

Guidance for inclusive education and ordinarily available provision for SEND support in Birmingham

Introduction

Birmingham's ambition is to become a great place to grow up for all our children and young people. Our strategy for children and young people with special education needs and disabilities (SEND) has a strong mission: to work with all our children, young people, and young adults to support them to thrive in their early years, at school and in further education, to find employment, and lead happy, healthy, independent, and fulfilled lives.

Education professionals in Birmingham are committed to providing every child and young person with the best opportunities to learn, to achieve their full potential, and to thrive. Understanding strengths and needs, and well-planned inclusive support are crucial to secure the best outcomes for Birmingham's children and young people with SEND.

The purpose of this guidance is to support all our education settings to put in place inclusive practice that benefits every child and young person, and especially those with SEND. By setting out the expectations in this guidance, we aim to encourage consistency between all our schools and settings across Birmingham.

The guidance has been coproduced with SENCOs and has involved consultation with different SEND professionals, partners, and Head Teachers.

Who is this guidance for?

This guidance is for all class teachers, SENCOs and senior leaders who are committed to creating inclusive educational settings. The guidance can be used as reference for identifying and effectively responding to the needs of children and young people with SEND. The guidance is written with professionals in mind, but we also hope that it will help parents, carers, children, and young people to better understand our approach to providing support for children and young people with SEND who do not have an Education, Health, and Care plan (EHCP).

Ordinarily available provision refers to the activities, experiences, and strategies to remove barriers to learning for children and young people with SEND in all mainstream educational settings. This guidance outlines a wide range of approaches that are ordinarily available within the existing resource within mainstream settings for all children and young people, including those with SEND.

Ordinarily available provision will improve outcomes for all children, with or without an Education Health and Care Plan (EHCP). Children with an EHCP will also benefit from this type of provision in addition to the provision written in their plan. The guidance does not exhaustively describe every approach but indicates the type of arrangements that are typically available.

The guidance is not a checklist or auditing tool. While many settings will be able to apply most of the ideas contained within, we recognise that not all settings will be able to implement everything. This guidance provides a comprehensive but not exhaustive list of useful strategies and resources that can signpost schools or settings to ideas to meet the individual needs of children and young people.

Foundations for Thriving - for every child and young person in Birmingham.

This guidance is based in the firm foundations of:

- **Birmingham's ambition for all our babies, children, and young people:** to make Birmingham a great place to grow up.
- **Statutory requirements:** what every educational setting must do and must have in place in relation to children and young people with SEND.
- **Foundation for thriving:** the practice, learning and development framework for relationship-based practice in Birmingham.
- **Inclusive education settings:** so that every child and young person is included in the educational setting. The focus of this guidance is including every child and young person with SEND.
- **High Quality teaching:** crucial to inclusive educational settings are the high-quality interactions within the classroom to engage, motivate and challenge children and young people with SEND.
- **Graduated approach:** understanding and responding effectively to the strengths and needs of children and young people with SEND.
- **Ordinarily available provision:** the support available in all education settings that removes barriers to learning for children and young people with SEND.

Birmingham Children and Young People's Partnership: change for children and young people - [Children and Young People's Plan](#)

Birmingham's change for children and young people plan sets out the collective actions that partners will take together to achieve our bold ambition: to make Birmingham a great place to grow up for all our babies, children, and young people.

We want all our children and young people to be as healthy as possible, safe, confident, included, happy, respected and connected to meaningful opportunities so they can thrive as they prepare for adulthood. We will only achieve our ambition if we put our children and young people at the heart of everything we do. This means that coproduction with our children and young people with SEND and their families is at the heart of all our improvement work.

In Birmingham, we have also begun a journey with UNICEF UK to becoming a Child Friendly City. This means creating a city where all children and young people have a meaningful say in, and truly benefit from, the local decisions, services and spaces that shape their lives. The Child Friendly Cities & Communities UK programme is part of a global UNICEF initiative that reaches close to 30 million children in 40 countries.

As we work on the programme, we will collaborate with partners across Birmingham to protect and promote children's rights and put them into practice.

Statutory requirements: Children and Families Act 2014 and SEN and Disability Code of Practice 2015

National legislation sets out that schools must “have regard” to the Children and Families Act 2014 and SEN and Disability Code of Practice 2015.

This means that education settings should carry out what is set out in this legislation and guidance, or explain why they have not done so, and what alternative action has been taken. The legislation is underpinned by the principle that where a parent of a child with SEND, or a young person with SEND, wants a place in a mainstream setting, this must not be denied on the basis that mainstream education is unsuitable, or that their needs or disabilities are too great or complex.

Mainstream schools must ensure that children or young people with SEN engage in the activities of the school together with children or young people who do not have special educational needs (section 35 of the Children and Families Act 2014).

Birmingham have co-produced their SEND Strategy with a wide range of partners, including children, young people and families demonstrating their response to meeting statutory requirements for SEND [Birmingham SEND Strategy](#)

[All settings must apply the key principles that underpin the SEND Code of Practice 0 to 25 years and have regard to the Equality Act 2010 guidance, throughout the Children and Young Peoples learning journey.]

Inclusive education settings

All children and young people need to feel safe, included, as healthy as possible, and happy as highlighted in the [Birmingham Inclusion Strategy](#). Educational settings play a crucial role in developing relationships, enhancing wellbeing, and creating a sense of belonging for all children and young people. In schools and settings where children achieve to their full potential and enjoy their learning, relationships are at the centre of everything they do. In these schools and settings, all staff contribute to creating a culture where every member feels valued. These are schools and settings where outcomes can improve for every child, and where children and young people can form meaningful relationships that support them to thrive in the future.

An inclusive culture is evident in everyday relationships, interactions, approaches to teaching and learning, use of language, and the routines of an educational setting. Inclusive culture is reflected in an educational setting's policies and practice and results in every member of the setting feeling welcome. Creating an inclusive education setting is the responsibility of every member of the community that makes up the setting: leaders, staff, parents, children, young people, professionals from partner agencies, and the wider community.

SECTION ONE: Expectations for all Settings

This section describes the inclusive practice that all education settings are expected to provide for all children and young people. High quality teaching is pre-requisite to any additional targeted support and should underpin all provision for children and young people and should be a key element of a graduated approach.

High quality teaching

In Birmingham, we know that high quality teaching it is crucial for all our children and young people to get the best from education settings and to thrive.

High quality teaching means the continuous process of understanding and responding to the needs of children and young people in all our education settings. Central to this is differentiated, scaffolded, and personalised approaches to teaching and learning that meet the individual needs of children and young people including those with SEND. Our children and young people with SEND have the greatest need for high quality teaching and for provision that supports their learning and enjoyment in our schools and settings.

To be effective, high quality teaching must be embedded in all subject areas, across all phases of education, by education professionals in all our schools and settings. This means that teaching and learning are modified and adapted to remove the barriers to learning so that children and young people with SEND can connect with the full curriculum. All educational settings are expected to monitor and evaluate the quality of teaching and the progress made by children and young people including those with SEND, and the outcomes of monitoring and evaluation will inform the continuing professional development for teachers.

High quality teaching, putting the voice of children and young people at the heart of everything we do, and developing strong partnership with families are crucial to our goal of creating an inclusive city. If we achieve our goal, every learner will be able to connect to meaningful opportunities, to learn and achieve within Birmingham's education settings.

Graduated approach.



The graduated approach is a model of action in response to the continuum of needs for children and young people with SEND. The graduated approach is used by education settings and professionals from partner agencies in collaboration with children, young people, families, and describes a cycle of understanding needs, planning, doing, and reviewing progress. All children and young people learn differently, and an approach to support that works for one child may not help another. By this approach, a child or young person with SEND can be assessed and appropriate actions can be planned as part of an ongoing cycle.

HQT and a graduated approach are the foundations for identification and understanding of the needs of children and young people as well as for the appropriate provision to meet these needs. Alongside these are further expectations for inclusive practice and adaptations that are integral to high quality teaching and will be key to removing barriers to learning for children and young people with SEND, as well as benefitting all children and young people in any classroom. The table below outlines these and offers strategies to support schools in implementing them; these are not exhaustive and may look different in different settings.

