, or inconsistent routines. Flexible seating arrangements to allow child or young person to sit closer to natural light or in a more stimulating part of the classroom. Movement breaks to re-energise tired students. 	<p>annafreud.org/resources/schools-and-colleges/</p> <p>nhs.uk/conditions/baby/health/sleep-problems-in-young-children/</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> Engaging tasks, for example, group work, hands-on activities Check for overwhelm. Encourage water intake and healthy snacks. Pastoral support to teach about healthy sleep habits. A range of adapted opportunities for social and emotional development, for example, buddy systems, friendship strategies, circle time. Uses resources available to promote the well-being of pupils in their setting for example, resources from Anna Freud. 	<p>leicestershirehealthy tots.org.uk/emotional-health-and-wellbeing</p> <p>leicspart.nhs.uk/service/healthytogether/</p> <p>Children's Sleep Support Clinic - NHS North Yorkshire CCG</p>

Barriers to Engagement

These strategies should always be underpinned by a relational approach to create a sense of safety and connection.

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
Changing attendance patterns	<p>Use unconditional positive regard strategies to build relationships. For example:</p> <ul style="list-style-type: none"> Making an extra effort to greet them. Suspend judgement. Shaking hands with them Using their first name Smiling (and being authentic) Using a warm tone of voice Holding eye contact (if appropriate for their culture/need) 	<p>Kent Education Learning and Skills Information: Offers a comprehensive resource pack on EBSA, including strategies and tools for schools to support affected students Kent Education Learning and Skills Information.</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> • Being present and attentive • Showing genuine interest in what they say • Adapted use of voice, gesture and body language. • Focus on reducing anxiety and thereby behaviours. • Flexible and creative use of rewards and consequences for example, 'catch them being good'. • Positive reinforcement of expectations through verbal scripts and visual prompts. • "Time in", quiet area in the setting to discuss reintegration following an absence. 	<p>South Gloucestershire Council: Provides a detailed toolkit for schools, outlining practical steps and interventions to support students with EBSA South Gloucestershire Council EBSA Toolkit.</p> <p>september-2022-ebsa-guidance-toolkit Lancashire.pdf</p> <p>GetFileContent (mylocaloffer.org)</p> <p>Emotionally-Based School Non-attendance: Guide for Professionals (solihull.gov.uk)</p> <p>Emotionally Based School Avoidance (EBSA) Toolkit and Training Bromley Education Matters</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
		<p>Emotional Barriers to School Attendance (previously Anxiety Based School Avoidance) Help & Support Manchester</p>
<p>Reduced interaction with peers</p>	<ul style="list-style-type: none"> • Use of structured social skills programmes. • Create opportunities to build purposeful relationships with peers who could offer healthy friendships. • Explore why, what is driving the behaviour, withdrawal. • Plan for collaboration within lessons and projects encouraging children and young people to interact with each other, share ideas. • Plan for social and emotional learning to be woven through the curriculum or lessons you are planning. • Establish inclusive spaces where they feel comfortable to express themselves and interact with others without fear of judgment or bullying. This can include lunchtime clubs or interest-based groups. • Use positive reinforcement to encourage interaction with peers. Praise can boost their confidence and motivate them to continue engaging with others. • Utilise technology and online platforms to help develop connections. For example, virtual clubs, discussion forums, and online collaborative projects. 	<p>They Are The Future: practical strategies for helping children build friendships through structured activities and social skills practice. (They Are The Future).</p> <p>Young Minds: Tips and advice on understanding and managing friendships (YoungMinds)</p> <p>Discovery Education UK: Their "Health and Relationships" section offers comprehensive lesson plans and activities on topics like making friends, solving friendship difficulties, and managing peer pressure. (Discovery Education UK) .</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
		<p>Teacher Planet: A variety of lesson plans, worksheets, and activities focused on friendship. (TeacherPlanet).</p> <p>Friendships and relationships - The Go-To (thegoto.org.uk)</p> <p>Restorative Practice Oxfordshire Schools</p>
Inconsistent relationships with adults	<ul style="list-style-type: none"> • Create safe spaces within the school or classroom where children and young people can go to feel secure and supported when they are in crisis. • Use regular check-ins to build trust and rapport. • Set clear expectations and boundaries for behaviour and interactions • Promote open communication with children and young people about their progress and concerns. • Encourage them to express their needs and preferences. • Involve children and young people in decision-making processes related to their education and school environment. • Foster strong communication and collaboration with parents to support students' relationship dynamics both at home and school. • Encourage self-reflection and growth in interpersonal skills. 	<p>Promoting healthy relationships in schools NSPCC Learning</p> <p>Guidance for developing relational practice and policy - Support for schools and settings (devon.gov.uk)</p> <p>Building collegiate relationships in schools: Mentally Healthy Schools</p> <p>Promoting Positive Relationships and Behaviour in Educational Settings</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
Limited positive relationships with key adults	<ul style="list-style-type: none"> • Use positive regard strategies to build relationships. <ul style="list-style-type: none"> • Making an extra effort to greet them. • Suspend judgement. • Shaking hands with them • Using their first name • Smiling (and being authentic) • Using a warm tone of voice • Holding eye contact (if appropriate for their culture/need) • Being present and attentive • Showing genuine interest in what they say <p>Create a welcoming environment</p> <ul style="list-style-type: none"> • Establish a classroom environment where every child or young person feels safe and valued. Displaying children and young people's work, using inclusive language, and promoting respect and kindness can help create a positive atmosphere. 	<p>Safe4Me (Safe4Me)</p> <p>Building positive relationships with students</p> <p>EEF - Social and Emotional Learning</p> <p>ELSA - Resources for Emotional Literacy Support Assistants - ELSA Support (elsa-support.co.uk)</p> <p>Sense of belonging - Belonging Autograph Tab Booklet - Elsa Support Emotions (elsa-support.co.uk)</p> <p>Active Listening and Empathy advice</p> <p>Building Parental Engagement - EEF</p> <p>Tips for using Positive Reinforcement</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
		Safe4Me – Hampshire Police’s free education resource programme for schools, colleges and partners in Hampshire and the Isle of Wight Home - Insights to Behavior
Withdrawn or isolated leading to lack of engagement.	<ul style="list-style-type: none"> • Assessment through teaching for example, are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence. • Small group work for example, friendship or social skills, nurture groups. • Backward chaining • ‘Checking in’ with a trusted or chosen adult in at the end of a session or school day for a catchup (must be meaningful). • Play based activities. • Establish interests and use them as a tool to build the relationship. • Sharing special talents or interests. • Provide opportunities to discuss aspirations to support personal goal setting for their next steps. (Pathway to Adulthood) • Buddying and peer mentoring. • Giving responsibility for looking after someone else. 	Backward Chaining (verywellfamily.com) 20 Play Based Learning Ideas for the Curriculum Aligned Classroom Teach Starter Using Anchors for Emotional Regulation Edutopia Tips for Building Strong Relationships with Students Edutopia PfA-Outcomes-Framework.pdf (ndti.org.uk)

Barriers to Regulation

These strategies should always be underpinned by a relational approach to create a sense of safety and connection.

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
Unable to regulate behaviour and emotions	<ul style="list-style-type: none"> • Calm spaces for regulation to happen. • Movement and sensory regulation breaks – inside and outside • Sensory or calm box available for free and independent access (may include puppets, persona dolls, worry dolls, emotion stones). • A key person who can recognise needs and de-escalate emotions and behaviours. • Change of adult to support de-escalation. • Consistent approach to managing emotions and behaviours which are shared with parents. • Social stories™ • Explicitly label emotions – “I can see that you look unhappy with this task, would you like help?”. • Direct teaching of calming, self-regulation strategies (yoga, meditation, breathing). • Practice co-regulation. <ul style="list-style-type: none"> • Connect through eye contact, facial expression and movement. • Express calmness through voice and open facial expression • Attune to mood, intensity and energy. 	Zones of regulation and emotion coaching - The Zones of Regulation A Curriculum For Emotional Regulation Social Stories™ - Social stories and comic strip conversations (autism.org.uk) Emotion Coaching - Emotion Coaching Resources for Professionals (emotioncoachinguk.com) Restorative Practice - What is restorative practice? (anti-bullyingalliance.org.uk) North Yorkshire’s Restorative Practice Academy - SCIE

