



Ordinarily Available Provision (OAP)

September 2023

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Introduction

The Active Learning Trust consists of educational settings including mainstream primary, secondary and Sixth Forms as well as special schools and an adult setting for adult learners with complex needs. These settings are located across Cambridgeshire and Suffolk. The Trust has a Central Team to support and co-ordinate the work of our schools.

Each of our young people is a unique individual with their own patterns of strength and areas for development. Not all of our young people have SEND and therefore may not need access to the OAP outlined in this document. Where a young person does have SEND, the family, young person and educational setting will work together to identify strategies that are most helpful. These will be reviewed as the child or young person's needs change.

Ethos

The Active Learning Trust brings together experienced and successful practitioners who share a collective belief in the effectiveness of school improvement, the primacy of performance management and the potential of new technology to enhance learning. The Trust has the strong moral purpose of enabling schools to deliver high levels of achievement for all pupils, regardless of socio-economic circumstances, family situation or ethnic background. The Trust will secure and sustain improvement in schools by providing leadership and support through academy sponsorship, by working with governing bodies to strengthen their leadership and strategic delivery and through contracted work with school leaders and their teams.

Our Trust advocates an ethos that all children should have an equal opportunity to succeed in education. This is regardless of their background, academic ability, and cognitive level. Inclusive settings value and embrace diversity and individual differences; promoting inclusive practice in both their teaching methods and educational activity. The SEND Code of Practice makes a clear accountability for teaching staff in relation to the support of SEND within classrooms. 'Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff' (DfE, 2015, p. 99).

Who produced this OAP document?

This document is similar to OAP documents produced by other Local Authorities (LAs) and Multi Academy Trusts, but has been personalised to The Active Learning Trust. It has been co-produced with SENDCos, professionals and parents and involved consultation with a range of services and organisations. It has taken into account what children and young people need in their settings across the Trust whether in specialist or mainstream primary, secondary and sixth form provisions.

What is 'ordinarily available'?

Educational settings and Multi Academy Trusts (MATs) make a range of ordinarily available provision for children and young people, including those with SEND from the totality of resources available to them. Therefore the OAP from Academy to Academy and MAT to MAT will vary to a certain extent. This document outlines what should be in place to provide a good quality provision for learners with SEND within the Active Learning Trust.

Each local Authority has an OAP document. Cambridgeshire's can be found here: [Cambs SEND OAP toolkit](#) and Suffolk's here: [Inclusion – SEND in Suffolk – Suffolk Learning](#)

Graduated responses to SEND

The Code of Practice 2015 outlines a graduated response, commonly known as ‘waves’ of intervention. Each wave builds on the previous one, and learners can move up or down the waves as their needs increase or decrease. All our mainstream settings are expected to reflect this graduated response. Our specialist settings all have learners at Wave 5.

Wave 1

As per the Code of Practice, the Trust believes that most-high incidence, low level SEND should be supported in the classroom by the class teacher’s quality first teaching and appropriate differentiation strategies. Learners with low level SEND should be assessed and monitored in line with their peer group as part of the universal offer from the Academy.

Wave 2

This is where the learner struggles to make progress, despite quality first teaching further investigation is needed to put effective provision in place. A four-part cycle is initiated in Wave 2 in order to fully explore the learner’s needs and to formulate a plan for further progress. The class teacher will have ownership over this process but may ask for guidance or advice from the SENDCo or their line manager. The learner is not on the school SEND Register at this stage.

- i. *Assess:* The learner’s needs will be explored to form a picture of the current position. External Agencies may be asked to support in this collection of information and the parent/carer and learner will be asked for their views.
- ii. *Plan:* The Teacher will devise a plan to support the learner in making satisfactory progress. Targets will be set and reviewed as part of the plan. Again, ongoing involvement parent/carers/carers and the learner will take place.
- iii. *Do:* The Teacher and support staff work together to plan and assess the impact of the interventions.
- iv. *Review:* The effectiveness of the plan and progress made towards targets will be reviewed and evaluated with the parent/carer and learner (if appropriate) alongside other data if appropriate (e.g. attendance). These will then feed into the next steps.

Wave 2 is about short term intervention/s, with the anticipation that the learner will then return to Wave 1. Where progress is not as expected over a period of time and there appears to be a long term, pervasive additional need, then Wave 3 should be considered and the SENDCo more closely involved.

Wave 3

The L learner is included on the school’s SEND Register where progress is not as expected over a period of time and the learner is likely to have a pervasive, long term additional need. Where Wave 3 interventions are significant, sustained, and after 3 or more ADPR cycles, and progress is slow or difficult to identify and there is an opinion that a pervasive long term need is present, an application can be made with parent/carer support for an EHCP.

Ongoing, specific support to address a learner’s SEND should take place within the school setting, co-ordinated by the Teacher with oversight by the SENDCo. The learner should continue to have an individual learning plan based around individual learning targets that may not necessarily sit within the school core curriculum. They may include wider social, emotional or self-help targets as well as/instead of curriculum targets. Targets and provision should be outlined clearly, agreed with parent/carers/carers and learner and other stakeholders.

Specialists may be contacted and advice gained e.g. Educational Psychologists, Child and Mental Health Service (CAMHS), Visually Impaired or Hearing Impaired Services or Speech and Language Therapist. The SENDCo will liaise with outside agency/s if needed.

As other Waves, the SENDCo should monitor all evidenced based interventions for quality and appropriateness to the needs of the learner.

Wave 4

Learners within Wave 4 will have an Education, Health and Care Plan (EHCP). Within Wave 4 the SENDCo holds responsibility for ensuring appropriate provision is in place, however normally this will be delivered by the Teacher and support staff. Appropriate support is provided to meet the learner's needs within school and external resources as per the learner's individual plan.

The Code of Practice 2015 has full advice in it, however the main points in terms of process are:

- The Academy will review the progress made by the learner and report to the parent/carer/carer regularly. A review of the EHCP including the parent/carer and learner will be held at least annually, inviting relevant Local Authority representation, and where involved with the learner, a health representative and/or Local Authority Social Care representative.
- Two weeks' notice will be given of the meeting and information circulated on the progress made against outcomes will be discussed and new outcomes and targets agreed where appropriate. The learner's plan should be driven by the Outcomes on the EHCP.
- The Academy will send out a report of the meeting to everyone invited within two weeks of the meeting including any recommendations and amendments required to the EHC Plan.
- Within four weeks of the meeting the Local Authority will decide whether it will keep the plan as is, amend the plan, or cease to maintain the plan. They will notify stakeholders of their decision.

For Children in Care it is important that their EHCP and Personal Education Plan work together rather than being documents with different content and outcomes.