Co-produced and family centered

Expectations:

Children and Young People will Play an active part in strategies used to help them safe, achieving, included, confident and healthy (as possible).
Schools and services work in partnership with parents/carers to understand needs of child, plan and review support strategies.

Strategies & Resources:

- Strengths based approach.
- Capturing Children and Young People voice.
- Person centred approaches.
- Two-way communication.
- Parent friendly, clear and accessible guidance considering the needs of the community.
- Person centred tools.
- Be Empowered workshops.

High Quality Teaching and Learning

Expectations:

Schools have a staff development plan which focuses on the development of High Quality Teaching across the school.
Teachers understand the range of needs within their classes.
Children and Young People can be taught in a way that they can learn based on a robust assessment of need.
All pupils will access a curriculum that enables them to make at least expected progress.

Strategies & Resources:

- Link to appraisal process (pupil progress target)
- Learning walks
- Audit of pupil needs
- Pupil Profile
- Visual Timetables
- Now and Next boards
- Designated resources – see specific areas of SEND in Section two

Graduated approach

Expectations:

Assessments and reviews are an integral part of planning and teaching, with regular review to ensure that support is matched to need and sufficient progress is being made.

The views of the child, Young Person and family and Pupils' strengths and barriers to learning are clearly identified during the assessment and are used to inform planning and interventions.

Consideration is given for individual CYP's unique journey.

Strategies & Resources:

- A wide range of assessment strategies and tools are used to ensure a thorough understanding of CYP.
- Case studies may be used to demonstrate holistic progress.
- Have easy access to information about the child and young person's learning and additional needs, for example: planning documents, pupil profiles, learning plans, data systems.
- Include a child or young person's individual targets into their teaching and adapt their marking policies to take account of individual pupil need.
- Give pupils regular opportunities to evaluate their own performance.
- The Birmingham SEND Specialist Services have brought together information on several assessments which may be useful for schools that need to further investigate a child's strengths and difficulties to identify potential special educational needs – see Section Three.

Leadership and Management: creating an inclusive culture

Expectations:

Leadership will promote and ensure an inclusive ethos, through the development and implementation and ongoing review of policies and procedures. The Governing are aware of the whole school approach to SEND and are supportive of the SLT across the school.

Strategies & Resources:

- SEND Governors involved in Quality Assurance activities in order to provide challenge to the leadership team.
- Leadership SEND training, including for Governors.
- SEND Review
- SEND to be on agenda of all staff meetings.
- SEND reflected, co-produced and reflected in all policies.

Creating an Enabling Learning Environment

Expectations:

A planned approach to a flexible whole school environment based on assessment of the cohort of need.
A structured and supportive routine is provided for all children and young people.

Strategies & Resources:

- Environmental audit including Communication Friendly, Sensory Processing etc.
- Identified safe spaces for Children and Young People

Supporting transition across whole life course

Expectations:

Schools will have ongoing robust processes that support the successful transition and transfer for pupils with SEND, including liaison and involvement of Children and Young People & Families and other settings.

Strategies & Resources:

- City-wide transition days
- Reference to transition frameworks
- Local Offer transition frameworks

Staff Training

Expectations:

All staff understand how to make a positive contribution to Children and Young People to enable them to feel safe, achieve, be included, confident and as healthy (as possible).

All staff take part in ongoing professional development around SEND across their school.

SEND is an integral part of the training offer to Early Career Teachers.

Strategies & Resources:

- Audit of staff needs in relation to knowledge and understanding around a range of SEND.
- Staff are able to access support and guidance from the SENCo in school.
- Support from other SENCos within the consortia through the Local SENCo Consortia leads.
- The SEND Advisory and Educational Psychology Services offer training packages for schools based on identified needs.

Coordinated partnership working

Expectations:

Schools and settings will consider the whole child and have provision in place to meet both the educational and pastoral needs of children and young people.

Strategies & Resources:

- Early Help
- Safeguarding tools
- Following LA Attendance procedures
- SLT attendance at Multi Agency Planning meetings

Equality & Diversity

Expectations:

School will have an inclusive ethos, through the development and implementation and ongoing review of policies and procedures related to Education & Development.

Strategies & Resources:

- Accessibility planning <https://pdnet.org.uk/accessibility-toolkit/>
- Adherence to the 2010 Equalities Act – Part 6 Education <https://www.legislation.gov.uk/ukpga/2010/15/part/6>
- [Birmingham Children's Trust Homepage \(birminghamchildrenstrust.co.uk\)](http://birminghamchildrenstrust.co.uk)

Additional Needs

Expectations:

Schools and settings will have knowledge and understanding of how to identify and make provision for additional needs, that may not be SEND.

Strategies & Resources:

- Understanding the differences between additional needs and other needs such as social care needs.
- EAL Language proficiency levels to support planning.
- PSS EAL Quick read leaflets – a set of leaflets aimed to provide a quick overview on a topic or support strategy to support teaching EAL in the mainstream classroom [EAL Quick Reads – Access to Education \(birmingham.gov.uk\)](http://birmingham.gov.uk)
- Bell Foundation EAL Programme – a range of CPD and free resources to support EAL learners in the mainstream school. [EAL Programme - The Bell Foundation \(bell-foundation.org.uk\)](http://bell-foundation.org.uk)
- PSS EAL Toolkit which includes an Induction Pack, Assessment Pack, Vocabulary Pack, Assessment Exemplification Materials, High-Quality Teaching and Learning Ideas for EAL learners and Individual Language Plan (ILP) Creators. [EAL Toolkit – Access to Education \(birmingham.gov.uk\)](http://birmingham.gov.uk)

Section Two: Support for the four broad areas of need

We have separated this section by the four areas of need set out in the SEND Code of Practice (2015) i.e.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Many learners may have needs across more than one category and certain conditions may not fall neatly into one area of need. When reviewing and managing special educational provision the four broad areas of need may be helpful as a guide to ensure you can provide support across these areas.

Communication and Interaction:

SEND Code of Practice (2015):

‘Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.’ 6.28

‘Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.’ 6.29

The following ordinarily available provision is in addition to High Quality Teaching in the classroom and to the Generic Expectations set out in Section Two. This section has been split into Speech, Language and Communication needs (SLCN) and Autism/Social Communication differences.

Speech, Language and Communication needs (SLCN)

Assessment of the Level of Need	Planning
In addition to ensuring the pupil is part of normal classroom assessments SENDCO and class teacher should complete more specific assessments and observations to clarify SLCN as the primary area of need and the exact nature of the difficulty including: • EYFS profile, Birmingham SEN Toolkits and checklists as a system of identification and monitoring. • Use of other screening/assessment tools such as Welcomm, Speech/Language Link (Primary), Communication Trust Progression Tools. • Actively monitor behaviour as an indicator of SLCN. SENDCO and class teacher should be involved in more specific assessments and observations to clarify SLCN as the primary area of need and the nature of the difficulty.	Teaching plans clearly show attention paid to position in the classroom, acoustics, and adult use of language following the communication friendly classroom model. Whole class planning shows opportunities for language-based activities. Flexible pupil groupings: positive peer speech and language models ensuring systematic inclusion of speaking and listening activities relevant to the lesson and based on good practice. Communication-supportive strategies are used throughout the school, e.g., pupils are given opportunities to talk, staff model good talking for learning in the classroom, questions are used to support talking and thinking, and talk time is given to pupils Visual support strategy(ies) used throughout the school, e.g., use of visual timetables, talking frames, signs and symbols. Groupings reflect ability with modifications made to ensure curriculum access. Opportunity for planned small group activity focusing on language and communication within classroom activities. Opportunities for time limited small group/individual work based on identified need with a focus on language development. All staff are aware of the importance of communication for learning, literacy, behaviour and social interaction.