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness. Respond empathically, validate feelings. Use calming, soothing and regulatory activities. Reduce social demands but remain present. Provide individual attention. Let them know you can 'hold' their dysregulation by remaining regulated. Convey your calm and regulated state by being confident and contained, using quiet, calm sounds and tones which are expressive and confident. Reduce language, give short clear directions. Avoid questions and choices. Use predictable routines. Reduce sensory input, lights, noise. Use sensory soothing. 	<p>Wellbeing in Mind team - Wellbeing in Mind school support service for children and young people in North Yorkshire (Information for parents and carers) - Tees Esk and Wear Valley NHS Foundation Trust (tevw.nhs.uk)</p>
Seeking frequent adult support/reassurance	<ul style="list-style-type: none"> Seek the child or young person's voice – what do they want? Use self-regulation strategies as a starting point and facilitate these (share successful strategies with other supporting adults). Use transitional objects and language to give reassurance. Place the student at the appropriate location in the class to give them quicker access to support. Ensure they know the task and understand how to be successful before attempting it. Ask the student what they think the answer to their question will be. 	<p>Behaviour Help: This resource explains excessive reassurance seeking, its impact on the classroom environment, and strategies to manage it. (Behaviour Help).</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> Encourage independence and competence by gradually reducing reassurance. Praise efforts when students manage anxiety independently. Remember that not giving reassurance is essential for long-term anxiety management and aim to gradually reduce it over time. 'Checking in' with the child or young person by a trusted or chosen adult in at the end of a session or school day for a catchup (must be meaningful). Be explicit in what your support approach will look like. Reflect about a time when they were able to regulate in the past and ask if they might be able to use the same strategy. 	<p>Family Education: Offers practical advice on distinguishing between information-seeking and reassurance-seeking behaviours. (FamilyEducation)</p> <p>Anxiety Canada: This resource includes specific examples of how to respond to reassurance-seeking questions (Anxiety Canada) .</p> <p>Rice Psychology: Discusses the negative impacts of constant reassurance and offers strategies for parents and teachers to help children manage their anxiety independently. (Rice Psychology) .</p> <p>Thrive How to Address Reassurance-Seeking in Your Child, (anxietycanada.com)</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
<p>Distressed Behaviour:</p> <ul style="list-style-type: none"> • Dysregulation • Power and control • Extreme emotional responses • Internalisation of feelings • Inconsistent reactions • Challenging rules and boundaries 	<ul style="list-style-type: none"> • Shine a light on the behaviour, not the child or young person. This lets them know that it's their behaviour that you don't want, not them. • A consistent message but flexible approach, for example, "I want you to be in class learning" is the consistent message, the approach to support this happening may vary or be flexible depending on individual needs. • Following a conflict use a restorative approach. Once they are regulated be curious about the cause with them: <ul style="list-style-type: none"> • What happened? • What were you thinking? • How were you feeling? • Who else has been affected by this? • What do you need, and what needs to happen now, to repair the harm? • Helping them to substitute other, more acceptable, behaviours. • Use of choices to allow them some control with the same result for example, "would you like to talk to me now or in one minute?". • Develop readiness to learn through utilising co-regulation strategies. • Are there any patterns to the behaviour? Consideration of the timetable and transitions. • Collaborate with colleagues to problem solve. • Structure should be clear and explicit; what are the expectations? 	<p>Restorative Practice - What is restorative practice? (anti-bullyingalliance.org.uk)</p> <p>Positive Behaviour support - Understanding and Applying Positive Behaviour Support Principles - +ProActive Approaches</p> <p>What Is Co-Regulation? - Child Mind Institute</p> <p>Video Links - utilising co-regulation strategies. - Search Videos (bing.com)</p> <p>Strategies for De-escalating Student Behaviour in the Classroom (webflow.com)</p> <p>What Are Adverse Childhood Experiences (ACEs)? (verywellmind.com)</p> <p>Zones of regulations - The Zones of Regulation A Curriculum For Emotional Regulation</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> • Explicitly teaching de-escalation and self-management strategies. • Use of distraction techniques and giving responsibility. • Communication with families about what might be happening at home (for example, divorce, bereavement, illness) and strategies that work, don't work and relaying this information to staff. • Voluntary access to a quiet space (safe space) to support emotional regulation. • Appropriate de-escalation strategies in place (for example, time out card). • Risk management plan. • Reintegration plans. • A clear plan of action, agreed with parents about intervention. • Share the strategies that work for you. 	
<p>Low level disruption or attachment or attention needing behaviours,</p>	<ul style="list-style-type: none"> • Adapted use of voice, gesture, and body language. • Focus on reducing anxiety and thereby behaviours. • Flexible and creative use of rewards and consequences for example, 'catch them being good'. • Positive reinforcement of expectations through verbal scripts and visual prompts. • Positive reinforcement through identifying the behaviour you see others displaying. 	<p>Beacon School Support - practical strategies for reducing low-level classroom disruptions. (Beacon Behaviour Support)</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> Planned ignoring of the behaviour, addressed at the end of the lesson or session. Time out, quiet area in the setting. 	<p>Teachit CPD: Guidance on managing low-level disruptions and addressing the underlying causes of disruptive behaviour (Teachit).</p> <p>TES Magazine: Tes provides articles and resources focusing on evidence-based interventions. (TES)</p>

Barriers to Accessing Learning

These strategies should always be underpinned by a relational approach to create a sense of safety and connection.

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
Difficulties remaining on task	<ul style="list-style-type: none"> Please refer to other sections of this guidance which may have further strategies that might be appropriate. Movement and sensory regulation breaks – indoors and outside Establish clear time limits for finishing task. Praise the effort of others who are staying on task (modelling the behaviour you want to see). 	<p>How to Keep Students on Task — 18 Cool Strategies for Focusing (mytechclassroom.com)</p> <p>What Is Task Analysis? Coursera</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> Ask them to create a short-term target for completion of a section of the work. Praise the student for paying attention for their previous task effort. Urge them to create an understanding of themselves and their surroundings with regard to the task. Relate the task to the child or young person’s prior experiences. Get them to periodically step back and ask themselves, “Am I on-task and paying attention?” “What should I be doing now?” Break down the task further into smaller manageable chunks. 	<p>EEF Blog: What are effective Learning Behaviours - and how can... EEF</p>
Unable to recognise their emotions and regulate appropriately	<ul style="list-style-type: none"> Use unconditional positive regard to encourage the child to look at their own performance and co-develop strategies to improve. Use a relational approach, speak to the child to see if there are any issues affecting them. Contact home to check if there have been any changes at home. Name it to tame it, feel it to heal it, shine a light on the emotion to co-regulate. See also Communication and interaction section. 	<p>What Is Co-Regulation? - Child Mind Institute</p> <p>Moving from Behavioural to Relational Responses in School - Resources (beaconhouse.org.uk)</p> <p>Simple and safe questions to help children and adults talk about upsetting things - Resources (beaconhouse.org.uk)</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
Reluctance in accepting adult support or instruction	<ul style="list-style-type: none"> Look for patterns and triggers to identify what may be causing stress or anxiety. Use positive language to redirect or reinforce expectations. Calming scripts or activities to de-escalation. Limited choices to engage and motivate. Creative use of rewards, identify the positives and reward them. Use visual timetables and visual clues. 	leicspart.nhs.uk/wp-content/uploads/2019/02/Supporting-Early-Language-Development.pdf

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> Stay calm and don't judge the young person for their actions. Let them talk, don't ask leading questions. 	Wellbeing in Mind team - Wellbeing in Mind school support service for children and young people in North Yorkshire (Information for parents and carers) - Tees Esk and Wear Valley NHS Foundation Trust (tevv.nhs.uk)

Risk Taking Behaviours

These strategies should always be underpinned by a relational approach to create a sense of safety and connection.

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
Antisocial behaviours	In the first instance refer to your organisation's Child Protection, Safeguarding and Prevent guidance. Usually, if you become aware of any of these behaviours, you should refer immediately to the safeguarding team at your school who will advise you about what you can do to support the child or young person.	Keeping Children Safe in Education
Engagement in criminal activity		
Substance use		
Reluctance in accepting adult support or instruction		

Indicators or information that may reflect additional SEMH concerns

These strategies should always be underpinned by a relational approach to create a sense of safety and connection.

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
<ul style="list-style-type: none"> Anxiety or depression Self-harming Substance misuse Eating disorders Suicidal ideation 	In the first instance refer to your organisation's Child Protection, Safeguarding and Prevent guidance. Usually, if you become aware of any of these behaviours, you should refer immediately to the safeguarding team at your school who will advise you about what you can do to support the child or young person. In any situation adopt a relational approach: <ul style="list-style-type: none"> Listen and explain the limits to confidentiality. 	Difficult feelings and behaviours - Mind Helping someone with a mental health problem - Mind NYSCP (safeguardingchildren.co.uk) Childline Childline