Wave 5

Learners within Wave 5 will be accessing learning within a specialist placement appropriate to meeting their complex additional needs. They will already have an EHCP in place identifying needs that can't be met within a mainstream environment.

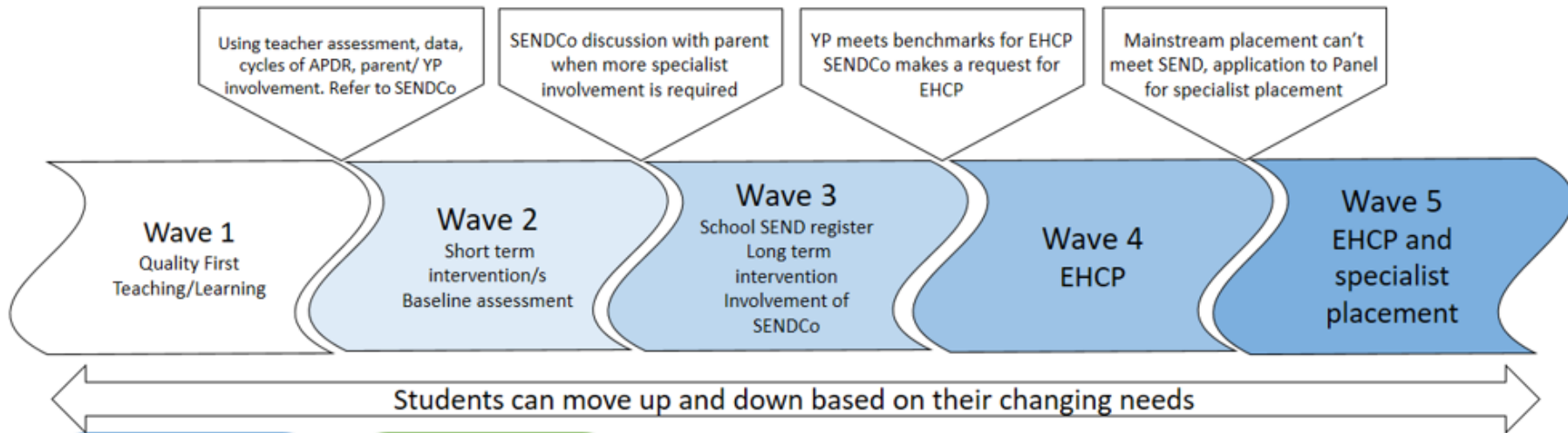
They will need a differentiated curriculum in a setting with small learner numbers and a high staff ratio. Within this setting they will be able to access specialist services such as SALT, Physio and OT to support their needs. They may need therapeutic input such as music or play therapy.

The statutory duties outlined in the Code of practice apply in all settings including mainstream, specialist, academy and maintained schools.

The waves of provision are fluid processes built on a cycle of interventions. For example, a learner moving into Wave 2 for assessment and planning may return to Wave 1 if the difficulties faced in accessing learning and making appropriate progress can be met with training, guidance and adaptation in the classroom through Quality First Teaching. Those needing more specific interventions moving to Wave 3 may undertake a targeted intervention of a few weeks in length and return to Wave 1.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

ALT Wave Approach to SEND Provision



School approaches

Every YP receives at least Wave 1
All staff responsible for ensuring delivery of Wave 1
Expectation of teachers to deliver as per Teacher Standards
Teacher has implemented QFT classroom strategies and follows Assess, Plan, Do, Review (APDR) cycles
Reasonable adjustments are in place in class

Not making expected progress despite reasonable adjustment and QFT at wave 1
Short Term specific intervention required. (specialist, class or curriculum)
Baseline assessments to be completed with recommendations as per school SEND policy
Consider whether YP should be on SEND register

Assessment to establish ongoing area of need/s
Ongoing, specific support to address YP's SEND
Evidenced based interventions monitored by SENDCo
Individual learning plan, measurable targets, provision outlined
SENDCo coordinates provision, assessment, measuring impact and liaising with outside agency if needed
YP recorded on SEND register

YP has significant additional needs which can't be met within the core school curriculum
Support needed over and above Wave 3
YP needs highly personalised and closely monitored provision
May need specialist support form external services
YP recorded as EHCP on SEND Register
At least annual review of EHCP

YP needs can't be met within a mainstream setting
Differentiated curriculum in a setting with small learner numbers and a high staff ratio
Access to specialist services such as SALT, Physio and OT
May need therapeutic input such as music or play therapy
At least annual review of EHCP

Expectations for educational settings in the Active Learning Trust

This section describes the expectations for educational settings according to the needs of the learner. Much of this section will already be part of provision in educational settings for learner. Standard and inclusive practice (early years) and quality first teaching (primary through to colleges) includes teaching and practice that benefits all learner as well as making reasonable adaptations to support additional needs.

The provision described in this chapter will be of benefit to many learners and will be important for learner with SEND.

1. Assessment

Expectations for Settings	Why?	How?
<p>To use an 'assess, plan, do and review' cycle for each learner within the graduated response. This may be called something else in the Academy setting</p>	<p>To ensure that appropriate planning is in place for learners with SEND.</p> <p>To ensure appropriate provision and interventions are in place for learners with SEND.</p> <p>To ensure that learners with SEND are making progress.</p> <p>To ensure individual learner's development trends are considered as well as general developmental milestones and academic expectations.</p>	<p>The learning and behaviour of learners is monitored and observed in different settings, contexts and times across the day to inform assessment, planning and review.</p> <p>Staff are aware of each learners starting points so that progress can be measured in line with the academy's assessment policy</p> <p>Assessment is used to inform planning and interventions.</p> <p>Assessment takes into account the full curriculum the learner accesses.</p>
<p>Formative assessment is a central feature in learning activities, lessons and is described in assessment policies. The learner and their family are involved in feedback.</p>	<p>To ensure that performance is being monitored regularly (involving the learner where appropriate).</p> <p>Where appropriate, feedback to the learner takes place and improves progress.</p> <p>Feedback is crucial for families</p>	<p>A range of assessment strategies and tools are used at regular intervals to ensure we understand our learners' progress.</p> <p>Reading, spelling and numeracy assessments will be used where there are concerns about learners' progress, and where appropriate. Assessments of spoken language and memory may also be used.</p> <p>All learners will have regular and frequent opportunities to communicate about their learning or play and evaluate their own performance. Self-assessment will be used where appropriate as part of typical routines to set individual targets or next steps. Where necessary,</p>