School to consider whether other professionals need to be involved e.g. PSS, Speech and Language Link Therapist for the school.	Key members of staff undertake professional development activities focussing on communication and pass these skills on to other staff members. Staff implement a range of classroom strategies to support communication across school, which are monitored through professional development and peer observation.
Resources and Advice	
• Mainstream School Core Universal and Targeted Offer check PSS – Access to Education (birmingham.gov.uk) • SENDCo should seek advice from professionals available such as the settings Link Speech and Language Therapist (Link SALT) and PSS teacher as part of the Balanced System Approach. • Birmingham Toolkits – Speaking and Listening – Teaching and Learning Ideas – Universal and Targeted intervention sections PSS – Access to Education (birmingham.gov.uk) • Communication Friendly Schools – speak to Link therapist and PSS for further information. • The Communication Trust ‘What Works for pupils with SLCN’ database What Works database (speechandlanguage.org.uk) General Universal Resources and Information: • Speech and Language UK: Changing young lives • Widgit Symbols (Communicate in Print) About Symbols Widgit • Makaton Home (makaton.org) • Blacksheep Press https://www.blacksheeppress.co.uk • Elklan Training for Practitioners Elklan Training Ltd • Training from PSS PSS – Access to Education (birmingham.gov.uk) • Colourful Sematic What is Colourful Semantics? - Answered - Twinkl Screening and Interventions • Wellcomm WellComm GL Assessment (gl-assessment.co.uk) • Speech Link Speech and Language Link - support for SLCN • NELI Home Nuffield Early Language Intervention (NELI) (teachneli.org) • Early TalkBoost Early Talk Boost (speechandlanguage.org.uk) • TalkBoost Talk Boost speech and language interventions • Talk for Work Talk for Work (speechandlanguage.org.uk)	

- Thinking and Talking Thinking Talking Spoken language and communication skills
 - Word Aware
 - Language for Thinking
 - Language for Behaviour and Emotions.

Identified Barrier and/or need	Provision and/or strategies:
Expressive Language: difficulty in making their ideas and needs known and understood. Presenting behaviours may include difficulty speaking in age-appropriate sentences and in recounting events. Talking may not be fluent and there may be heavy reliance on simple phrases with everyday vocabulary.	• Adults actively support pupils by modifying teacher talk and scaffolding/modelling responses. • Give the children and young people plenty of opportunities to practice talking in the classroom e.g. group work, think pair share, talking with teacher or TA. • Give young people extra time to think and formulate their responses to any questions asked. It helps to use the '10 second rule' where an adult counts silently to 10 after asking a question. If at the end of this time the young person does not respond, try once more using the same words and then following this if the child is still struggling, rephrase in simpler language. • Model the correct language back to the student when mistakes e.g. pupil: 'they is going football Saturday', adult: 'oh they are going to football on Saturday'. • Give students frames for talking and writing tasks to help them to structure and sequence their responses. • These can include narrative frames that can help map out stories or sequencing charts including key words like 'first...next'. • Provide sentence starters. • Use a range of ways of recording so that learning is not limited by the pupil's ability to write full sentences. • Also see Birmingham Toolkits – Teaching and Learning Ideas – Universal and Targeted Suggestions - Thread 2 – Grammar and Sentence Building, Thread 4 – Verbal Story Telling and Narrative and Thread 5 – Vocabulary
Receptive language: meaning that they have difficulty in understanding language.	• Check that hearing has been tested. • Check you have the young person's full attention before talking to them. This can involve saying their name or cueing them in visually.

Identified Barrier and/or need	Provision and/or strategies:
Presenting behaviours may include difficulties with following instructions, answering questions, processing verbal information, reading comprehension and following everyday conversations. Difficulty in the understanding of language for learning such as conceptual language (size, time, shape, position). These difficulties may be difficulties with listening and attention that affect task engagement and independent learning, and the CYP may appear passive or distracted.	• Adults actively support pupils by modifying teacher talk and scaffolding/modelling responses. • Consider how many information carrying words a child can manage when giving instructions. Give short instructions with everyday vocabulary, supported by visual and written cues. • Allow extra time to process what has been said and encourage their CYP to check their understanding back with a peer/adult. • Use of chunking and breaking tasks down. Provide visual prompts if necessary, including key vocabulary and visual timetables, Now and Next boards. • Think about the environment and limiting any distractions where possible. • Pre-teaching of key vocabulary – consider which tier one, two or three vocabulary is required for a task. • Employ comprehension monitoring strategies. • Also see Birmingham Toolkits – Teaching and Learning Ideas – Universal and Targeted Suggestions - Threads 3 – Listening and Understanding and Thread 5 - Vocabulary
Speech production: difficulty in articulation of specific sounds. Presenting behaviours: Speech has some immaturities or the CYP uses unusual sounds within their talking. Speech may usually be understood by familiar adults, however unfamiliar people may not be able to understand what the child/young person is saying if out of context	• Encourage the child to show you/take you if you haven't understood. • Make sure they can see how you speak. Face them and speak clearly. • Reduce background noise so you can hear the young person clearly. • Encourage the young person to slow down if their speech is becoming too fast. • Allow time for child to process and respond (10 second rule) • Introduce and rehearse a variety of language through rhymes, songs etc. • Providing an additional method of communicating e.g., use of ICT, symbol communication e.g. Makaton, PECS • Small group or individual language sessions, including language programme devised/recommended by the Link SALT

Autism / Social Communication Differences

The National Autistic Society's definition of autism is that "Autism is a lifelong developmental disability which affects how people communicate and interact with the world." CYP with autism will have differences within social understanding and communication; flexible thinking, information processing and understanding; sensory processing and integration.

The Birmingham SEND Advisory service for Autism (CAT) are a strategic partner with the Autism Education Trust (AET). AET are supported by the Department for Education and all materials and resources are underpinned by current research into good autism practice and are fully co-produced. The Autism Education Trust promote "culture change" within educational settings and aim to provide settings with knowledge, understanding and resources to enable autistic children and young people to progress and fulfil their potential.

Assessment of the Level of Need	Planning
Pupils may or may not have a diagnosis of autism made by an appropriate multi-agency diagnostic team or paediatrician. Pupils may or may not be on the autism diagnostic pathway. School will use observation tools available to the school to establish a profile of the pupil's strengths and areas for development. This will inform areas for intervention and adjustments or arrangements required for access to the curriculum for example CAT Tool, All About Me. Identification of triggers and support for emotional regulation with a related plans to support for example Sensory Ladders, CAT Sensory Profile with planning to make adjustments.	Teaching plans clearly show adjustments made for individual pupil to access the curriculum. This should include planning for additional adults supporting the pupil within the classroom with a focus of enabling the pupil to access the curriculum and/or supporting social communication. Teacher/SENCo to monitor planning of personalised interventions to support communication and interaction. Planning shows consideration to making activities both desirable and predictable for pupils, with activities that focus on increasing opportunities for successful communication. Parents and children involved in setting, monitoring and supporting their targets (AET Standard 4). A whole child approach to understanding of the individual's strengths and needs supports effective planning (AET Standard 3). Teacher/SENCo to explore communication and interaction factors in relation to individual needs with a clear profile of strengths and areas that require additional personalised support.