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> • Reassure the young person it is OK to talk about it. • Stay calm and don't judge the young person for their actions. • Let them talk, don't ask leading questions. 	<p>giveusashout.org/ nyy.org.uk/news/kooth tourettes-action.org.uk/</p>
<p>Signs of Anxiety:</p> <ul style="list-style-type: none"> • Behavioural changes: avoidance, restlessness, perfectionism, tiredness, highly distracted state. • Physical symptoms: complaints about headaches/stomach aches • Emotional symptoms: excessive irritability or worrying. • Academic performance or appearing distracted in class. • Social signs: Isolation during social times or being over attached to a teacher or specific peers. 	<p>Create a supportive environment Ensure the classroom is a safe, welcoming environment where students feel comfortable expressing their concerns.</p> <p>Consistent routine Maintain a predictable routine to help reduce uncertainty and anxiety.</p> <p>Teach coping skills Incorporate lessons on coping strategies, such as deep breathing, mindfulness, and positive self-talk.</p> <p>Encourage expression Provide opportunities for students to express their feelings through writing, drama, art, or discussion.</p> <p>Provide individual support</p> <p>One-to-one conversations Offer to have private conversations with anxious students to understand their specific worries and provide reassurance.</p>	<p>MindEd YoungMinds Anxiety UK NHS - Anxiety in Children Wellbeing in Mind team - Wellbeing in Mind school support service for children and young people in North Yorkshire (Information for parents and carers) - Tees Esk and Wear Valley NHS Foundation Trust (tewv.nhs.uk) Top tips on feeling good - The Go-To Mental Health in North Yorkshire (thegoto.org.uk)</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
<ul style="list-style-type: none"> • Cognitive symptoms such as negative thinking or overthinking. 	<p>Personalised plans Develop personalised support plans that include accommodations like extra time for assignments or breaks during the day.</p> <p>Collaborate with others</p> <p>Engage parents and carers Communicate with parents to share observations and strategies, and to ensure consistency between home and school</p> <p>Work with school counsellors and mental health champions Refer students to school counsellors or mental health professionals for additional support and intervention</p> <p>Implement classroom strategies</p> <p>Flexible seating and breaks Allow flexible seating arrangements and breaks for students who need them to manage their anxiety.</p> <p>Positive reinforcement Use positive reinforcement to build students' confidence and self-esteem or self-compassion, praising effort and progress rather than just outcomes.</p> <p>Promote peer relationships Encourage group activities and peer support networks to help students feel more connected and supported by their classmates.</p> <p>Complete an environmental audit to ensure it is not anxiety provoking.</p>	<p>MindEd Hub Anxiety disorders in children - NHS (www.nhs.uk) National charity helping people with Anxiety - Anxiety UK</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
<p>Signs of Depression such as:</p> <ul style="list-style-type: none"> • Sudden changes in academic performance. Behavioural changes such as withdrawal from friends, increased absenteeism, unexplained irritability or anger or a noticeable lack of energy or motivation • Emotional indicators such as persistent sadness or crying. • Self-destructive behaviours • Lack of enjoyment • General disengagement and a general sense of indifference towards most things 	<p>Promote a supportive classroom environment Create a classroom atmosphere that encourages openness, understanding, and support. Foster a sense of community and inclusion.</p> <ul style="list-style-type: none"> • Encourage positive peer interactions and model empathy and understanding. <p>Implement social and emotional learning (SEL) programs Integrate Social and Emotional Learning into the curriculum to help students develop skills such as emotional regulation, self-awareness, and interpersonal skills. Use resources like the Collaborative for Academic, Social, and Emotional Learning (CASEL) to find appropriate programs.</p> <p>Early identification and intervention Be vigilant in observing changes in student behaviour, mood, and academic performance that may indicate depression. Use screening tools and collaborate with school counsellors to identify at-risk students early.</p> <p>Provide access to school counselling services Ensure students have access to school counsellors or psychologists who can provide professional support. Encourage students to seek help and make it clear that it is a sign of strength, not weakness.</p> <p>Encourage healthy lifestyles Promote physical activity, healthy eating, and sufficient sleep among students, as these can have a positive impact on mental health. Integrate activities that promote physical well-being into the school day.</p>	<p>NHS: Provides comprehensive information on depression in children and teenagers, including symptoms and treatments. NHS Depression in Children and Teenagers</p> <p>Mind: A mental health charity that offers resources and guidance on recognizing and managing depression in young people. Mind - Depression</p> <p>YoungMinds: Focuses on the mental health of children and young people, offering advice for teachers on how to support students. YoungMinds</p> <p>Advancing Social and Emotional Learning - CASEL</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<p>Use positive reinforcement and affirmations Regularly acknowledge and celebrate students' efforts and achievements, no matter how small. Use positive affirmations to help build students' self-esteem/self-compassion and resilience.</p> <p>Encourage expressive activities Provide opportunities for students to express their feelings through art, music, writing, or drama. Create a safe space for students to share their experiences and emotions.</p> <p>Foster strong teacher-student relationships Develop strong, trusting relationships with students. Show genuine interest in their well-being and be approachable. Regularly check in with students individually to discuss their feelings and concerns.</p> <p>Teaching coping strategies Educate students on effective coping strategies for dealing with stress and negative emotions, such as mindfulness, deep breathing exercises, and journaling. Integrate these practices into the daily routine.</p> <p>Involve parents and caregivers Engage with parents and carers to ensure they are aware of their child's mental health needs and the support available. Provide resources and guidance on how they can support their child's mental health at home.</p>	<p>The NHS website - NHS (www.nhs.uk)</p> <p>Mental Health Foundation</p> <p>Improving children's and young people's mental health - Place2Be</p> <p>Home - Mind</p> <p>Parenting and Family Support - Family Lives (Parentline Plus) Family Lives Wellbeing in Mind team - Wellbeing in Mind school support service for children and young people in North Yorkshire (Information for parents and carers) - Tees Esk and Wear Valley NHS Foundation Trust (tewv.nhs.uk)</p> <p>Top tips on feeling good - The Go-To Mental Health in North Yorkshire (thegoto.org.uk)</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
		Improving children’s and young peoples mental health – Place2Be Parenting and Family Support - Family Lives (Parentline Plus)
<p>Signs of Self-Harming:</p> <ul style="list-style-type: none"> • Scars • Frequent cuts, burns, bruises, scratches, or other physical injuries • Making excuses for new injuries • Wearing long trousers and long sleeves even in hot weather • Signs of blood on towels or clothes • Withdrawal from friends, family, or social activities 	<p>In the first instance refer to your organisation’s Child Protection, Safeguarding and Prevent guidance.</p> <p>Usually, if you become aware of any of these behaviours, you should refer immediately to the safeguarding team at your school who will advise you about what you can do to support the child or young person.</p> <p>Build trust and open communication Create a safe and non-judgmental space where students feel comfortable sharing their feelings. Approach students with empathy, listen actively, and validate their feelings. Avoid focusing solely on the injury or method of self-harm; instead, explore the underlying emotional issues that led to the behaviour.</p> <p>Work with safeguarding leads: Always involve the school’s designated safeguarding lead when you become aware of self-harming behaviour. They can provide guidance on next steps, including referrals to external support services like Child and Adolescent Mental Health Services (CAMHS) if necessary</p>	<p>(YoungMinds) (Home: Mentally Healthy Schools) Wellbeing in Mind team - Wellbeing in Mind school support service for children and young people in North Yorkshire (Information for parents and carers) - Tees Esk and Wear Valley NHS Foundation Trust (tevv.nhs.uk) Thrive – attunement, containment, connection - Attunement, Attachment & Connection - Thrive Global</p>