		<p>knowledge of the learner will be used by familiar adults.</p> <p>The impact of interventions will always be evaluated as the first intervention tried does not always give the best results. Alternative approaches should be explored to see if better outcomes can be achieved.</p>
<p>Where the learner is able to access exams, access arrangements are in place for all national tests and examinations.</p>	<p>To ensure that all learner can achieve to the best of their abilities during tests and exams.</p>	<p>Learners' preferred ways of working are established so that assessment arrangements are part of everyday ways of working for learner.</p> <p>Arrangements could include:</p> <ul style="list-style-type: none"> • Rest breaks • Use of a reader/scribe/laptop • Extra time • Smaller examination rooms <p>For public examinations relevant exam board guidelines will be consulted.</p> <p>Resources and access arrangements are adapted for in-class assessments.</p>

2. Partnerships with learners and parents/carers

Expectations for Settings	Why?	How?
<p>Working in partnership is a central part of all work.</p> <p>Partnership working means parents/carers and learner take part in decision making. Where a learner is not able to give their views, those who know them well will act as advocates.</p>	<p>Supporting learner with SEND is a partnership between home, the Academy and other relevant professionals.</p>	<p>Parents and carers are aware of the ways to share information about their child.</p> <p>Regular meetings are planned to review progress and to make decisions with the family and other relevant professionals.</p> <p>The Academy communicates regularly with parents/carers within relevant policies.</p> <p>Parents are aware of:</p> <ul style="list-style-type: none"> • the SEND of their learner; • the support in place; and they are fully involved in setting and reviewing targets and outcomes. <p>The setting fully explores what can be provided within a mainstream setting at SEND support or as described within the learner's EHCP, or within a specialist setting.</p>

		<p>Parents and carers are signposted to the Local Offer in Suffolk and Cambs.</p> <p>The school SEND report or setting offer is published on the setting website.</p> <p>Formal and informal events take place to seek family's views about SEND provision in the setting, e.g. through parental surveys. The results are shared.</p>
<p>An effective partnership between learners, parent/carers and the setting is evident. (This will vary in nature depending on the age and stage of the learner).</p>	<p>To ensure everyone is aware of the learner needs, strengths, attainment and progress.</p> <p>To ensure as full participation as possible in the setting's assessment and review processes.</p>	<p>Learners are involved as appropriate in the graduated approach. They assess, plan, do and review their learning as much as they are able to.</p> <p>Learners are encouraged to value their progress and achievements and to recognise and understand their own barriers to learning.</p> <p>Learners understand, identify and contribute towards the targets they intend to achieve as appropriate to their individual needs.</p> <p>Individual learner plans should be used to document the assess, plan, do, review approach in the setting. These may look different according to the phase and practice of the setting.</p>

3. Pastoral care (including help and advice about personal problems)

Expectations for Settings	Why?	How?
<p>The setting has clear systems for pastoral support.</p>	<p>Learners with SEND can be (but are not always) vulnerable to, for e.g., bullying. Therefore, an appropriate level of supervision and support is required. LEARNER need to know who they can turn to for support</p>	<p>Awareness and sensitivity of peers and staff towards differences due to SEND is evident in the setting's practice. This could include focussed work for classes and groups regarding specific needs or conditions.</p> <p>A calm learning environment is created by and for all staff and learner.</p> <p>All staff need to know the pupils in their care with SEND. They need to know how best to support the learner and their strengths, and other stakeholders they should be working with (OT, Physio, SALT, etc.)</p> <p>All Staff need to be aware of trauma informed practices and relationship-based approaches to behaviour.</p>

		Language in the classroom demonstrates unconditional positive regard for learners (restorative approaches and relationship - based approaches). PSHE is used to develop well-being and resilience.
The setting recognises and responds to the need for individual pastoral support for learners with SEND bearing in mind the individual's social, emotional needs and any other relevant circumstances such as adverse childhood experiences.	Sometimes learners with SEND have other needs or circumstances that require sensitive support.	Named adults are available as key workers when required. Within ordinarily available provision this could be a family link worker, tutor, lunch time supervisor, peer mentor, learning mentor or classroom assistant. In specialist settings there will be a team of people all of whom know the LEARNER well. The learner can identify a safe space and are able to use the space when needed.
Learners feel safe and valued in the setting. They know that they can talk to staff who will listen to concerns and value their opinions.	Learners with SEND can be (although are not always) vulnerable. They may also find it more difficult to communicate with staff and peers. Different ways of hearing their voice need to be used.	Negative attitudes, beliefs or practices towards individuals or groups are challenged. This should happen in the classroom, across the wider setting and be part of the setting culture. Learner's voices are encouraged through, for example, student councils, pupil representatives, good idea boxes, photographs. The setting culture should be about mutual respect between learners and adults. Time and space and appropriate communication aids are made available for learners with communication needs to express themselves. This could include augmented and alternative communication aids such as symbol systems, sign and gesture or text based systems.

4. The learning environment (physical and sensory environment)

Expectations for Settings	Why?	How?
The physical environment is adapted to meet the needs of learners.	Some learners with SEND experience challenges in accessing the physical learning environment for a variety of different reasons.	The physical accessibility of the building and individual learning spaces is assessed. The accessibility plan is on the setting website and reasonable adjustments are made according to individual needs.

	<p>Educational settings need to think proactively if learning is accessible to all and what reasonable adjustments can be made.</p>	<p>The furniture is the appropriate size/ height for the learners.</p> <p>Extra-curricular activities and educational visits are planned to fully include pupils with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. Reasonable adjustments are made where needed.</p> <p>Learners' views are routinely sought and are used to inform in planning for physical or sensory adaptations that they may require.</p> <p>The classroom needs to be accessible to those with sensory impairment where needed – visually friendly (good contrast, lighting, reduced glare, blinds to control light etc.) and deaf friendly (acoustics) such as sitting in close proximity to the speaker, a reduction in background noise by closing doors.</p> <p>Equally access to WIFI and use of IT systems that support the use of assistive technology.</p>
<p>Practitioners are aware of sensory needs and issues that may impact on learners.</p>	<p>Some learner with SEND have sensory impairments such as hearing or visual impairments.</p> <p>Many people with Autism also have sensory issues. This can affect one or more of the senses and they can be either over-developed (hypersensitive) or under-developed (hyposensitive). Both can have an impact on how people experience different environments.</p>	<p>Learners' sensory needs are known and used to plan seating arrangements and movement breaks.</p> <p>Left and right-handed learners can use equipment comfortably.</p> <p>Learners who wear glasses and/ or hearing aids wear them and are seated in the optimum position.</p> <p>Displays are meaningful and visually accessible to reduce sensory overload. For example, muted tones could be used with simple and clear text.</p> <p>Staff are aware of lighting in the room, for example, use of natural light, glare from the board, who is facing the light, where you stand in relation to the light.</p> <p>Use of pale background and accessible font styles on the whiteboard.</p> <p>Staff are aware of smells and noise in the room and any individuals who may be impacted by these (for example, a classroom next to the canteen or music</p>

		rooms). Simple steps such as keeping doors closed can reduce the impact.
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5. Teaching and learning strategies