Use of a tool to map progress of social, communication, emotional and independent skills e.g. Autism Education Trust Progression Framework <u>Progression Framework Resource Autism Education Trust</u> Where school staff have been trained to use SCERTS, then the SCERTS observation and assessment tools can be used to identify areas of strength and need for both social communication and emotional regulation, and record progress.	Regular monitoring and reviewing of support based on progress and strategies in place so these can be adapted accordingly – this should take place termly. Flexibility of staffing available to accommodate need, especially during unstructured times such as start and end of day, breaks and lunch and trips out of setting. Staff working directly with pupils must have basic knowledge and training when working with pupils with communication and interaction needs/Autism for example AET Making Sense of Autism. School will be working strategically to develop ‘good autism practice’ using measures such as the AET Standards and Competency Frameworks with reference to the Autism Good Practice Guidance (AET Standard 7).
Resources and Advice	
• CAT Advice Inclusive High-Quality Teaching & autism https://accesstoeducation.birmingham.gov.uk/communication-autism-team • SENDCo should seek advice from professionals available such as the CAT team and Educational Psychologist. • Supporting pupils with social communication differences using SCERTS – training available from the Education Psychology team. • AET Training and CAT Additional Modules https://accesstoeducation.birmingham.gov.uk/communication-autism-team • AET Autism Suite of Resources: <u>The Autism Resource Suite Autism Education Trust</u> • AET Progression Framework • AET Standards • AET Competencies • Engagement model The engagement model - GOV.UK (www.gov.uk) • Ambitious About Autism “Know Your Normal” Your Know Your Normal toolkit Ambitious about Autism • Communication Matters Home - Communication Matters • Autism Matters Autism Matters - Home • Autism West Midlands Autism West Midlands Supporting the Autistic Community	

Identified Barrier and/or need	Provision and/or strategies:
Pupils will have communication and interaction needs that will affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life.	• Activities planned with emphasis on concrete, experiential and consistent visual supports. • Emphasis on using and applying and generalisation of skills. • Adult use of language adapted/reduced complemented by visual supports to promote full understanding. • An adapted curriculum with modifications that include a focus on developing expressive and or receptive communication skills and reduce anxiety. • Focused activities to promote progress with listening and attention skills including the use of visual supports built in to the CYP's daily learning programme. • Pre-teaching of new vocabulary. • Understanding checked at key points by an adult or peer. • Planning to enable the CYP to make verbal contributions within lessons. • Peer support systems which provide mutual respect as well as supporting understanding. • A variety of methods enable the CYP to develop an understanding of vocabulary related to new topics to include the use of digital media, real life experience, community visitors and trips and visits. • Flexible groupings which include positive peer models with input and oversight from class teacher/ additional adults. • Multi-sensory learning opportunities. • Use of Social Stories™ or Comic Strip Conversations™ to support understanding of engagement, listening and turn taking. • Planning will include adaptations such as rest breaks and additional time for information processing needs. • Opportunities for small group support focused on developing communication and interaction skills, which supports flexibility, information processing and managing sensory needs and or the environment. • The explicit teaching of language within social relationships linked to real situations to promote the building of social relationships. • Where appropriate, adaptations are made to the environment to facilitate effective communication and interaction (AET Standard 12) • The use of choice boards, writing frames, story boards, cue cards or sequencing cards to facilitate communication.

Identified Barrier and/or need	Provision and/or strategies:
	• Clear strategies to enable the CYP to organise their information through the use of, for example, task boards, sequence strips, visual timetables, word banks, sticky notes, digital recording equipment, apps. • Use of literal language with any use of colloquial language, inference or figures of speech explained. • Whole-staff knowledge of One Page Profile in place for individual pupils, detailing the CYP strengths and used by all staff, developed with the CYP and their parent carer(s) (AET Standard 3)
The CYP with an autism diagnosis and or communication and interaction differences is likely to have an effect on information processing and understanding resulting in impact on the acquisition, retention and generalisation of skills.	• Clear and consistent classroom routines, illustrated with a visual timetable. • Any changes to routine and staffing are minimised. • Prepare in advance for any changes in routine and for transition points. • Support at key transitions - this could be throughout the day or at key transition points. • Use of objects of reference to communicate transition time, expectations and to reinforce the daily schedule. • Provision includes extra time to process receptive language. • Clear structure is introduced to free play/ learning activities/tasks (Now and Next, adult guided activities, choice board). • Use task boards and visual timers to develop independence. • Task board with instructions/expectations broken down. • Provision of an individual workstation for focused tasks. • A systematic approach to provide routine approaches to tasks that increase engagement in learning activities and reduce anxiety around work completion e.g. Work Trays. • Use of graphic organisers are provided for example subject-related writing frames, mind maps, checklists and reduce and simplify language to small, manageable chunks. • Use of interests to garner attention to a less interesting or non-preferred activity and embed preferred activities as naturally as possible. • Choice offered between which learning task to complete or how to complete it to support motivation e.g., a choice board. • Programmes to consist of small achievable steps. • Where appropriate CYP and parent carers to be involved in decision making regarding strategies

Identified Barrier and/or need	Provision and/or strategies:
Differences with aspects of executive function and may include response inhibition, planning and prioritising, mental flexibility, working memory, emotional control, task initiation, self-monitoring and organisation.	• Pre-warning when a task is ending. • Regular and planned movement breaks. • Repetition and overlearning of key concepts. • Use of an emotion scale to turn emotions into more concrete concepts for example the 5 Point Scale. • Identified member of staff providing additional support. • Use of known motivators to distract and reward. • Opportunities for skill reinforcement/revision/transfer and generalisation. • Support for comprehension of text to include formal teaching of vocabulary and concepts. • A visual system to alert an adult when support is needed and or to communicate needs, agreed with the CYP.
As part of the CYP autistic needs they may present with sensory differences or responses to the environment which have a direct impact on their learning or emotional regulation.	• Sensory differences identified with adjustments detailed as part of teacher's planning for example CAT Sensory Profile, a Sensory Ladder. • Regular review of sensory needs with regular monitoring. • Consideration given to sensory differences experienced as highlighted on the child/young person's sensory profile when agreeing uniform adjustments. • An individual plan to manage sensory needs with readily available equipment in the classroom examples include, sensory objects, ear defenders, a sensory cushion. • Adaptations to the working environment such as a reduced distraction area within the classroom for individual work. • Regular sensory environment audits, for example, C-SENSE. • Availability of a lower arousal space (AET Standard 11)
Difficulties with learning may impact on self-esteem, motivation and emotional wellbeing despite positive support.	• Provide specific meaningful praise and feedback when a CYP persists and or achieves something new. • Provide verbal feedback for the next steps in learning. • Pupil experiences success through carefully planned interventions and expectations. • Make explicit links to prior learning and share steps, so child or young person (CYP) know what to expect. • Emphasis on self-actualisation – activities designed to develop skills which will support them to become independent learners.

Identified Barrier and/or need	Provision and/or strategies:
	• Support to manage self-esteem – celebration of strengths, reinforcement of success (AET Standard 16) • A safe space is available to CYP. • The setting develops an inclusive ethos where differences are celebrated. • Positive neurodiverse role models are promoted. • The teaching of language linked to the emotions which is modelled by staff and peers. • Emotional regulation tools such as the 5-point scale to enable the CYP and staff to agree strategies which will support the CYP • SEND and Pastoral Teams work collaboratively to support CYP well-being. • Staff support understanding when the CYP perceives an injustice to have taken place. • CYP and parent carers involved in decision making regarding strategies to improve emotional regulation. • A key adult available at agreed times of the day to promote the sharing of any anxiety the CYP may be experiencing. • Co-regulation strategies to promote wellbeing when the CYP is anxious or dysregulated
Autistic CYP often find transitions anxiety provoking. Additional support to be given at transition points, particularly when moving to a different setting.	• Autistic pupil's differences are taken into account when planning for transition and support is individualised to support a positive transition. • Parents and the CYP are involved in the planning of the autistic pupil's transition. • Information around what works for each autistic pupil, their strengths, and areas where they may need support, is shared with the receiving setting. • A key adult is identified within the receiving setting to support a smooth transition. • Use of resources such as photo books, transition booklets, additional visits, parent workshop available from CAT

Cognition and Learning

SEND Code of Practice (2015):

‘Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including MLD, SLD, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to PMLD, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.’ 6.30

‘Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.’ 6.31

The Birmingham SEN Toolkits support settings in clearly identifying the profile of strengths and difficulties a pupil has in the areas of literacy and maths. The toolkits break down areas of reading, writing, speaking and listening and maths into discrete skills on a continuum. This enables schools to identify gaps in learning set appropriate and aspirational targets in order to track small step progress. The teaching and learning ideas support teachers with a range of ideas and strategies, including those at a universal level which can be used within a whole class situation.