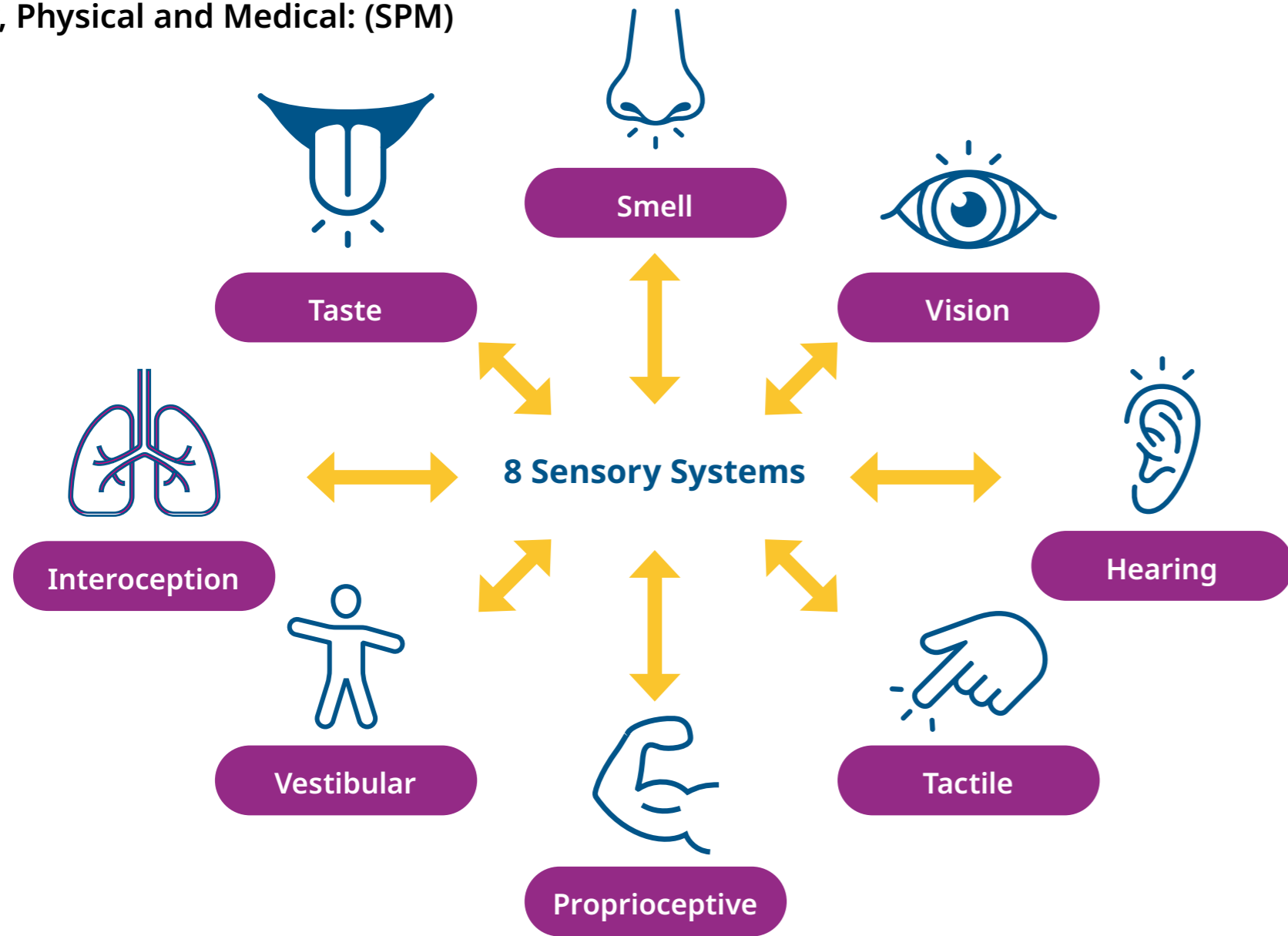
Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<p>Develop individual support plans Collaborate with the child or young person and their support network to create a personalised support plan. This plan should outline strategies to manage their feelings and reduce the urge to self-harm. Keep the child or young person informed and involved in the plan's implementation.</p> <p>Promote emotional regulation skills Incorporate lessons on emotional regulation and coping strategies into the curriculum. Use resources from programs like RSHE (Relationships, Sex, and Health Education) to help students understand and manage their emotions effectively.</p> <p>Utilise external resources and apps Introduce students to helpful resources and apps like Calm Harm, which provides strategies to manage the urge to self-harm, and Tellmi a moderated community for teens to share their experiences and get support (YoungMinds).</p> <p>Educate and train staff Ensure that all staff complete training on how to identify and support students who self-harm. Training can be accessed through organisations like Young Minds, which offers courses and digital packs that include practical tools and strategies.</p>	<p>How to look after your mental health using mindfulness Mental Health Foundation What schools and further education settings can do : Mentally Healthy Schools</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<p>Encourage healthy coping mechanisms Teach students alternative ways to cope with stress and emotional pain, such as engaging in physical activities, creative outlets, or relaxation techniques like mindfulness and breathing exercises.</p> <p>Create a supportive environment Foster a positive school environment where students feel connected and supported. Building strong relationships between students and teachers can significantly impact students' well-being and reduce feelings of isolation.</p>	
<p>Attachment difficulties (Including Attachment Disorder):</p> <ul style="list-style-type: none"> • Withdrawn from others and hesitant to join group activities. • Overly dependent on others. • Quick to act out to gain attention. • Prone to bullying peers or being defiant toward parents and teachers. • Hypervigilant and easily stressed. 	<ul style="list-style-type: none"> • Nurturing approaches and ethos, nurture groups. • Liaise with parents and carers for shared understanding. • A good transition when the child or young person starts school, including checking the history. • Supportive, structured school curriculum. • Staff to all be trained and aware of any child or young person with attachment difficulties and how to respond to them. • Consideration of discipline procedures, behaviour policies. • Consideration of family context and the range of children, young people that may have attachment difficulties for example, adopted, forces children, previously CIN, LAC. • Liaise with the Virtual School and or EPT for training and advice including working as part of the attachment aware project. 	<p>Supporting children with attachment difficulties - information for parents/carers - Educational Psychology & Specialist Support (norfolkepss.org.uk)</p> <p>ELSA - Resources for Emotional Literacy Support Assistants - ELSA Support (elsa-support.co.uk)</p> <p>sense of belonging - Belonging Autograph Tab Booklet - Elsa Support Emotions (elsa-support.co.uk)</p>

Unmet SEMH need: What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
<ul style="list-style-type: none"> • Distressed behaviours, often showing extreme anger, despair, or fear. • Overtly friendly with new adults. • Worry about abandonment. 	<ul style="list-style-type: none"> • 'Meet and greet' at the start of every day or lesson as appropriate. • Ensure that key staff check in even when the child or young person transitions from their class, setting. • Use transitional objects for example, photos etc • Use consistent affirmations across settings. • Be aware of them becoming, being fixated with other peers and adults. 	<p>Thrive – attunement, containment, connection - Attunement, Attachment & Connection - Thrive Global</p> <p>PACE, emotion coaching, PACE - A Therapeutic Approach - Help Children Live Better</p>



Sensory, Physical and Medical: (SPM)



Some children and young people may present with physical or medical needs, Hearing or vision impairment or sensory needs within their classrooms. Supporting them with physical and sensory needs requires a holistic approach built on understanding, empathy, collaboration and adaptability.

Hearing or vision impairment

The term hearing impairment (HI) includes the different types and levels of hearing loss. The term “deaf” refers to all types of hearing loss, from mild to profound, including temporary conditions like glue ear.

Approximately 5–10% of school aged children experience some level of hearing loss at any given time, including temporary conditions such as glue ear. Temporary hearing loss is very common in childhood and can fluctuate, meaning a child’s access to sound may vary from day to day. Hospital Audiology departments may provide some children with hearing technology to support their listening needs. This can include hearing aids, cochlear implants, or bone anchored hearing devices, all of which help improve access to speech and environmental sounds. However, hearing technology does not restore normal hearing. Because of this, they often require classroom adjustments to ensure they can fully participate in learning. They will benefit from a Deaf friendly learning environment as recommended below.

Approximately 25% of school-age children will have a vision condition which is fully correctable with glasses or treatments such as patching. Examples include myopia (short sight), hyperopia (long sight) and amblyopia (lazy eye). They will benefit from a vision-friendly learning environment and may require minor adjustments as recommended below, but this does not constitute a vision impairment.

Vision Impairment (VI) affects 0.2% of the school population. This is defined as a visual difficulty which cannot be fully corrected by wearing glasses or contact lenses. It is important to be aware that even if a learner with VI wears glasses, this does not mean that they will see in the same way as their fully sighted peers. Glasses only correct refractive errors in the lens and will be ineffective for conditions of the retina, for example. There are many different causes of VI in children and young people, and many learners have more than one sight condition. Disorders of the eye and the optic nerve affect visual acuities, including distance vision, near vision, colour, contrast and visual field. Damage to the visual pathways in the brain, known as cerebral vision impairment (CVI), affects the way that visual information is processed.



Sensory need

Sensory needs can range from hypersensitivity to certain stimuli, such as noise or light, to hyposensitivity, where they seek additional sensory input or both together. Sensory need is not to be confused with a Hearing or Vision (sensory) Impairment. Children or young people who present with sensory needs may require a sensory-friendly environment. Alongside environmental adaptations, multisensory teaching methods to help reinforce learning and making it more accessible may be needed. For example, combining visual aids with hands-on activities and auditory instructions can cater to various learners and their needs. This approach not only supports students with sensory needs but also enhances the overall engagement of the entire class. Collaboration with specialists, such as occupational therapists, physical therapists, and special education professionals is also vital. By making intentional environmental adjustments, employing multisensory teaching methods, providing flexible seating, collaborating with specialists, and fostering a culture of empathy and inclusion, children and young people can reach their full potential.

Medical conditions

A `medical` section has also been included to support classroom practice. Although a medical diagnosis or disability does not imply that the child or young person has a special educational need, some may have medical conditions or a disability that can impact on their access to education. Children and young people with medical needs can be supported in all educational settings, even those with significant medical conditions. Some children and young people with medical conditions will need individual health care plans. This is not the same as an Education, Health and Care Plan or EHCP. An individual health care plan is for those who may need medical treatment in a setting (such as children and young people with epilepsy, diabetes or anaphylaxis). An individual health care plan documents a child or young person's medical needs and gives advice to teaching staff about how their medical condition should be managed in a setting and during activities. Settings can then ensure that the appropriate type and level of support is available. Individual health care plans are part of what is ordinarily available as part of the setting-based stages of the SEND Code of Practice.

Hearing impairment

If a child or young person has a diagnosis from an audiologist (hearing specialist at a hospital) then please refer the pupil to the Hearing Impairment Team.