Expectations for Settings	Why?	How?
<p>Practitioners are aware of the additional needs of their learners; understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice.</p>	<p>Some learner with SEND respond well to generic teaching approaches to classroom teaching. A timetable can, for example, be shown visually as well as verbally.</p>	<p>Aspects of structured teaching are used according to pupil needs, for example, visual timetables, 'now and next' boards, clear concise instructions with written or visual prompts (for example, now and next cards), particularly during transitions. An auditory prompt such as music or a musical sound such as a rain maker can be paired with a visual cue to support transition from one activity to another.</p> <p>Learners are given time to process information before being asked to respond.</p> <p>Tasks are broken down into small manageable steps. These steps are shown explicitly.</p> <p>Feedback is clearly identified as being key to learning.</p> <p>The pace and order of activities is varied to maintain interest and attention of all learners.</p> <p>Specialists are asked to work alongside educational setting staff to support the assess, plan, do, review process at SEND support.</p>
<p>Practitioners make adaptations to provide suitable learning challenges and cater for different learning needs. Individualised and/or small group planning and programmes in all appropriate curriculum area/s. Use of goal setting to promote independence, scaffold and support learners.</p>	<p>Some learners with SEND respond well to generic approaches to classroom teaching. For example, teachers can differentiate tasks by outcomes: expecting some to draw their answers or some to answer more questions than others. Others don't and will need significantly more adaptations.</p>	<p>Universal provision will vary from setting to setting. Adaptations will be made to make learning accessible to the range of learners in each setting. For some of our 'formal' learners, adjustments could include:</p> <p>Modelling is used to aid understanding.</p> <p>Visual/audio demonstrations and visual cues/audio commentary are used.</p> <p>Key vocabulary is displayed with visuals.</p> <p>Alternatives to written recording are used routinely.</p>

		<p>Study skills are explicitly taught. Pupils have access to homework clubs, or additional support with homework.</p> <p>Any homework is differentiated appropriately for pupils.</p> <p>Teachers' handwriting on the board and in pupils' books is clear and legible.</p> <p>Interactive whiteboard (or other teaching boards such as flip charts) are used effectively to promote engagement and scaffold the lesson.</p> <p>IT is used to support learning where appropriate.</p>
<p>Practitioners ensure that learners have opportunities to work in different ways, for example, independently, in small groups and/or in pairs as suited to their learning styles and individual adjustments needed.</p> <p>Individualised and/or small group sessions are also used.</p>	<p>Some children with SEND respond to having additional adults working in the classroom. However, this can lead to a delay in the development of independence skills.</p> <p>Where additional adults are available their work should be planned with care to ensure that the independence skills of the learner are maximised.</p>	<p>Teaching strategies are used to actively promote independent learning, for example, through pre-teaching, overlearning, appropriately differentiated resources.</p> <p>Seating plans and groupings take account of individual needs and routinely provide opportunities for access to rolemodels, mixed-ability groups, structured opportunities for conversation and sharing of ideas, with access to additional adults where they are available.</p> <p>Use of additional adults is planned according to the individual learner needs to maximise their impact on learning.</p> <p>Additional adults are used to support independence rather than create dependence.</p>
<p>Practitioners ensure that collaborative learning and peer support is a feature of all lessons.</p>	<p>Some learners with SEND also have difficulties in making and maintaining friendships. Getting along with others is a key skill needed in adult life.</p>	<p>Strategies that foster collaboration and working together with positive regard are used to support teaching and classroom relationships.</p> <p>Strategies are used to build and maintain positive relationships across the whole community (for example, peer mentoring).</p> <p>There are opportunities to develop peer awareness and sensitivity and support for different needs and disabilities both in and out of the classroom.</p> <p>Learners with PMLD may only be able encounter peers, rather than being actively engaged with them.</p>

6. Resources (staff, outside spaces, additional adults, and physical resources)

Expectations for Settings	Why?	How?
<p>Resources are allocated appropriately to ensure additional needs are met and are redirected to others where necessary.</p> <p>Quality and impact of support, is scrutinised.</p>	<p>Interventions that have been effective in the past need to be updated as the learner matures and develops new skills.</p> <p>Therefore, it is important to redirect support and equipment ensuring that it is available for those who will make best use of it.</p>	<p>Resources are within easy reach of learners to promote independence.</p> <p>Learners have easy access to sensory equipment that they require, for example, writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, and weighted blankets.</p> <p>Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate.</p> <p>Coloured backgrounds and paper are used to reduce visual stress.</p> <p>Adapted physical resources such as PE and Maths equipment are adapted to promote independence for example, different size balls, or balls with bells in for learners with VI.</p>
<p>Specific resources and strategies are provided to overcome potential barriers to learning.</p> <p>Increased use of appropriate and supportive ICT resources.</p>	<p>Not all interventions work for all learners.</p> <p>Therefore, we need to use research and evidence to predict the strategies that may work best for learners with specific needs.</p> <p>Interventions often require adapting for individual needs but will need to be based in evidence informed practice.</p>	<p>Concrete apparatus and adapted resources are available for those learners who require it.</p> <p>ICT is used to support alternatives to written recording and to promote independent learning, engagement and communication.</p> <p>Research evidence is used to ensure that we are using evidence informed practices.</p>

7. Staff skills and training

Expectations for Settings	Why?	How?
<p>All practitioners, including Teaching Assistants, make a positive contribution to learner progress.</p>	<p>Unfocused support is difficult for learners with SEND and the additional adult. Targeted adult support through interventions is most</p>	<p>Additional adults are deployed proactively in the classroom in a clear planned way with identified learning objectives and success criteria; their impact on the learner is monitored carefully to ensure progress is supported.</p>

	likely to achieve positive progress.	<p>Grouping, seating arrangements and additional support are used to promote independent learning as far as possible.</p> <p>Strategies used in interventions are integrated into typical teaching so that they can sustain progress. For example, if a visual timetable approach has been helpful for an individual, this should be incorporated into whole class teaching and routines.</p> <p>Leaders in settings consider the deployment of additional adults strategically.</p> <p>All staff have accessed a minimum SEND CPD content, and their skills and knowledge are expanded over time.</p>
There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the learners.	<p>Developments in strategies and interventions for learners with SEND are on-going.</p> <p>All staff who work in education need to keep up to date with developments.</p>	<p>There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments.</p> <p>Best practice is shared within the setting and with other settings through, for example, SENCO cluster meetings.</p>
Staff collaborate and have effective links with other relevant outside agencies and specialists, as well as within the Trust in a co-ordinated Central offer.	<p>Educational settings have a vast range of expertise and skills that can be shared in and across settings. However, where staff have continued concerns, leaders liaise with outside agencies and specialists for further ideas, support and training. The Trust is able to signpost to expertise in ALT settings.</p>	<p>Initially, this will be support internal to the setting and if concerns continue, external support can be sought.</p> <p>The setting is aware of and regularly communicates with any other professionals who are involved with each learner.</p> <p>Advice received from other professionals is used to inform teaching and learning and can be seen in pupil planning documents.</p> <p>Where specific decisions to involve outside agencies in casework are made this will be in partnership with parent/carers.</p>