The following ordinarily available provision is in addition to High Quality Teaching in the classroom and to the Generic Expectations set out in Section Two.

Assessment of the Level of Need	Planning
In addition to ensuring that the pupil is part of normal classroom assessments SENCO and class teacher should complete more specific assessments and observations to clarify Cognition and Learning as the primary area of need and the exact nature of the difficulty. As appropriate, complete further literacy and maths assessments using the Birmingham SEN Toolkits. SENCo will use screening tools available to the school to establish a profile of the pupil's strengths and weaknesses. This will inform areas for intervention and adjustments/arrangements required for access to the curriculum. For concerns regarding motor skills use a motor skill check list and/or speak to the school nurse/OT. Refer to the Birmingham Assessment through Teaching approach guidance for information regarding specific literacy or maths difficulties and/or seek advice from PSS.	Teaching plans clearly show adjustments made for individual pupil to access the curriculum including changes to the environment e.g., a quiet withdrawal space. This should include planning for additional adults supporting the pupil within the classroom to access learning. SENCO to monitor planning of adaptations made to teaching the curriculum and the impact it is having. SENCo to seek advice from PSS/EPS about appropriate strategies and interventions to address emerging SpLD needs. Explore indicators of SPLDs factors in relation to relevant guidance, including The Assessment Through Teaching Approach guidance . Regular monitoring and reviewing of interventions is planned, so impact is measured and adaptations made accordingly should take place at least termly. Staff trained regularly on whole class differentiation, adaptive teaching/scaffolding with opportunities for peer support.

Resources and Advice

- SENCo should seek advice from professionals available such as the PSS team.
- Use of Assistive Technology
- Links to Birmingham toolkits [PSS – Access to Education \(birmingham.gov.uk\)](https://pss.birmingham.gov.uk)
- Links to Assessment through Teaching <https://accesstoeducation.birmingham.gov.uk/pupil-and-school-support/>
- Training from PSS on range of interventions [PSS – Access to Education \(birmingham.gov.uk\)](https://pss.birmingham.gov.uk)

Identified Barrier and/or Need	Provision and/or strategies:
Difficulty with the acquisition and use of literacy and/or numeracy skills despite appropriate adaptations, making inadequate progress over time across the curriculum and working below age related expectations. These difficulties may affect task engagement and independent learning, and the CYP may appear passive or distracted. Difficulties with learning may impact on self-esteem, motivation and emotional wellbeing despite positive support.	• Multi-sensory learning opportunities. • Activities planned with emphasis on concrete, experiential and visual supports. • Emphasis on using, applying and generalisation of skills. • include alternative methods to record and access text. This will include ICT as appropriate e.g., word prediction, text-to-speech. • Groupings need to be flexible and include positive peer models with input from class teacher as well as additional adults. • Opportunities for small group support focused on specific multisensory, cumulative, structured programmes to support the acquisition of literacy, cursive handwriting, numeracy and motor skills e.g., interventions such Cued spelling, Direct Phonics, Write Start. • Frequent opportunities for 1:1 support focused on specific support plan targets through intervention e.g., Precision Teaching, Toe-by-Toe, Wordwasp, Power of 2. • Strategies employed to encourage cognitive engagement, transferring and generalising learning e.g., Thinking Skills and problem solving. • Pupil experiences success through carefully planned interventions and expectations. • Make explicit links to prior learning and share steps, so child or young person (CYP) know what to expect. • Emphasis on self-actualisation – activities designed to develop skills which will support them to become independent learners. • Support to manage self-esteem – celebration of strengths, reinforcement of success.

Identified Barrier and/or Need	Provision and/or strategies:
Difficulty with the usual pace of curriculum delivery. These difficulties may affect task engagement and independent learning, and the CYP may appear passive or distracted.	• Simplify level/pace/amount of teacher talk. Allow additional time and/or adjust expectations for the quantity of work produced. • Programmes to consist of small achievable steps. • Alternative means of recording or assistive technology is available within the classroom. • Provide specific meaningful praise and feedback when a CYP persists and or achieves something new. Provide verbal feedback for the next steps in learning.
Difficulties with aspects of cognition i.e. memory, concept development, information processing, understanding, sequencing and reasoning that impact on learning and/or limit access to the curriculum. May have difficulties with organisation and independence in comparison with peers. These difficulties may affect task engagement and independent learning, and the CYP may appear passive or distracted.	• Repetition and overlearning of key concepts. • Opportunities for skill reinforcement/revision/transfer and generalisation • Links established between new and prior learning with support from review and overlearning techniques. • Adults use the developmental level of language appropriate to the child in questioning and explanation. • Other resources may include: • Individual reading • Alphabet arc activities • Busy box • 5-minute box • Visual timetables, timeline • number bond strips, multiplication tables, and number operation cards • Use real objects wherever possible. • Ensure the CYP knows how to access these resources and have them readily available. • Use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/classifying and categorising • Formal teaching of vocabulary and concepts. • Pre-teach concepts and vocabulary. • Break down tasks using a task planner. • Use of graphic organisers (i.e., subject-related writing frames) are provided. • Emphasis on self-actualisation – activities designed to develop skills which will support them to become independent learners.

Identified Barrier and/or Need	Provision and/or strategies:
Difficulty with acquiring and using reading, spelling and /or numeracy skills despite appropriate intervention, making inadequate progress over time within specific areas of literacy and/or numeracy.	• Refer to the Assessment Through Teaching Approach guidance for information about the graduated approach and specific learning difficulties. • Evidence based interventions to develop skills e.g., spelling, handwriting, literacy, numeracy. • Opportunities for mixed groupings as pupil's cognitive ability is likely to be higher than their literacy skills might indicate. • Assessment through teaching to identify the areas of need in consultation with the learner or observation if more appropriate. • Metacognition approaches – learning to learn e.g., by trying to understand the learner's difficulty and asking them what helps. • Simple changes e.g., font, coloured paper, line spacing, lighting, overlays, adaptation, technology. • Staff will have been informed of what strategies or approaches to use in line with advice from assessments or consultation.

Social Emotional and Mental Health Difficulties

SEND Code of Practice (2015):

‘Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.’ 6.32

Presenting behaviours should be understood as communicating underlying SEMH Needs. A few children/young people will require increasingly individualised intervention programmes, in addition to Inclusive High Quality Teaching, to accelerate and maximise progress and close performance gaps. Children and young people who are avoiding learning tasks (either by refusing to work, asking to leave the classroom, passively ignoring instructions, or copying others) may initially be considered to have SEMH needs. It is important that adults supporting the child or young person also assess their learning (literacy and numeracy skills) and their listening and metacognitive skills. Adaptations in these areas may have an impact on the child or young person’s emotional and mental health needs.

The following ordinarily available provision is in addition to such High Quality Teaching in the classroom and to the Generic Expectations set out in Section Two.

Assessment of the Level of Need	Planning
Keep a log and analyse patterns or trends to identify either internal or external triggers. Understand reasons for any patterns. SEMH assessments carried out by professionals, such as Educational Psychologists or Forward-Thinking Birmingham, can support in trying to understand CYP’s behaviour being presented. Some of these may involve the use of diagnostic assessments.	Groupings or classroom dynamics – School staff should consider how they group children with SEMH needs within the class. It can be helpful to pair children with positive role models or children that they respect and like. This may mean working with children with different learning needs. Children’s personalities could also be considered when thinking about groupings, tasks, or group work. Seating plans reflect the children’s and young people’s needs and views. This should include considering where they sit in class, with whom they sit and how close they sit to the teacher, teacher assistant, resources. It may be appropriate to have a specific assembly seating plan which could include differentiated expectations and seating arrangements.