What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
<p>Hearing loss which is not always aided such as glue ear.</p> <p>Has a fluctuating hearing loss.</p> <p>Has difficulty adapting to environments with high levels of background noise.</p> <p>Finds it difficult to listen in background noise.</p> <p>Delayed language and communication skills.</p> <p>Doesn't have enough hearing to fully access spoken language.</p> <p>Mishears and misunderstands regularly.</p> <p>Finds social interactions difficult.</p> <p>If you notice any of these then please speak to the parents/ carers of the child or young person and ask them to take their child to the GP for a referral to Audiology.</p>	<p>For pupils whose hearing does not require hearing technology (hearing aids) and for the majority of pupils in your class, the following deaf friendly classroom strategies may be beneficial.</p> <p>Deaf friendly classroom strategies:</p> <p>Appropriate seating position</p> <ul style="list-style-type: none"> • Seat near front of class with a clear view of teacher's face and any visual material used. Ensure that the pupil's voice is heard when deciding the best seating position. <p>Environmental strategies</p> <ul style="list-style-type: none"> • Face child or young person when speaking, face and mouth to always be visible when speaking. Be especially aware of this when writing on the whiteboard. • Good lighting, not standing in front of a window. • Remove or reduce background noise • Consider noise levels outside of the classroom • Plan classroom allocation carefully – where possible not in classrooms next to music room, lunch hall etc 	<p>Hearing Children and young peoplesinfo (northyorks.gov.uk)</p> <p>Unlocking Hearing - Unit 1 NYES Info</p> <p>Unlocking Hearing - Deaf awareness (The impact of a hearing loss) - Unit 2 NYES Info</p> <p>National Deaf Children's Society Supporting deaf children (ndcs.org.uk)</p> <p>Education and learning National Deaf Children's Society (ndcs.org.uk)</p>

What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> Be aware that during physical education or games lessons it will be more difficult to follow instructions. <p>Teaching Strategies</p> <ul style="list-style-type: none"> Instructions delivered clearly, at an appropriate volume and level of language. Stand still and get to their level when giving instructions. Repeating or rephrasing comments and verbal instructions. Visual reinforcement (pictures and handouts), to support learning. Encourage good listening behaviour: sitting still, looking and active listening. Check ins - check the lesson content has been heard and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary. Gain attention prior to giving an instruction. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking. A quiet working environment <p>Resources</p> <ul style="list-style-type: none"> Use visuals (objects or reference, photographs of objects) together with speech to support child. <p>If the above recommendations have been implemented and you are still concerned, then please speak with the pupils' parents/ carers regarding a referral to the GP.</p>	<p>Books with deaf characters Reviews (ndcs.org.uk)</p> <p>Language and communication National Deaf Children's Society (ndcs.org.uk)</p>

Vision Impairment

If a child or young person has a diagnosis from an ophthalmologist (eye hospital), not from an optician then please refer the pupil to the Vision Impairment Team.

What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
<p>Visual difficulties may include:</p> <ul style="list-style-type: none"> Difficulty seeing the whiteboard or screen from a distance Unable to see clearly when seated at the back of the classroom Struggles to read small print May struggle to read their own handwriting - Experiences eye fatigue or complains of sore Frequently squints or peers into the distance to focus Leans very close to their work or adopts a hunched posture to see clearly 	<p>For pupils whose vision can be corrected by glasses but also for the majority of pupils in your class, the following vision friendly classroom strategies may be beneficial.</p> <p>VI friendly settings:</p> <p>Encourage children to wear any prescribed glasses/ patches.</p> <p>Appropriate seating position:</p> <ul style="list-style-type: none"> Ensure that everyone can see the focus of the teaching from their seating position. Most will benefit from sitting close to the focus of the teaching. This may be the board or a demonstration. The best seating position will depend on their eye condition and visual condition. This is especially the case for pupils who have better vision in one eye than the other. <p>Make displays and signs accessible and as easy to read as possible by making:</p> <ul style="list-style-type: none"> Print large enough. Colours well contrasted with the background. 	<p>Vision Children and young peopleSinfo (northyorks.gov.uk)</p> <p>How your child can be supported in a mainstream school RNIB</p> <p>Cerebral visual impairment and PMLD RNIB</p> <p>Thomas Pocklington Trust</p> <p>Disabilities North Yorkshire Council</p>

What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
<ul style="list-style-type: none"> • Reports that text or objects appear blurry • Shows difficulties with hand-eye coordination <p>If you notice any of these signs, please speak with the child's parents or carers and arrange for them to have an eye test.</p>	<p>Environmental strategies:</p> <ul style="list-style-type: none"> • Check lighting levels to make sure there is appropriate and comfortable light for the pupil; most will benefit from a well-lit environment but without direct sunlight. • Use blinds to reduce glare, especially on interactive whiteboards. • Keep background noise to a minimum. • Well organised classrooms without too much clutter are easier for all. • Highlight steps and key features within the school and playgrounds or outside space. <p>Teaching Strategies</p> <ul style="list-style-type: none"> • PowerPoints should have a minimum font size 24, use a clear font and avoid excess visual clutter. • Give clear verbal explanations when giving a demonstration. Verbalise what you write on a board. • Use each child's name before talking to them so everyone is aware to whom the request or instruction is directed. Remember that people with a VI are unlikely to follow non-verbal communication. • Avoid standing against a window, as your face becomes difficult to see. • Adults' handwriting should be larger, clear and easy to read. • Keep whiteboards clean and use pens in good working order to ensure good contrast. 	

What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<p>Resources</p> <ul style="list-style-type: none"> • Provide a range of resources that support visual access, so the pupil can choose the most appropriate resource for an activity. For example: sharp pencils, alternative writing materials, contrasting coloured balls in PE <p>Learning materials</p> <ul style="list-style-type: none"> • Photocopies should be good quality, strong contrast, and use an age-appropriate font size, minimum 12. <p>If the above recommendations have been implemented and you are still concerned, then please speak with the pupils' parents or carers regarding a referral to the GP.</p>	



Physical Needs

What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
<p>Physical Needs</p> <p>Poor coordination</p> <p>Poor balance</p>	<ul style="list-style-type: none"> Develop core stability, for example wobble cushion, exercises and games. Provide physical activities to support development of gross motor skills, for example throwing, catching, hopping etc. In addition, offer opportunities for a child to cross the mid-line (cross body movements) such as waving scarves, ribbons, pom poms etc. Develop fine motor skills, for example hand and arm exercises such as dough disco, specialist scissors, pegboards, threading, play dough, pincer grips activities, such as pegs onto washing line or sorting with tweezers. When promoting development of fine motor skills, ensure child's seated position (posture) is stable. Seated securely, ideally with hips and knees at 90 degrees and feet on the floor. Promote fine motor development - consider using foam grips for paint brushes and chunky soft leaded pencils, and adapted scissors for crafts. Promote pre-writing skills with simple visual games, sorting games, simple and easy to hold puzzles, painting and finger letter, number formation in sand trays and in foam, whiteboard and whiteboard pens. Enable access to IT equipment for example, computers, tablets. Consider early life opportunities, trauma informed practices. Use creative approaches to embed activities planning for their adulthood in the curriculum and in everyday activities outside of the classroom. Complete a risk assessment before an activity. 	<p>Helping under-5s live active and healthy lives — Early Movers</p> <p>early-years-physical-activity-guide.pdf (active-together.org)</p> <p>www.scope.org.uk</p> <p>www.gov.uk/disability-living-allowance-children</p> <p>www.specialneedsjungle.com</p> <p>www.nasen.org.uk</p> <p>38093 C&YP SUPPORTING CHILDREN - CO-ORDINATION:30482J (northyorks.gov.uk)</p>

What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> Also see the proprioception section below. See C and L section for further information around gross or fine motor skills. 	

Sensory Needs

What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
<p>Sensory Need</p> <p>these could include, but are not limited to:</p> <p>Appearing withdrawn due to hyper or hypo stimulation.</p> <p>Repetitive in their language and actions.</p> <p>Avoids textures such as messy play.</p> <p>Sensitive to touch or sounds.</p> <p>Respond positively to pressure such as weighted blankets.</p> <p>Pica related activities.</p>	<p>Sensory seeking behaviours can also be part of other needs, and you may need to use strategies from both this sections and other sections to meet the child or young person's need.</p> <ul style="list-style-type: none"> Complete a sensory environment audit. Consider parts of the environment that may be anxiety causing for some students such as dinner hall/corridors. Adaptations are made to ease anxiety. Complete a sensory assessment checklist for relevant sensory needs collaborate with parents and carers to assess sensory needs. Sensory reduction planning. Ensure that where appropriate children and young people are asked for their views on barriers. Use of sensory circuits. Sensory breaks. Refer to optician or audiologist. Consider transition arrangements to avoid over stimulation. 	<p>Resources (beaconhouse.org.uk)</p> <p>Amazon.co.uk: Jane Horwood: books, biography, latest update (Sensory circuits programme)</p> <p>Top 12 tips for a sensory smart classroom (midlandsot.co.uk)</p> <p>10 Sensory principles - NHS North Yorkshire CCG</p> <p>What is a sensory diet? - Autism Awareness (autismawarenesscentre.com)</p>