8. Transition and transfer

Expectations for Settings	Why?	How?
Support is in place for routine and life	Change can be difficult, and support may be needed to transfer to	Staff are aware of those who will need additional support for all or most

<p>transitions when required.</p>	<p>another setting, learning space or between lessons.</p>	<p>transitions and plan for these transitions. This includes learners who:</p> <ul style="list-style-type: none"> • have insecure attachment including but not limited to CiC, CIN, CP and forces pupils; • have social communication difficulty including ASC, suffered trauma, loss or bereavement, are anxious. <p>Transitions include:</p> <ul style="list-style-type: none"> • Moving around the setting • Preparing for weekends and the start of holidays and beginning of term • Moving from lesson to lesson • Changing from structured to unstructured times • Moving from break to lesson times • Moving from one activity to the next within a lesson • Changes of staff -permanent and temporary • Special events: visitors, visits, celebrations • Life events: birth of a sibling, change in parenting arrangements for example, change in parents’ relationship status, loss and bereavement or contact visits, puberty. <p>Safe space available within the classroom or an identified area of the setting when needed. Plans are also made for unstructured times: there are structured alternatives such as games club, use of library for vulnerable LEARNER.</p> <p>Visual timetables are used.</p> <p>Where appropriate, timers are used to show pupils how long they have left to work and how long until a finish time.</p>
<p>Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit.</p>	<p>Parents/carers of children with SEND tell us that they worry about the increased demands secondary schools make on their son or daughter.</p>	<p>Information is actively sought and shared about learners to support successful transitions and manage change both within the setting and beyond.</p> <p>Information is available for the learner’s parents and carers on the options for their son or daughter to move on to. This process will start well in advance of any preferences being put forward.</p>

		<p>Practitioners are aware of pupils who need additional support while transitions and adjustments are made, for example, additional visits to a new setting/classroom with a familiar trusted adult, creating social stories.</p> <p>The setting ensures that stakeholders in transfer processes are actively engaged and playing their part.</p>
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Support for the broad areas of need

This chapter has been divided into four areas as set out in the SEND Code of Practice: cognition and learning, communication and interaction, social emotional and mental health and physical and sensory needs. Learners have needs that are diverse and interconnected therefore learner practitioners need to look across all four areas to ensure they are addressing all identified needs.

As mentioned in the introduction section, each child and young person is a unique individual with their own pattern of strengths and areas for development. It is therefore not expected that every child or young person will need every intervention and support strategy outlined in chapter two. Rather, the family, young person and educational setting will work together to identify those most helpful at any particular time. These will be reviewed and will change as the child or young person makes progress, grows, develops and matures. Before discussing the four areas of the SEND COP, the paragraph below discusses ordinarily available provision for learners with medical conditions.

Medical conditions

Learners with medical needs can be supported in all educational settings, even those with the most significant medical conditions. Some children 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 particularly for those who may need emergency treatment in a setting (such as LEARNER 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. The school nursing service can support with the writing of these plans and support teaching staff to access specialist medical advice where relevant. If a young person has a medical need (and does not have additional special educational needs) then an individual health care plan is enough support. Sometimes this can be confused with the need for an EHCP. Individual health care plans are part of what is ordinarily available as part of the setting-based stages of the SEND COP.

A. Cognition and Learning

This provision is in addition to the expectations in sections 1 - 8

Approaches and strategies

- Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise unhelpful behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other students.

- Arrangements to support the use and delivery of approaches/materials for LEARNER with Specific Learning Difficulties (SpLD) which may include, a focus on phonological awareness or motor skills programme.
- Effective use of IT equipment to support learning.
- Practitioners and Teaching Assistants are trained and skilled in supporting LEARNER with general and specific learning difficulties. They are trained in the effective use of feedback and mediated learning.

Adjustments and specific interventions will be made by the settings according to the age and stage of learners. This advice is generic from 0-25.

Need and / or identified barrier	Ordinarily available arrangements
<p>Difficulties with learning. For example, despite appropriate differentiation learners are working consistently below age related expectations. They may also be making less than expected progress over time across the curriculum.</p>	<ul style="list-style-type: none"> • Assessment through observation or teaching to identify the areas of need. Consult with the learner where possible. • Whole setting C&L awareness training. • Clear and simple instructions, breaking down longer instructions and giving one at a time. • Personalised visual timetable. • Visual cues and prompts. • Social Stories. • Give time before response is needed. • Pre-teaching, for example, provision of an intervention to help prepare the learner for the new topic. • Adapted resources. For example, teach the curriculum appropriate to the needs of the learner not to a chronological age, focusing on working to close any gaps. • Use of finely grained standardised reading, spelling and numeracy tests to understand learning needs and to measure progress. This could also be the Differentiated Early Year's Outcomes framework (DEYO). A whole setting vocabulary approach and focus on the impact of speech and language on learning including whole staff knowledge and awareness of communication milestones.
<p>Specific learning difficulties affecting one or more specific aspect of learning (for example, literacy difficulties, numeracy difficulties or specific language impairment). (Please note: a small number of children may have a formal diagnosis of, for example, dyslexia, dyscalculia or dyspraxia. For all areas of need any</p>	<ul style="list-style-type: none"> • Assessment through observation or teaching to identify the areas of need. Consult with the learner where possible. • Metacognition approaches such as learning to learn by trying to understand the learner's difficulty and asking them what helps. • A neuro-diversity approach to celebrate the strengths of each learner. • Recognising and celebrating success in other, holistic areas. • Use of evidence-informed approaches to address the additional needs and inform any interventions.