Observation (in class and unstructured times) and liaise with staff and parents to understand the underlying factors that give rise to certain behaviours. Explore the history and context of the behaviour. Explore what they are trying to communicate with their behaviour, what need they are trying to meet and what skills need to be taught. Annual wellbeing surveys used to screen and identify any systemic SEMH issues affecting staff and pupils. This information will be used to plan for any whole school or class interventions or programmes that can address any identified SEMH issues (wellbeing is the most accurate predictor of future mental health issues). Audit tools to inform whole school action planning: such as ARC trauma informed attachment aware schools auditing and action planning, Relational practice and policy audit tool for reflection and planning. Assessments that can be used to baseline and measure progress following interventions, for example: - o Boxall Profile - o Strengths and Difficulties Questionnaire - o The Thrive Approach - o Pupil Attitudes to School and Self (PASS) - o Spence Anxiety Scale https://www.scaswebsite.com/	Planned small group opportunities which enable children or young people to build relationships with others and practice social and emotional skills, e.g., Nurture Groups. Planned regular opportunities to be provided to staff to enable them to reflect on what behaviour may be communicating (e.g., 'Circle of Adults).
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Resources and Advice

- “Mental Health and Behaviour in Schools. Departmental advice for school staff (DfE, November 2018)”
- Well-being surveys: The Stirling Children’s Wellbeing Scale (for CYP aged 8 to 15 years) and the Warwick-Edinburgh Mental Wellbeing Scale (for young people and adults aged 11 and over) via the Breathe website www.breathe-edu.co.uk/census/
- Training and advice available from Birmingham Educational Psychology Service such as:
 - Attachment Based Mentoring
 - Emotional Literacy Support Assistants (ELSA’s) training
 - ‘Emotionally Based School Avoidance’ guidance and resources
 - ‘You’ve Been Missed! guidance and resources for work with pupils at risk of emotionally based school avoidance.
- FRIENDS for Life Training <https://friendsresilience.org/>
- Beacon House Resources to support Teacher’s understanding of topics like developmental trauma so that they can adapt their practice <https://beaconhouse.org.uk/resources/>
- Trained Thrive Practitioners. Training can be accessed by James Brindley School <https://www.thriveapproach.com/>
- Trauma Informed Schools UK offers Practitioner Training and/or Senior Leads training <https://www.traumainformedschools.co.uk>
- Nurture groups - <https://www.nurtureuk.org/what-we-do/nurture-groups>

Identified Barrier and/or Need	Provision and/or strategies:
Social needs: difficulties making and managing friendships, difficulties forming relationships with adults, problems with conflict resolution, issues around bullying, difficulties understanding / adhering to social rules or boundaries, or problems reading social situations or nuanced social cues.	• Regular opportunities to have learning breaks, particularly if the child or young person has difficulties concentrating, listening or learning needs. This could include Completing classroom or school ‘jobs’, such as taking registers or giving out books. • Experience using play and games to help children to develop their social skills and friendships. For example, through Lego groups or therapy, board game clubs. • Anti-bullying work, including peer mentoring and anti-bullying schemes. • Use of playground buddies, peer mediators, peer mentors. • Children and young people refusing to follow instructions, may be doing so in an effort to have some control. In these circumstances use limited choices to allow them some control with the same end result e.g., ‘Would you like to talk to me now or in 1 minute?’ • Clear classroom displays include a visual timetable (which is referred to and up to date), class routines, class rules and noise level indicators (silent work, partner voices, group voices, and playground voices). • Programmes such as Circle of Friends and Attention Autism.

Identified Barrier and/or Need	Provision and/or strategies:
Emotional needs: identifying and managing heightened emotions, ‘excessive’ worrying which is not easy to resolve, ‘Emotionally-Based School Avoidance’, persistent sadness and withdrawal which does not resolve with encouragement, disruptive, difficult or dangerous behaviour (may include frustration, anger, verbal and physical threats, aggression), emotional issues relating to trauma or early childhood experiences such as impoverished attachment relationships with primary caregivers, low self-esteem or poor sense of self as a learner or person (including masking of feelings or needs), or bereavement and loss.	• Use a Teaching Assistant or key (trusted adult) to facilitate small group and 1:1 work to model, coach, and reinforce social skills and co-regulate pupil’s dysregulated emotions either spontaneously (when the need arises) or through formal/timetabled sessions. • Regular opportunities to have learning or movement breaks, particularly if the child or young person has difficulties concentrating, listening or learning needs. This could include opportunities to be involved in tasks for younger children such as listening to younger children read; movement breaks such as stretching, yoga, running, using yoga balls, balancing, physical exercises, putting equipment away etc. • Experience and time to support children or young people to understand their emotional health and well-being creatively and compassionately (e.g., counselling, ELSA, play therapy, art therapy, music therapy, drawing & talking, journalling, animal therapy). • Access to key (named and trusted) adults who ‘check in’ with the child or young person at agreed times. An example of this would be, offering children or young time to be met or greeted by a trusted adult at the beginning of the day, or at times of transition (start, end of break, lunch, or at home time). This time should focus on the child’s hopes or goals for the day and what support they might need to manage this. • A quiet corner with calming activities e.g., calm box, reading corner, sensory area. Children and young people in the class should be supported on how to use this area and helped to recognise when they are calm enough to return to their learning. • Use of trauma informed, attachment aware approaches, e.g. emotion coaching, PACE.
Mental Health needs: withdrawn or depressed, anxiety, panic attacks, obsessional behaviours, self-harm, suicidal ideation, substance misuse, difficulties around eating, situational mutism, sexually risky behaviour.	• Regular opportunities to have learning breaks and sensory breaks, particularly if the child or young person has difficulties concentrating, listening or learning needs. This could include opportunities to explore things of their choosing either independently or in a small group for short periods, particularly at times of stress or emotional unrest e.g., board games, reading, colouring; sensory breaks e.g., accessing a range of sensory activities that are stimulating and calming. • Use of manualised therapeutic resources, e.g. - What To Do When You Worry Too Much, ‘There’s a Volcano in my Tummy’, and ‘Think Good, Feel Good: A Cognitive Behavioural Therapy Workbook for Children and Young People’. • Be aware of times of day that are more stressful. Ensure possible stressors, such as changes in routine are as predictable, moderate and controllable as possible.

Physical and / or Sensory Needs

SEND Code of Practice (2015):

‘Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.’ 6.34

‘Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.’ 6.35

The following ordinarily available provision is in addition to High Quality Teaching in the classroom and to the Generic Expectations set out in Section Two.

This section has been split into Hearing, Vision and Physical needs.

Hearing

Assessment of the Level of Need	Planning
Initial assessment and diagnosis of hearing loss is carried out by audiology clinics. Schools monitor impact of hearing loss in liaison with parents for CYP identified with glue ear, unilateral and mild hearing loss. CYP who meet criteria for allocated Teacher of the Deaf (ToD) are assessed/monitored accordingly this may include: • Speech perception testing • Language Assessment • Access arrangements • Evaluation of room acoustics	School to work in collaboration with Hearing Support Team to follow recommendations informed by specialist assessments and develop appropriate targets around language acquisition and personal understanding of their hearing loss. When impact of hearing loss has been identified, schools' access and implement appropriate managements plan from the Local Offer to support planning. SENCo to ensure the management plan is shared with ALL staff working with the pupil. Schools to work in collaboration with Hearing Support Team to follow recommendations informed by specialist monitoring/assessment and develop appropriate targets e.g. around language development and personal understanding of their hearing loss. This may also include planned opportunities to meet other children with a hearing loss and deaf adults as role models. Dedicated, timetabled time for planning and feedback between class teacher, teaching assistant (and ToD/ SS TA as agreed) to plan, discuss progress and set short term targets and share progress data.
Resources and Advice	
Training • Deaf Awareness in Education online training module (1 hour) – all staff working in a setting where deaf students attend: https://accesstoeducation.birmingham.gov.uk/courses/deaf-awareness-in-education/ • Specific Training is also available for mild loss (including glue ear): https://www.localofferbirmingham.co.uk/mild_hearing_loss/ • and children with unilateral loss: https://www.localofferbirmingham.co.uk/unilateral_hearing_loss/ • Additional bespoke training may be provided by the Hearing Support Team. Management Plans	

- Management plans for CYP with mild and unilateral losses can be found on the local offer website (links above).
- Teacher of the Deaf will provide personalised management plans for CYP allocated to them.