What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
<p>Periods of 'sensory overload' when they are being overstimulated.</p> <p>Self soothing through rocking or head banging.</p>	<ul style="list-style-type: none"> Remember that tiredness or illness can mean that children and young people may be more sensitive to sensory changes in their environment and respond in new or different ways. <p>Over responding to tactile input (sense of touch)</p> <ul style="list-style-type: none"> Some children will feel able to engage with 'messy' tasks if offered tools, gloves or hand wipes. Consider placement in group situations (may be knocked or bumped). Offer a carpet square or rug at carpet time. When lining up, the child is at the head or tail of the line. Have a designated peg near the edge of the cloakroom. Parents may wish to consider sensory 'compression' undergarments which can be helpful for some touch-sensitive children. (Please seek occupational therapy advice before purchasing). Companies such as Jettproof and Sensory Smart Clothing sell specialist seam-free socks and undergarments (Tesco sell label free clothes and undergarments). <p>Under responding to tactile input (sense of touch)</p> <ul style="list-style-type: none"> Ensure ALL staff are aware that a child needs to be checked over after a fall or bump in school (NB: children/young people with sensory needs have been known to break bones and not react!). Offer tactile fidgets during focused times (if this supports listening and learning). 	<p>stocktoninformationdirectory.org/article/12739/Sunflower-Sensory-Service (Parents and schools sensory training)</p> <p>IDDSI framework – food textures classification</p> <p>IDDSI - IDDSI Framework</p> <p>autism.org.uk</p> <p>thesensoryprojects.co.uk</p> <p>arfidawarenessuk.org/what-is-arfid</p> <p>autism.org.uk/advice-and-guidance/professional-practice/yoga-schools</p> <p>SEND sensory and physical needs North Yorkshire Council</p>

What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> Prompts to wear coat when cold or to remove jumper when hot. Use weighted lap pads, shoulder snakes, items in a backpack or in pockets of coat (be aware of too much weight) Consider building in carrying activities to meet sensory pressure and movement needs for example, carrying books and giving them out. <p>Differences processing taste and smell</p> <ul style="list-style-type: none"> Offer scented putty, pencils, rubbers and similar. Give the child a safe item with a smell they like to help mask poorly tolerated smells, this could be an item from home. Children with limited diets need lots of opportunities to interact with new food without any pressure to taste it. Use the other senses to explore new foods, (starting with food items they already eat). Use of Chewelry/ blowing games/ bubble blowing, regular crunchy snacks. Offer social snack times to try new foods. Provide alternative eating spaces for children and young people where appropriate. <p>Over responding to visual input</p> <ul style="list-style-type: none"> Visual breaks (in a dark den, plain space or outside) Light-diffusing fabric over harsh lighting Tinted glasses for indoors (happy eyeglasses for visual stress) 	

What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> • Sunglasses or a peaked cap for outdoors • Privacy board for focused play activities • Ensure lighting is positioned well so as not to glare on books, paper etc. (See VI section) <p>Under responding to visual input</p> <ul style="list-style-type: none"> • Keep flat surface for accessing learning, clear so there is less visual information to process. • Use contrasting colours to gain visual attention. • Look for toys and activities which provide lots of visual feedback (glitter wands, marble run) <p>Over responding to auditory input</p> <ul style="list-style-type: none"> • Pre-warn re: sudden loud sounds when this is possible (fire alarm testing). Plan and practise evacuation procedures with children and young people. Provide visual routine to support where appropriate. • Reduce expectations for crowded, busy areas - full group, lunchtime. Alternative arrangements for assembly where needed. • Use something to muffle sound (ear defenders; noise-filtering ear plugs; headphone or hat). Ensure that ear defenders are only used when absolutely needed and the student has time in the day without them. • Have quiet time built into the day to avoid a build-up of stress. • Play calming music when accessing the provision to drown out background noise such as talking, adults and peers moving around etc. 	

What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> • Consider any quiet background noises which may affect auditory sensitive pupils and plan for them accordingly. <p>Under responding to auditory input</p> <ul style="list-style-type: none"> • Gain a child or young person's attention before giving instructions. • Offer opportunities for singing or music. • Offer different tones, pitches, and frequency of sound. • Use key words. • Support communication with visuals if required. <p>Differences processing proprioception (joints and muscles) Children with reduced proprioception need to complete regular exercises which fire up their muscles and joints. This could be:</p> <ul style="list-style-type: none"> • Yoga poses. • Isometric and body-weight exercises (plank, bridging). • Playdough (pound heavily and use an extruder). • Squeeze water from sponges in water tray. • Climbing frames. • Carrying, pushing and pulling games. • Grip / hand-strength exercise resources. • Climbing elements of Trim-trail. • 'Hang tough' from wall bars. 	

What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<ul style="list-style-type: none"> • Gardening tasks (digging, weeding and similar) . • Chores which involve carrying or resistance (sweeping up, helping to move chairs, tables and similar). • Hardwearing chew products. • Remind Children and young people to drink regularly as they may not realise, they need to – use of visuals or wobble watches. • Ensure the table and chair are the correct height for the student. Hips, ankles and knees should be at approximately 90-degree angles and the table at elbow height. • Provide sit and move cushions for when children are using chairs. • Be aware they may need reminders to go to the toilet and may need extra support with personal hygiene needs. • Consider letting them go into large spaces first to reference the boundaries for example: PE hall, feel around the edges, feel the walls. • Use TheraBand's on chair legs to give pressure and feedback when sitting or consider use of tennis balls to provide feedback instead of swinging on a chair. • Activities such as crawling (animal walks, obstacle course), tummy time or a scooter board can help develop these. Complete activities 'little and often'. <p>Note: choose activities suitable for child's age and fitness level.</p>	

What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
	<p>Over responding to vestibular input (balance)</p> <ul style="list-style-type: none"> • Respect that child's fear around height is real and set realistic expectations for them. • Practice movement skills at floor level (practice balancing on a painted line on the playground not a balance beam). • May need to practice a basic movement again and again in order to feel comfortable with it. <p>Under responding to vestibular input (balance)</p> <ul style="list-style-type: none"> • Ensure frequent movement opportunities and outdoor provision. • Play ring games and parachute games for children who seek spinning movements. • Slides and swings provide calming movement opportunities. Generally, movement in a straight line is calming and rotational movement is alerting. • Proprioceptive exercises will also be helpful if a child or young person becomes hyper alert with movement. • Activities such as crawling (animal walks, obstacle course), scooter board, trampoline and ride on equipment will all provide this sensory input. • Support to slow down and walk instead of run, so moving slowly games, Simon says or sleeping lions 	

Medical Needs

What does it look like?	Strategies/Recommendations/What could you do?	Resources/links to support
<p>Medical need including:</p> <ul style="list-style-type: none"> • Epilepsy • Diabetes and other metabolic disorders • Asthma • Severe allergies • Other long-term conditions • Congenital conditions • Children or young people with cancer • Genetic disorders • Significant visual impairment • Hearing loss • Personal care or incontinence needs. • Regular medication for a condition 	<p>Guidance</p> <ul style="list-style-type: none"> • An Individual Healthcare Plan (IHP) should be produced through collaboration between the child or young person and their family, the educational organisation and health professionals. • A healthcare plan must be signed by the appropriate health professional. • Reasonable adjustments should be made in line with the Equality Act 2010. • Clear and robust communication with any external agencies providing support is vital. • Individual risk assessments to be in place, where appropriate, and used to inform both daily practice and educational visits out of school grounds. • Ensure that staff have training to support meeting the medical needs of the children/young people. There is planned approach to CPD for medical needs that is responsive to needs and updated annually. This should also be part of the new staff induction so that all staff are aware. • Ensure that any medical needs are communicated to supply staff. • Awareness of peers – correct language, health and safety, understanding and compassion, and similar. • Ensure flexibility of approaches within school, person-centred listening to the voice of the child particularly when supporting children with anxiety led needs. • Consider and discuss the push and pull factors – what supports their resilience in school and what factors work against this. 	<p>Supporting pupils at school with medical conditions (publishing.service.gov.uk)</p>

Individual condition	Main points and concerns	Source of guidance
General advice	<ul style="list-style-type: none"> • Some provision for rest, or sleep, or learning delivered in shorter sessions. • There should be a designated first aid room/area. • Support equipment for example, lockable medicine cabinets, first aid bags, fridges. • Staff medical training for example, EpiPen training, NG Tube training • A flexible lateness or absence policy may be needed to accommodate medical appointments. 	<p>Supporting pupils at school with medical conditions (publishing.service.gov.uk)</p>
Epilepsy	<ul style="list-style-type: none"> • The IHP should describe the seizures, how their condition is best managed, and the impact it has on their learning and behaviour, including any anti-seizure medication side effects. A clear emergency protocol must also be included, including when an ambulance should be called. • Training is available from Epilepsy Action. • Some absence seizures mean that a child misses parts of a lesson, despite seeming conscious throughout; they may need help catching up. • Some seizures may cause tiredness, or problems with memory and concentration. 	<p>Young Epilepsy Homepage Home - Epilepsy Action School, education and epilepsy Epilepsy Society</p>
Diabetes	<ul style="list-style-type: none"> • Diabetes may cause problems with attention, memory, perception and processing speed. • Children/young people will likely need to test their blood sugar before meals, before sport and other times, including if they feel unwell. • They may have an insulin pump or need to inject insulin; insulin for use should be stored at room temperature, with spare insulin stored in the fridge. 	<p>Looking after a child with diabetes in school Diabetes UK yorkhospitals.nhs.uk/secmsfile/?id=7457</p>