<p>provision or support should be provided in line with the needs of the child or young person and is not dependant on diagnosis).</p>	<ul style="list-style-type: none"> • Simple presentation changes where this benefits the learner, for example, font, coloured paper, line spacing, lighting, overlays, adaptation and technology. • Staff will have been informed of what strategies or approaches to use in line with advice from assessments or consultation with outside professionals. • Training in areas as necessary, e.g. dyslexia or dyscalculia. • Evidence based interventions to develop skills. For example in spelling, handwriting, literacy, numeracy. • Use of NHS Therapies advice (for example, OT and or SALT).
<p>Generalised learning difficulties for example, difficulties across the curriculum but with some areas of strength. Children with an uneven profile of skills and attainment.</p>	<ul style="list-style-type: none"> • Adjustment, modification and differentiation of the curriculum by every teacher, to enable the learner to fully access the whole school curriculum. • Active learning, concrete, pictorial and pragmatic approach to learning. • Emphasis on self-actualisation such as activities designed to develop skills which will support them to become independent learners. • Support to manage self-esteem such as celebration of strengths, reinforcement of success by all classroom staff. • Setting ethos to ensure staff maintain unconditional positive regard towards learners with additional needs.

B. Communication and Interaction

This provision is in addition to the expectations in sections 1 – 8.

Approaches and strategies

- Whole setting awareness and understanding of communication and interaction needs (including administrative and lunch time staff).
- Learners will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities.
- Tasks may need to be differentiated by level, outcome, pitch, pace and grouping.
- Aspects of Structured Teaching will be helpful. (Structured Teaching is a set of teaching techniques developed by Division TEACCH (Treatment and Education of Autistic and related Communications handicapped CHildren)
- Staff demonstrate skill in adjusting the pace and order of activities to maintain interest and attention. Beginnings and endings of activities will be clear and crisp, according to the needs of learners.

Adjustments and specific interventions will be made by the settings according to the age and stage of learners. This advice is generic from 0-25.

Need and / or identified barrier	Ordinarily available arrangements
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<p>Difficulties saying or expressing what they want to and/ or difficulties in being understood (comprehension).</p>	<ul style="list-style-type: none"> • Assessment through observation/teaching, for example, are there parts of the routine/curriculum that they find easier to manage than others? • Staff to be aware of the expected language milestones for learners, and the next steps in communication development for the learner. • Modelling and scaffolding language. • Small group or individual language sessions delivered by teaching staff. • Allowing time for child to process and respond (10 second rule) where needed. • Introduce a variety of language through rhymes, songs. • All attempts to communicate and speak are encouraged. • Where needed, providing additional methods of communicating, for example, use of ICT, symbol communication (Makaton, PECS). This could include the use of technology as well as approaches that do not use technology. • A multi modal communication environment including augmented and assisted communication, environmental cues, modelling and ICT. • All classrooms should be communication friendly. https://speechandlanguage.org.uk/talking-point/for-professionals/the-communication-trust/more-resources/communication-friendly-checklists/ • Consider how many information carrying words a child can manage when giving instructions. • Tailor delivery style according to the learner’s needs for example, give name and clear short instruction or language modification techniques. • Provide visual prompts including key vocabulary and visual timetables. • Think about the environment and limiting any distractions. • Think about the seating arrangements. • Check that there are no unidentified hearing issues. • Pre-teaching of topic vocabulary. • Now (you are doing this) and Next (you are going to be doing that) boards. • Access to an oral language modifier for assessments (The Oral Language Modifier (OLM) is a role created to provide a reasonable adjustment in examinations for candidates who require a level of language support beyond that provided by a reader). • Use the child’s name first to draw their attention, followed by key word instructions, for example, Jamie, stop. • Avoid turning instructions into questions, for example, by adding ‘shall we’ to the start. • Simple instructions (avoiding idioms, for example, over the moon). • Use simple instructions which provide positive direction, for example tells the child what you do want them to do and not what you don’t want them to do. Using firm but • Using literal language (avoiding sarcasm and figures of speech).
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	<ul style="list-style-type: none"> • Use of intensive interaction strategies (for example) with EYFS and nonverbal learners. • Use positive body language as 70% of what we communicate is nonverbal. Use appropriate tone of voice (calm, not too loud). Create an appropriate environment (noise, room temperature, lighting, room layout).
Learner does not understand or use social rules of communication.	<ul style="list-style-type: none"> • Whole setting ASC awareness training. • Modelling and role play. • Small group sessions (for example, Circle of Friends). • Social stories. • Prompts, symbols, signing systems. • Now (you are doing this) and Next (you are going to be doing that) boards.
Difficulties with imagination. Difficulty with social communication and developing relationships.	<ul style="list-style-type: none"> • Use role play and drama, use of props (for example, puppets). • Modelling story telling using photos, videos and sounds can be used to talk through what might be happening and to assist the imagination. • Whole setting ASC awareness training. • Small group and or 1 to 1 tasks and activities. • Calm learning environment. • Clear communication of expectations. • Clear positive support to resolve playground and or peer group disputes.
Anxiety in busy unpredictable environments	<ul style="list-style-type: none"> • Assessment through observation and teaching (for example, are there parts of the routine and or curriculum that they find easier to manage than others?). • Personalise visual timetable to be used in setting. • Preparation for change of activity or routine. Beginnings and endings are important and require consideration using individual visual prompts as appropriate. • Small group / 1 to 1 tasks and activities. • Calm learning environment. • Clear communication of expectations. • Regular mentor support, including adults or peers. • Positive praise to improve self-esteem as a learner and as an individual. • Unconditional positive regard.
Sensitivity to sensory stimuli.	<ul style="list-style-type: none"> • Sensory breaks such as, a walk around the classroom, rebound, access to a separate area, calm box or regulating activities. • Flexibility with uniform policy including shoes. • Consideration to the environment for example, noise, room temperature. Consider the proximity to and intensity of stimuli.

	<ul style="list-style-type: none"> • Flexible approach to transitions for example, between lessons, to and from the setting at the start and end of the day and during the daily routine. • Access to a safe place with clear and shared boundaries agreed with all staff and learners • Use of sensory circuits or BEAM type programmes. • Engage learner to give their views, or interpret them through familiar adults.
<p>Physical outbursts causing harm to others and/ or to self and/ or damage to property.</p>	<ul style="list-style-type: none"> • Relationship based and trauma informed behaviour policy and practice. • A consistent and flexible approach to managing individuals with all “reasonable adjustments” made. <p>Recognition that a learner has to be ready to learn before they are able to do so.</p> <ul style="list-style-type: none"> • Assessment through observation and teaching (for example, are there parts of the routine and or curriculum that they find easier to manage than others?), and adapting expectations accordingly. • Recording and sharing of frequency and location of triggers and the severity and duration of unregulated behaviours in order to understand and adjust provision with an aim to reduce frequency and intensity. • Understanding, recording and sharing of the severity and duration of unregulated behaviour. • Communication with families about what might be happening at home (divorce, bereavement, illness) and strategies that work/don’t work and relaying this information to staff. • Preventative strategies in place. • Safe area and/or reflection room where appropriate. • Appropriate de-escalation strategies in place (time out card, mirroring, re-direction to a safe area, activity or resource). • Risk management plan or individual risk assessment. • Reintegration plans (for school age suspensions). • A clear plan of action agreed with parents regarding physical intervention if appropriate. • Whole setting training on trauma informed practice and developing relationships • Where possible, engage learner to give their voice to any plans. Or engage adult advocate/s whom know the learner well.
<p>Limited attention span compared to developmentally appropriate milestones.</p>	<ul style="list-style-type: none"> • Assessment through observation and teaching (for example, are there parts of the routine and or curriculum that they find easier to manage than others?). • Regular, short breaks. • Adaptation of tasks and environment as appropriate. • Chunking, breaking tasks down to ensure learning successes for learner. • Personalised visual timetables or visual prompts such as task boards.