Assistive Listening Devices (including radio aids)

- Hearing Support team can provide access to an Assistive Listening Device. Daily checks of all audiological equipment, supported by a named, trained member of staff is required – independent use and management of equipment promoted where appropriate.

Other resources

- More information can be found: https://www.localofferbirmingham.co.uk/send_support_services_menu/sensory-support-hearing/
- [National Deaf Children's Society](http://NationalDeafChildrensSociety.org.uk) | [Supporting deaf children \(ndcs.org.uk\)](http://Supportingdeafchildren.ndcs.org.uk)
- [Home - BID Services](#)

Identified Barrier and/or Need	Provision and/or strategies:
Hearing Loss – this is a medically diagnosed hearing loss. The CYP's hearing loss has an impact on their access to the curriculum and on their ability to be fully involved in learning and social activities. Hearing loss may also cause listening fatigue and tiredness.	• To ensure any personal hearing technology (issued by audiology clinic) is worn and kept in good working condition. • A favourable listening environment: classroom management to take account of the seating position i.e. seated near front of class and for the pupil to have a clear, unobstructed view of the speaker and any visual material being used. • Be aware the student may use lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking. • Consideration given to the optimum acoustics, listening, lighting/blinds. Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will help to reduce noise. Seat away from any source of noise e.g., window, corridor, fan heater, projector, the centre of the classroom etc. • Instructions delivered clearly and with allocated time to check understanding of lesson content and tasks. • Access to visual clues and real experiences, to include subtitled visual resources or transcripts, visual timetable as appropriate. • Pre-teach new concepts and vocabulary with opportunities for post-tutoring, especially across core subjects.

Identified Barrier and/or Need	Provision and/or strategies:
	• Where applicable daily use of provided assistive listening devices (e.g., radio aids and remote microphones) - advised upon by the TOD. • Opportunities for listening breaks where required. • Access to SALT interventions as appropriate- planned in conjunction with SALT. • Regular liaison with parents/carers to enhance learning opportunities e.g., Key vocabulary books/lists/word mats to be shared in class and at home.

Vision

Assessment of the Level of Need	Planning
The school will make a referral for assessment and advice from a Qualified Teacher of Vision Impairment (QTVI). The school must monitor pupil progress in respect of their vision loss and share this with the QTVI (where the pupil meets criteria for active involvement from a QTVI in order to minimise the impact of the vision loss). The school must monitor progress in the pupil's specialist additional curriculum (where applicable) and report to QTVI to support with planning next steps (where the pupil meets criteria for active involvement from a QTVI). The SENCo shares any Ophthalmic information with the QTVI (where involved) in order to inform quality information and advice given around the	School staff should share general written advice with all relevant staff (including external agencies/supply teachers) around vision loss, including the pupil's vision management plan. Planning to incorporate consideration to seating arrangements in rooms in order for the pupil to have full visual access to all teaching activities. Learning materials may require some modification to presentation in order for clear format to aid visual access such as: • contrast between colour of pen and background • Reduced visual detail/visual clutter in worksheets/resource. • Whiteboard (non-interactive) pens to be of good quality and not running out. • Interactive whiteboards to be well contrasted, where the projector bulb is clear. • Minimised clutter and hazards within the classroom and corridors, such as bags being stored safely, chairs tucked in. Consideration needs to be given to the visual presentation of information across all subjects.

pupil and their vision loss and access requirements. The SENCo informs other professionals of the pupil's vision loss and associated provision (vision management plan), in order that it informs other professionals work with the pupil. Consideration needs to be given to approaches to assessment activities at Key Stage 2 and above in order to give the pupil full visual access. School should follow exam access arrangements advice within the vision management plan written by a QTVI (if no active QTVI involvement then a generic vision management plan should be referred to and guidance followed). May require enlarged test papers, visual rest breaks, extra time, under the guidance of the QTVI.	Time needs to be planned for the production of teaching resources in accessible formats prior to the teaching of the lesson, where required.
Resources and Advice	
• The SENDCo should seek advice from professionals available such as the Qualified Teacher of Vision Impairment (QTVI) in the Vision Support team in SSPD. • An Environmental Audit undertaken by from the QTVI advising on environmental adjustments required to meet the pupils needs throughout the whole school environment. • Where applicable, a Specialist Additional Curriculum as provided advised by the QTVI working in conjunction with school offering skills development in the use of low vision aids, mainstream assistive technology, strategies for independent learning and organisation, safe movement around school. • Where appropriate the use of mainstream Assistive Technology links such as an iPad or laptop, under the guidance of the QTVI's recommendations. • Where applicable, Life-skills development under the guidance of the Habilitation Specialist, through a referral from the QTVI.	

Identified Barrier and/or Need	Provision and/or strategies:
A pupil with a vision loss, known as a vision impairment, is a pupil known to an Ophthalmologist, who has reduced vision even when prescribed glasses or contact lenses. There are varying degrees of vision loss, along with many diagnoses that cause the vision loss. Provision and support should be tailored to the pupils' vision diagnosis and its impact upon the pupils' visual access to the curriculum and wider life. It should be noted that a pupil may have a vision loss that is stable, but their needs increase as they get older even though the vision levels stay the same, this will be because of the visual demands of the curriculum increase i.e., print sizes of standard teaching resources change.	• If the pupil has been prescribed glasses/contact lenses, they should wear them as per advice from Health and QTVI. • Learning resources must be presented in the appropriate print size the pupil requires for all lessons, as well as homework as per guidance from the QTVI. Although the pupil may be able to read smaller print, this will not be sustainable, will cause a reduced pace of reading/work and will cause visual fatigue and possible headaches. • Consideration needs to be given to pace of learning and completion of learning tasks due to the impact of visual fatigue in the later part of the day, including homework, and especially if curricular resources are not enlarged to the required recommendation for the pupil. • The seating position of the pupil in ALL lessons needs to be at the front facing the whiteboard, or as per the recommendations of the QTVI (where actively involved). • Interactive whiteboard needs to be of good quality presentation. Any standard whiteboards used need to be clean and well maintained. • Check whiteboard pens are not running out and also of good contrasting colour to the background. • Ensure good controllable lighting conditions, overhead lighting, quality blinds on windows and task lighting. • Ensure environmental features inside and out are well highlighted i.e., steps, curbs and hazards, handrails on stairs. • Prominent displays and signage within classroom and across school. • General Equipment to include: • Inky/bolder black pens • Dark-lined books • DT equipment • hand-held low vision aids • downloaded modified books. • large print calculator • Bold/larger rulers and protractors • Highly contrasted PE equipment/ highly contrasted science equipment.

	• Use of an iPad/laptop connected to whiteboard, where applicable (via Microsoft TEAMS or the Join Me App) • Easy access to designated equipment and IT support including Wi-Fi and easy access set up with an easy to remember password. • Share and explicitly teach the use of applications on iPad/laptop that are available for pupil use, where applicable.
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Physical

Assessment of the Level of Need	Planning
Settings should implement their accessibility planning to increase access in their setting over time. School/setting-based assessments and monitoring should be in place to ensure pupil progress is made despite minor health/medical/physical needs. Assessment for pupils within fine and gross motor needs within fine and gross motor groups. School to seek advice from PDSS and /or SEND Locality OT.	School has awareness of their responsibilities under equality legislation including reasonable adjustments and accessibility planning. Schools must develop, implement /review and publish their accessibility plan. This should be designed to promote access over time. Plan for flexibility of groupings to allow peer buddy support, to provide support for scribing for example at times of fatigue, and to provide opportunities for paired work. Plan supportive usual routines to ensure opportunities and strategies are encouraged to support independence. Planning incorporates shared strategies between home and school for routines and daily living tasks e.g., eating, dressing and toileting. Consideration given to the pace of learning e.g., providing learning breaks/rest breaks /movement breaks. Planned TA support to maximise independence and or provide support at the direction of the pupil.