Individual condition	Main points and concerns	Source of guidance
	<ul style="list-style-type: none"> • A private space to both test their blood sugar and inject insulin; this should not be done in a bathroom. They may need help. • The IHP (Individual Healthcare Plan) should detail what insulin is needed and how it is administered, plus what symptoms or signs to look out for when blood sugar is too high or too low and how to treat it. It should also include practicalities around meals, physical activity and residential trips. • Ensure that supplies for managing diabetes are well stocked. • Diabetes UK produce a free schools pack. 	York and Scarborough Teaching Hospitals NHS Foundation Trust - Diabetes Services York
Asthma	<ul style="list-style-type: none"> • Each school should have an up-to-date asthma or medical conditions policy. • Immediate access to their inhalers ideally in the classroom. It is the school's responsibility to make sure staff know where the inhalers are kept. • In an asthma attack the inhaler should always be taken to the child. • Schools should ensure they have at least one emergency asthma inhaler kit available. • Early years settings and primary schools: Children may require support to manage their asthma in school. • Secondary school: The student will be largely independent but may require intermittent support. • The school will maintain a register of children and young people with asthma. • Staff will have access to appropriate training, including inhaler use and annual updates. 	Asthma friendly schools - Transformation Partners in Health and Care Asthma in schools - Beat Asthma Asthma at school and nursery Asthma + Lung UK (asthmaandlung.org.uk)

Individual condition	Main points and concerns	Source of guidance
Allergies and severe allergies	<ul style="list-style-type: none"> • Whole school allergy awareness approach • Ensure changes to menus or food substitutions meet any special dietary needs and allergen ingredients are identifiable. • All primary and secondary schools can buy adrenaline auto-injectors from a pharmacy, without a prescription, for use in an emergency. • Develop and implement clear and concise allergy policies that outline procedures for managing allergies within the school premises. Ensure these policies are communicated effectively to all staff, parents, pupils and caterers. • Medication should be in-date and easily accessible. Pupils, if old enough, should carry 2 adrenaline auto-injectors with them at all times. Teachers should be trained in how to use and administer auto-injectors (AAIs) and Neffy/EURneffy (Adrenaline Nasal Sprays). 	Allergies at School Allergy UK National Charity Policy for Allergy at School Allergy UK National Charity Allergy guidance for schools - GOV.UK (www.gov.uk) Allergy information for schools Anaphylaxis UK Allergy Management in Secondary Schools Anaphylaxis - NHS Home - BSACI
Cardiac conditions	<ul style="list-style-type: none"> • More easily breathless, tired, or more susceptible to infections. • Heart conditions may mean children are restricted in the type of physical activity they can undertake – this is dependent on the individual child and condition. • More susceptible to cold weather, becoming more tired and breathless. • Cardiac medications are varied, and a note should be made of the type of medication, effects and side-effects, including blood thinning (anti-coagulants) or needing to go to the bathroom more frequently (diuretics). • Operations may be necessary, requiring post-operative rest, tiredness or poor concentration in addition to the main physical recovery. 	Children's Heart Federation Information for Teachers (chfed.org.uk) How-to-write-an-individual-Health-Care-Plan-IHP.pdf (chfed.org.uk)

Individual condition	Main points and concerns	Source of guidance
Cystic fibrosis	<ul style="list-style-type: none"> • More susceptible to infection and can become very unwell; good hand hygiene, sanitising gels and open windows can help. • Plastic toys which squirt water can contain mouldy water, so should be avoided. • Medication may be needed when eating – the child’s dietician can advise. • Free schools’ packs are available. (See links) • May need physiotherapy, suncream applying and extra snacks. 	<p>Cystic fibrosis information for teachers</p> <p>CF8453_Schools_Pack_Book_Sep2023_WEB.pdf (cysticfibrosis.org.uk)</p>
Other genetic or rare conditions	<p>Most Common genetic conditions</p> <ul style="list-style-type: none"> • Down’s Syndrome: <ul style="list-style-type: none"> • Medical needs in Down’s Syndrome vary enormously. • Children or young people usually need more time to process information and more practice to learn a skill. • A variety of teaching methods may be needed. • Angelman Syndrome <ul style="list-style-type: none"> • Symptoms include sleeping problems, lack of speech and developmental delay. • Adjustments will be very tailored to the needs of the individual child. • Prader-Willi Syndrome • Williams Syndrome • Rett Syndrome <p>Specific advice to be gathered from healthcare professionals and communicated with all staff and peers including supply.</p>	<p>Genetic disorders The Good Schools Guide</p>

Individual condition	Main points and concerns	Source of guidance
Physical disability (including cerebral palsy, spina bifida, or hydrocephalus)	<ul style="list-style-type: none"> • There is a huge array of conditions which result in physical disability and each individual’s needs should be considered. • Consider the accessibility of the building for example, ramps, accessible toilets, wider doors, lifts or stairs and changing places. • Put yellow tape on steps to define the edges. • Use support padding on posts within the indoor or outdoor environment. • Equipment for example, walkers, standing frames or chairs must be accessible and checked by health professionals periodically. • PE can be altered to be inclusive, including alternative equipment and asking the child or their physiotherapist how they could be involved. 	<p>FAQs about physical disability and educational settings - Shine (shinecharity.org.uk)</p> <p>Disability rights: Education - GOV.UK (www.gov.uk)</p> <p>pdnet-Standards-for-Post-16.pdf</p>
Personal care and/or continence needs	<ul style="list-style-type: none"> • Remain well hydrated. • Bathrooms should be clean and well-stocked. • Schools should be aware that continence problems can result in significant stigma, poor self-image and behavioural or psychological problems. 	<p>Managing-Continence-Problems-in-Schools-2019-.pdf (bbuk.org.uk)</p>
General handling of medicines	<ul style="list-style-type: none"> • Robust procedures should be in place for the storage and administration of medicines. • Sufficient staff should have training in different medicines. • Different medicines will require different training and schools should have access to training on the medication being used within the school. 	<p>Supporting pupils with medical conditions at school (www.gov.uk)</p>

Individual condition	Main points and concerns	Source of guidance
Where more education is moved to home	<ul style="list-style-type: none"> • Regular home setting contact when/if child/ young person is not in setting to maintain 'sense of belonging' when or if the child or young person is with peers and setting community. • Use of technology where appropriate to include children in the classroom whilst at home. • Consider strategies that will support the learner at home as well as at school. • Maintain good communication with the family and pupil during the return to school – for example, supporting the completion of school work at home and sharing feedback on the work. 	



Appendices

1. Teacher Standards
2. Glossary
3. References
4. Additional Links and Resources

Appendix 1: Teacher Standards

1. Set high expectations which inspire, motivate and challenge pupils.

- 1a. establish a safe and stimulating environment for pupils, rooted in mutual respect.
- 1b. set goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions.
- 1c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils.

- 2a. be accountable for pupils' attainment, progress, and outcomes.
- 2b. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- 2c. guide pupils to reflect on the progress they have made and their emerging needs.
- 2d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- 2e. encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge.

- 3a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster, and maintain pupils' interest in the subject, and address misunderstandings.
- 3b. demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- 3c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject.
- 3d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- 3e. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons.

- 4a. impart knowledge and develop understanding through effective use of lesson time.
- 4b. promote a love of learning and children's intellectual curiosity.
- 4c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- 4d. reflect systematically on the effectiveness of lessons and approaches to teaching.
- 4e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils.

- 5a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- 5b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- 5c. demonstrate an awareness of the physical, social, and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- 5d. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment.

- 6a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- 6b. make use of formative and summative assessment to secure pupils' progress.
- 6c. use relevant data to monitor progress, set targets, and plan subsequent lessons.
- 6d. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment.

- 7a. have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- 7b. have high expectations of behaviour and establish a toolkit for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly.
- 7c. manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them.
- 7d. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities.

- 8a. make a positive contribution to the wider life and ethos of the school.
- 8b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- 8c. deploy support staff effectively.
- 8d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- 8e. communicate effectively with parents with regard to pupils' achievements and well-being.

Appendix 2: Glossary

ACEs	Adverse Childhood Experiences
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AET	Autism Education Trust
C and L	Cognition and Learning
CAMHS	Child and Adolescent Mental Health Service
CPD	Continuing professional development.
DfE	Department for Education
DLD	Developmental Language Disorder
EHA	Early Help Assessment
EHCP	Education Health and Care Plan
EHE	Elective Home Education
EP	Educational Psychologist
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.