	<ul style="list-style-type: none"> • Backward chaining. For example, chain parts of the task together (build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task). • Instructions are given using the learners name first to gain their attention. • Asking the child to repeat back what activity they are going to do. • Use of timers, so learners know they only must focus for a comfortable amount of time. • Individualised timetables. • Clear feedback on progress, adapted to the individual’s level of cognition.. • I do it, we do it, you do it approach to working independently. • Where possible, engage learner to give their voice to any plans. Or engage adult advocate/s whom know the learner well.
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C. Social Emotional and Mental Health

This provision is in addition to the expectations in sections 1 – 8.

Approaches and strategies

Settings should help staff understand the barriers to learning that learners with SEMH face. Learning needs should also be reviewed using the settings’ own screening or assessment tools and/or external advice to ensure that any SEMH needs are not caused by unmet SEND, including a communication difficulty.

- Whole setting approach to understanding Adverse Childhood Experiences (ACES) and that promotes resilience and well-being.
- A behaviour policy underpinned by a clear ethos and values that is relationship based, trauma and attachment informed.
- Use of Restorative Approaches to build, maintain and repair relationships.
- Anti-bullying work across the setting.
- School specific, appropriate strategies including for e.g. allocation or a key adult to build positive and trusting relationships, or use of social stories.
- Small group or 1 to 1 work with ELSA / Learning Mentor or Equivalent and support available for staff working with learners with SEMH via group or individual supervision or ELSA supervision.
- Emphasis on limited choice rather than control and “take up time” to respond to limited choice whenever possible.
- Use of distraction techniques and giving responsibility.
- Explicitly teaching de-escalation and self-management strategies.
- Use of PSHE, Circle Time and curriculum approaches to explicitly teach rules and routines, build self-esteem and develop social and emotional skills to all learners.
- Use of small groups for developing social and emotional well-being such as Nurture Groups.
- Well-being screeners.

Adjustments and specific interventions will be made by the settings according to the age and stage of learners. This advice is generic from 0-25.

Need and / or identified barrier	Ordinarily available arrangements
Patterns of non-attendance	<ul style="list-style-type: none"> • Early identification of learners at risk on non-attendance. • Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and settings. • Assess, plan, do review is approach is used with regular meetings to look at attendance data and to update strategies and interventions. • Discussions with other professionals to try to identify the cause of non-attendance. For example, anxiety, young carer, unmet educational needs. • Discussions with parent/carers. If concerned, identify possible causes and formulate a plan to support increased attendance in partnership. Identifying those push and pull factors limiting attendance. • Actively gather learner’s voice to identify needs or issues preventing attendance.
Presenting as withdrawn or isolated and unwilling or unable to participate.	<ul style="list-style-type: none"> • Assessment through observation and teaching (for example, are there parts of the routine and or 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 – (for example, bringing learner in at the end of assembly, activity, session or day to build up confidence and attendance). • Play based activities. • Establish interests and use them as motivators for engagement. • Consider buddying and/or Peer Mentoring. • Giving responsibility for looking after someone or something else. • Focus on developing (thickening and deepening) existing relationships with adults and peers. • Continued use of unconditional positive regard to ensure fresh start each lesson/ session.
Presenting with challenging and or dysregulated behaviour, for example, refusal to follow instructions, aggression, and damage to property.	<ul style="list-style-type: none"> • Whole setting training in awareness of SEMH needs and strategies to manage behaviour. • Assessment through observation and or teaching, (for example, are there parts of the routine/curriculum that they find easier to manage than others?). • A consistent message but flexible approach (for example, “I want you to be in class learning” is the consistent message, the

	<p>approach to support this happening may vary or be flexible depending on individual needs).</p> <ul style="list-style-type: none"> • Whole setting approach to support strategies to facilitate consistency amongst adults. • Reasonable adjustments are made such that we differentiate for SEMH in the same way that we differentiate for other SEND areas. • Understand the story behind the behaviour (for example; what is the history and or context?). • Understand that behaviour is a method of communication, for example, what is x trying to communicate to us through their behaviour? • Helping the learner to identify and work towards substituting other, more acceptable behaviours. • Use of choices to allow the child some control with the same end result (for example, would you like to talk to me now or in 5 minutes? Would you like to sit on the red chair or the blue chair?). • Teach the learner different ways to get their needs met through PSHE, emotional literacy and social skills work. • Consideration of the routine or timetable and transitions making adaptations where reasonable. • Detailed planning to support transition between year groups and phases of education. • Professionals meeting to discuss and understand behaviours. • Professionals meeting to discuss and understand behaviours with parents/ carers • Assessing risk using templates. • Communication with home/family to understand what is going on and to agree strategies. • Communication with other agencies to understand their involvement or possible involvement. • Regular review of asses, plan, do review cycle. • Engage learners to give their voice. • Use of emotion coaching style techniques and unconditional positive regard to help repair rupture relationships after an incident.
<p>Behaviours may reflect:</p> <ul style="list-style-type: none"> • Anxiety / depression; • Self-harming; • Substance misuse; • Eating disorders. <p>For all areas of need any provision or support should be provided in line with the needs of the child or young</p>	<ul style="list-style-type: none"> • Assessment through observation/teaching (for example, are there parts of the routine and or curriculum that they find easier to manage than others?). • Unpicking the behaviours both (negative and positive) to understand what lies behind them. • Multi-professional approach to understand what is going on and making referrals and or sign posting where necessary. • Identifying what is not right for the learner by asking and working with the individual.