Resources and Advice
- Materials /signposting for staff and pupils to generally raise awareness around a range of medical and PD needs. - Support with Accessibility Planning https://pdnet.org.uk/accessibility-toolkit/ - Intimate Care policy Guidance https://eric.org.uk/ https://pdnet.org.uk/pdnet-level-1-training/ - Access to PDSS training https://accesstoeducation.birmingham.gov.uk/pdss

Identified Barrier and/or Need	Provision and/or strategies:
Fine Motor skills: may have difficulties with mark making/letter formation/handwriting/presentation. These difficulties could be associated with hand strength/co-ordination and manipulation of mark making tools affecting the pace /amount/ legibility of written work. Fine motor skills: may have difficulties impacting on curriculum access such as using play equipment such as construction kits and sand and water play, access to practical curriculum task such as practical cooking and /or using tools and equipment within the curriculum, such as using maths equipment.	- Differentiate the outcome and/or recording of the task by: - reducing the amount of text required - Providing writing frames, cloze procedure, use of questioning, annotations, lists, highlighted notes, mind maps. - For older pupils, provide copies of notes, PowerPoint slides as appropriate. - Provide alternative ways of recording using ICT. - Provide extra time to complete tasks. - Providing for additional opportunities for fine motor activities within the classroom e.g., fine motor box. - Hand aerobics activities and learning /handwriting rest breaks are provided. - Provide activities that give children the opportunity and motivation to practise fine motor skills/letter formation/handwriting skills, including classroom jobs. - Provide a variety of adapted equipment e.g., scissors, ridged ruler and pencil grips for all CYP to choose from. - Provide a range of appropriate mark making tools including large/ good grip brushes, chalk, pens crayons. - Provide a range of different surfaces to mark make, inside and out, e.g., chalkboards, light boxes, sand, and pathways. - Provide opportunities to mark make on a vertical surface.
Fine Motor skills: may include difficulties with using cutlery and carrying the food tray and /or opening food packets. eating	- Encourage CYP to develop their skills over lunchtime including pouring their own drinks, serve their own food/scrape their own plates. - Planned opportunities for fine motor activities to support the skills needed for eating e.g., using cutlery within playdough, providing opportunities in role play areas etc.

	• Provide a variety of adapted or age-appropriate eating and drinking utensils such as good grip cups and cutlery. • Provide appropriate seating to support the best use of fine motor skills for eating. • Reduce the need for pupils with PD needs to join long queues at lunchtime.
Fine Motor skills: may include difficulties with sequencing the dressing task, the orientation of clothes and managing fastenings.	• Speak to parents/carers about reasonable adjustments to the uniform to support self - help skills for dressing e.g., easy fastenings and loose fit. • Provide extra time and age-appropriate support within usual routines when changing for PE. • Teach skills around the organisation of the changing task within supportive routines.
Gross Motor skills: may have difficulties with mobility around the educational setting, accessing physical activities including PE, accessing school trips and difficulties maintaining sitting position on usual school chairs or for carpet/floor sitting.	• Talk to children about simple rules about safety e.g., walking up and down the steps/stairs with the stronger hand holding the handrail and incorporate into usual routines. Where there are specific walk systems in place i.e., left side walk or right-side walk, consideration needs to be given for those pupils with hemiplegia and limb difference. • Planned adaptations in the P.E curriculum such as allowing time and space to complete tasks and providing good grip equipment and easy catch balls. • Provide time and space to engage in outdoors/ play /breaktime activities, including opportunities to safely practise moving over different surfaces in the outside environment. • Provide time and space for pupils to move safely within their environment. • Consider reducing walking distances and providing rest breaks if required on a school trip. • Adapt seating arrangements if needed such as providing a footrest and chair with arms. Consider the ease of access to seating position in the classroom, perhaps near to a door. • Provide a little chair next to a peer as an alternative to floor sitting. • Provide adjustments made to support mobility around the school environment e.g., short cuts, use of lift, alternative routes
Personal care – toileting; may include difficulties with the transfer to the toilet, sitting securely on the toilet and /or accessing bathroom facilities such as managing pushdown taps.	• All personal care support should be offered in consultation with CYP and their family, and with an essential reference to their privacy, self-esteem and dignity. • Provide visual and discreet verbal prompts around the toileting routine. • Staff to be available for additional support e.g., an occasional toileting accident with discretion and reference to dignity. • Use trainer seats/bath steps to support toilet training skills. • Ensure taps, soap and paper towels accessible to the children e.g., lever tap. • Provide facilities to support toilet access e.g., lower toilet, and rails/frame.

Glossary

Best Endeavours

The Code of Practice states that “Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less” (section 1.24)

‘Best endeavours’ is a strong legal definition. It means doing everything possible to make something happen, even if it is expensive. Best Endeavours is not “We’ll have a bit of a go”, it’s a very strong responsibility. An obligation to use best endeavours means that the appropriate education setting is expected to do everything that a reasonable person would be able to do in the circumstances. Financial cost cannot be used as a reason to not perform their obligation.

Reasonable Adjustments

Reasonable adjustments are the changes that an education setting must anticipate and make, so that while a child is at the setting, they are not at a disadvantage compared to others. Any reasonable adjustments required will depend on a child’s needs. When considering what reasonable adjustments to make, the following should be considered:

- **Provisions, criteria and practices.** This is about the way in which a school operates on a daily basis, including their decisions and actions. For example, the school uniform policy would need to be adjusted for pupils with an allergy to synthetic materials to allow them to wear non-synthetic clothing.
- **Auxiliary aids and services.** This includes equipment or support from a member of staff. It could include things such as coloured overlays, pen grips, adapted PE equipment, adapted keyboards and computer software.
- **Physical features.** Schools must make their buildings accessible for disabled pupils as part of their overall planning duties.

Safe Space

A safe space is a designated area where children or young people who are feeling overwhelmed by their emotions and needs can spend some time away from the difficult situation. A safe space can be created in any environment and will be different things in different settings. It does not need to be a separate room but will be a space that is designed to help the child or young person to calm down. Examples of safe spaces include a corner of a room with cushions or a table with a cloth over it. The child or young person may be able to help you to design the safe space that is best for them, but it may require observing where the child or young person goes when they need to feel safe.

What is meant by SEMH in the SEND Code of Practice?

'The 2015 SEND Code of Practice changed the way young people who struggle to manage their behaviour and emotions are referred to. These pupils are now described as having "social, emotional and mental health" (SEMH) difficulties. This encourages us to look beyond pupil's behaviours and instead identify the underlying causes to address what that behaviour is communicating.

High Quality Teaching

High-quality teaching, or quality-first teaching is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom. HQT relies on a variety of learning strategies to be effective, like differentiated teaching for individual pupils, responding to pupils that have or may have SEND and the effective use of SEND resources. In short, HQT is an approach that highlights the need for a personalised and well-differentiated learning experience and encourages greater inclusion of pupils with SEND needs.

Person-Centred Approach

A person-centred approach puts Children and Young People at the centre of planning for their support and any decisions that affect them. The adults that are involved in the process will work together and treat each other with respect and care. When children are meaningfully involved, this can change their attitude, behaviour and learning and make them active partners who work with adults to bring about change.

In a person-centred approach, the whole person is considered, and their strengths, abilities and good qualities are recognised. The child or young person is encouraged to share their interests, preferences, hopes and ambitions. At the same time, they are honest and realistic about the difficulties and barriers they face. Professionals should take the initiative to listen actively and meaningfully, acknowledging that they are learning too. Through this way of working, the child or young person is listened to and involved and should feel valued and connected; trust is built, between parents, professionals, and Children and Young People.

Graduated Approach

The Graduated approach is a model of action and intervention in early education settings, schools and colleges to help Children and Young People who have special educational needs, whether they have an EHCP or not. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing. The Graduated Approach is supported by a model of intervention that consists of 4 stages: Assess, Plan, Do, Review