HHTS	Hospital and Home Tuition Service
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
HQT	High quality inclusive teaching for all children and young people including differentiation and formative assessment.
IPF	Inclusive Practice Toolkit
LA	Local Authority.
Local Offer	Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.
MLD	Moderate Learning Difficulty
NYC	North Yorkshire Council
OT	Occupational Therapy
PACES	Positive and Adverse Childhood Experiences
PBS	Positive Behaviour Support Plan
PEP	Personal Education Plans
PMLD	Profound and Multiple Learning Difficulties

SALT	Speech and language therapy
SEMH	Social, emotional and mental health needs.
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs and Disability Coordinator
SEN CoP	Special educational needs and disability code of practice: 0 to 25 years
SENDIASS	Special Educational Needs and Disability Information Advice Support Service
SLCN	Speech, Language, Communication Needs
SLD	Severe Learning Difficulties
SaLT	Speech and Language Therapist
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
VI	Vision Impairment

Appendix 3: References

Area SEND inspection framework	Area SEND inspections: framework and handbook - GOV.UK (www.gov.uk)
Children and Families Act	Children and Families Act 2014 (legislation.gov.uk) Department for Education (publishing.service.gov.uk)
Disability Discrimination Act Please note: Despite the DDA being repealed by the Equality Act 2010 these guides are still useful)	Disability Discrimination Act 2005 A law to help disabled people (publishing.service.gov.uk) Disability rights: Overview - GOV.UK (www.gov.uk) The law on disability discrimination - Disability discrimination - Acas
Equality Act	Equality Act 2010: guidance - GOV.UK (www.gov.uk)
Joint commissioning statement	Joint strategic needs assessment North Yorkshire Partnerships (nypartnerships.org.uk)
Keeping children safe in education	Keeping children safe in education - GOV.UK (www.gov.uk)
Local Area SEND strategy	Local area SEND strategy 2023 to 2026 North Yorkshire Council
Local Offer	SEND Local Offer North Yorkshire Council
OFSTED EIF	Education inspection framework (EIF) - GOV.UK (www.gov.uk)
SEND and AP improvement	SEND and alternative provision improvement plan - GOV.UK (www.gov.uk)

SEND Code of Practice	SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
Special Education in Mainstream Schools	Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)
Teachers Standards	Teachers' standards - GOV.UK (www.gov.uk)
United Conventions – The rights of the Child	The Convention on the Rights of the Child: The children's version UNICEF Convention on the Rights of the Child UNICEF
Working Together to improve school attendance	Working together to improve school attendance - GOV.UK (www.gov.uk)



Appendix 4 - Other Useful Links and Resources

Title	Resource
Autism Education Trust	www.autismeducationtrust.org.uk
Autism Level Up	A range of support for children and young people with Autism Autism Level UP!
Ability Net	www.abilitynet.org.uk A service that helps disabled people succeed at work, at home and in education
Action for Happiness	Happier Kinder Together Action for Happiness
ADHD Foundation	Supports children and families affected by ADHD and related conditions. www.adhdfoundation.org.uk/
Anna Freud	Mentally Healthy Schools Anna Freud Whole-school approach audit tool : Mentally Healthy Schools Anna Freud Anna Freud
Anxiety Support tools	Free Anxiety Tools and Resources www.anxietyhelpbox.com – Worksheets, booklets, advice sheets, assessment templates and checklists, story books, videos, guides and workbooks downloads
Anxiety	Resources & Downloads (greatmindstogether.co.uk)
Autism Understood – a website about Autism and for Autistic Young People	Autism Understood
Beacon School Podcasts	a range of SEMH Resources School Behaviour Secrets Podcast (beaconschoolsupport.co.uk)

Bereavement Support	Schools and Professionals. - Rainbows Bereavement Support GB (rainbowsgb.org) Winston's Wish - giving hope to grieving children (winstonswish.org) Mini Marketplace - The Go-To (thegoto.org.uk) Childhood trauma, the brain and the social world - UK Trauma Council Just B
Calm Harm – an app to support urges self harm	Home - Calm Harm App (stem4.org.uk)
CAMHS (Child and Adolescent Mental Health Services)	Services provided by the NHS to support young people with mental health issues. https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/camhs-information-for-children-and-young-people/
Childline	A free, private, and confidential service where children can talk about anything they're worried about. Childline Childline
Citizens Advice	Citizens Advice
Communication resources to support refugees	Helping Refugees Communicate Widgit
Contact	A UK charity for families with disabled children, providing support, advice, and information. https://contact.org.uk/
Coventry Grid	www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/virtualschool/processesandforms/resourcesandpublications/CoventryGrid.pdf
Dingley's Promise Training-	Resources for Practitioners - Dingley's Promise Short Courses - Dingley's Promise

EAL	www.bell-foundation.org.uk/resources/guidance/schools-and-leaders/learners-with-special-educational-needs-or-disabilities/
Early Excellence, Inspirational Learning	Early Years & KS1 Free Audits & Guides Early Excellence
Early Help and Family Hub	North Yorkshire Children & Families Service - Early Help Resources NYES Info Early Help Face book page www.facebook.com/share/p/ayevREK2so4RmL1t/
Education Endowment Foundation	educationendowmentfoundation.org.uk/
Emotion Coaching	Emotion Coaching - United Kingdom
ESLA Resources	Resources for Emotional Literacy Support Assistants - ELSA Support (elsa-support.co.uk)
Family Action	Offers practical, emotional, and financial support to families experiencing poverty, disadvantage, and social isolation across the UK. www.family-action.org.uk/
Family Lives	A national charity providing support in all aspects of family life, including SEMH needs. www.familylives.org.uk/
FEAST	www.northyorkshiretogether.co.uk/feast
Fine Motor/ Gross Motor/ Sensory Processing and Self-Regulation	The Inspired Treehouse
Go-To	thegoto.org.uk/
Grow and Learn	www.northyorks.gov.uk/children-and-families/early-education-and-childcare/grow-and-learn

Holiday Provision	NY Connect (directory of community groups, clubs, activities) Welcome to NY Connect NY Connect (northyorkshireconnect.org.uk) Short breaks for disabled children and young people North Yorkshire Council SEND Local Offer North Yorkshire Council
Helen Arkell - A guide to literacy interventions	helenarkell.org.uk/
Inclusion - Belonging in School	Inclusion – Belonging in School – a school-level resource for developing inclusive policies (cam.ac.uk)
MeeTwo	A safe and moderated app for teenagers to discuss their issues and seek support from their peers. https://www.meetwo.co.uk/
Mental Health Support Services	www.northyorks.gov.uk/healthy-living/mental-health/children-and-young-peoples-mental-health www.actionforchildren.org.uk/our-work-and-impact/children-and-families/good-mental-health/writing-for-mental-health/
MindEd	An online learning portal offering free, expert advice on children's mental health. www.minded.org.uk/
Mindful Emotion Coaching (Free recording of training)	Mindful Emotion Coaching (recording) - ACAMH
NASEN	Home page Nasen
North Yorkshire Locality Board	localityboardsnorthyorks.co.uk/
NSPCC Helpline	Provides help and support to parents, professionals, and anyone concerned about a child. Phone: 0808 800 5000 NSPCC Helpline
Occupational Therapy Tools	Occupational Therapy Tools for Pediatric OTs - The OT Toolbox
Place2Be:	A children's mental health charity providing counselling and mental health support in schools. www.place2be.org.uk/

Preparation for Adulthood	Preparing for Adulthood: All Tools & Resources - NDTi Preparing for Adulthood (PfA) - professional guidance for SEND North Yorkshire Council
PSHE	PSHE Association Charity and membership body for PSHE education
Relational Support plans guidance	review.ghll.org.uk/Guidance_for_Developing_Relational_Support_Plans.pdf
Safeguarding	NYSCP
SEN Parenting	An online community offering support and resources for parents of children with special educational needs. www.senparenting.co.uk/
Smiling Mind	Offers mindfulness and meditation programs tailored for different age groups, including children and teens. www.smilingmind.com.au/
Solihull Parenting	Togetherness: https://togetherness.co.uk/the-solihull-approach-model/
Speech and Language Toolkit	Speech and Language Therapy Toolkit CPFT NHS Trust
The Child Mind Institute	Offers articles, resources, and advice for parents on a variety of mental health issues. childmind.org/
THRIVE and Anti-Bullying	How to create an anti-bullying culture in your school or setting (thriveapproach.com)
Transition	Moving up! The transition to secondary school Anna Freud padlet.com/jvincent310/steps-school-transition-toolkit-esoec2ryf5ryxez4
Trauma	inourplace.co.uk/north-yorkshire/ Trauma Informed Schools UK KCA - Home

Triple P	Positive Parenting Program: An evidence-based parenting program that provides strategies to improve children’s behaviour. Home - Triple P UK Ltd
Turning Things Around	Turning things around Anna Freud
Whole School SEND and Teachers Handbook	Whole School SEND Home Page Whole School SEND Teacher Handbook: SEND Whole School SEND
Wide range of resources that are free for use across all age ranges for Mental Health, Drugs and Alcohol	Free social work resources & tools for direct work with children and adults (socialworkerstoolbox.com)
Young Minds:	Provides information and support for young people and their parents. youngminds.org.uk/
Your Kids Table	Powerful proprioceptive activities that calm, focus & alert yourkidstable.com/proprioceptive-activities/
Youth Support	North Yorkshire Youth Welcome to North Yorkshire Youth North Yorkshire Youth (nyy.org.uk)

If you would like this information in another language, Braille, large print, BSL video or plain text please contact:

NYSENDHubs@northyorks.gov.uk

Contact us

Online: northyorks.gov.uk/contact-us

By telephone: **0300 131 2 131** when prompted, please say 'SEND'

North Yorkshire Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

You can request this information in another language or format at
northyorks.gov.uk/accessibility