<p>person and is not dependent on diagnosis.</p>	<ul style="list-style-type: none"> • Looking at the history, did the learner’s behaviour start to change if so when and why do we think? • Liaison and collaboration with home is essential to understand the wider picture. This should be frequent and regular through an assess, plan, do review cycle. • Engage the learner to give their voice.
<p>Physical symptoms that are medically unexplained for example, soiling, stomach pains.</p>	<ul style="list-style-type: none"> • In partnership with parents, identify with the LEARNER activities that are stress reducing such as games, dance, colouring, gardening, animals, Forest School and incorporate them in the daily routine. • Keep a diary and analyse pattern or trends. • Liaise with school nurse or health visitor. • Liaison and collaboration with home is essential to understand the wider picture. This should be frequent and regular through the assess, plan, do review cycle. • Liaise with safeguarding colleagues as appropriate. • Engage the learner to give their voice where appropriate.
<p>Attention and or concentration difficulties.</p>	<ul style="list-style-type: none"> • Whole setting awareness training on ADHD. • Assessment through observation and or teaching (for example, are there parts of the routine/curriculum that they find easier to manage than others?). • Understanding the reasons; is there a pattern? Use of ABC or STAR chart to identify patterns. • Use of a sensory break. Allowing plenty of time for movement or frequent small concentration periods. • Have a clear structure to the day. • Have clear expectations regarding behaviours and a clear and consistent response to behaviours. • Being aware of times of the day that may be more difficult for example before lunch if hungry. • Consideration of discipline procedures and or behaviour policies and any reasonable adjustments that need to be made in line with Equalities Legislation. • Binary approaches to behaviour management such as “ready to learn” will be problematic for learners with attention and concentration needs and reasonable adjustments must be made. • Use of emotional regulation strategies and check-ins such as “Zones of Regulation” • Engage the learner to give their voice where appropriate.
<p>Low level disruption or attention seeking behaviours, for example, talking out of turn, frequent</p>	<ul style="list-style-type: none"> • Differentiated use of voice, gesture and body language by setting staff. • Focus on reducing anxiety and thereby behaviours. • Flexible and creative use of rewards and consequences (for example, ‘catch them being good’).

<p>interruptions to learning, fiddling with objects.</p>	<ul style="list-style-type: none"> • Positive reinforcement of expectations through verbal scripts & visual prompts. • Time out and or quiet area in the setting. • Thicken and deepen existing relationships. • Use of unconditional positive regard strategies. • Collate evidence to identify patterns to behaviours, and use this information in shaping the learner’s provision. • Engage the learner to give their voice where appropriate.
<p>Difficulty in making and maintaining healthy relationships.</p>	<ul style="list-style-type: none"> • Small group or nurture group activities to support personal social and emotional development. • A range of differentiated opportunities for friendship development (for example, buddy systems, friendship strategies, circle time). • Restorative approaches to enable repair to take place following relationship fractures. • Engage the learner to give their voice where appropriate.
<p>Difficulties following and accepting adult direction.</p>	<ul style="list-style-type: none"> • Assessment through observation or teaching (for example, are there parts of the routine or curriculum that they find easier to manage than others?). • Look for patterns and triggers to identify what may be causing behaviours can be recorded on ABC or charts. • Positive scripts using positive language to re-direct, reinforce expectations for example, use of others as role models (for example, emotion coaching strategies). • Calming scripts to de-escalate, including for example, use of sand timers for ‘thinking time’. • Limited choices to engage and motivate. • Flexible and creative use of rewards and consequences (for example, ‘catch them being good’ sticker charts). • Visual timetable and use of visual cues for example, sand timers to support sharing. • Develop strong relationships based on knowledge of trauma informed practice.
<p>Presenting as significantly unhappy or stressed.</p>	<ul style="list-style-type: none"> • Identify and build on preferred ways of learning, subjects and interests. • Safe place and or quiet area identified and clear guidelines for access. • Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and setting. • Use of social stories to identify triggers and means of overcoming them. • Engage the learner to give their voice where appropriate.

D. Sensory and/or Physical needs

This provision is in addition to the expectations in sections 1 – 8.

Approaches and strategies

- All setting staff are aware of individual students’ sensory and or physical disability and implications in all teaching and learning environments.
- Favourable access arrangements are identified.
- Favourable seating arrangements are identified.
- Staff are aware that for some learners, a sensory or physical disability could impact on LEARNER language and social interaction.
- Staff should encourage learners to wear appropriate sensory equipment and use physical aids.
- Staff should ensure that all learners have understood instructions.
- Staff should be aware and take swift action to prevent unkindness related to sensory or physical needs of the learner.

Need and / or identified barrier	Ordinarily available arrangements
Hearing impairment	<ul style="list-style-type: none"> • All staff who work with a learner with HI should be made aware how best to support in the setting as advised by their link teacher of the deaf. • Seat near front of class/ group with clear view of practitioner’s face and any visual material used. • Instructions delivered clearly and at an appropriate volume. • Ensure the lesson/ activity content has been heard and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary. • Pre and post tutoring as advised by Teach of the Deaf (ToD). • Repeating / rephrasing pertinent comments made by other learners. • Ensuring the learner accesses those comments. • Be aware the learner may use lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Avoid moving around the room whilst talking. • Use visual reinforcement (pictures and handouts), to support learning. • Be aware that during physical activity it will be more difficult to follow verbal instructions. Also consider the acoustics in the hall, gym and swimming pool. • Words spoken on an audio/visual recording may need a person to repeat what is being said, provide visual support such as written copy and/or subtitles. • Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise.

	<ul style="list-style-type: none"> • Seat away from any source of noise, for example, window, corridor, fan heater, projector, the centre of the classroom etc. • Encourage good listening behaviours such as sitting still, looking and listening. • Encouraged to ask when not sure what to do and to access resources independently when needed. • A quiet working environment, particularly for specific listening work. • Staff to work together with other professionals to share strategies and advice to support the child. • Provide additional time to complete tasks and assignments. Sensory Support Service would carry out specialist assessments to inform settings practice, for example, language assessments, functional vision assessments, IT, NEALE analysis for large print or braille users. • A specialist teacher from Sensory Support Service would need to contribute to requests for modified assessment papers or where more than 25% of time is required, or 50% where needs are greater.
Visual impairment	<ul style="list-style-type: none"> • Staff to work together with other professionals to share strategies and advice to support the child or young person as advised by Qualified teacher for the visually impaired (QTVI). • Use advice from Sensory Support Service available through the website: www.sensorysupportservice.org.uk • Touch typing when required to improve recording. • Use of magnification and accessibility features. • Use of magnification equipment, for example, visualisers, low vision aids, tablets. • Additional time to complete tasks. • Language mediation of visual information beyond learner’s visual reach. • Adapted PE activities. • Line marking and visually friendly environments as per environmental audit and similar interventions suggested by habilitation specialist or QTVI. • Post and pre tutoring to ensure concepts are understood. • Use of real objects to support concept development and understanding. • Use of ICT for example, iPad connected to whiteboard. • Reading apps. • Implement strategies advised by habilitation specialist. • Equipment for life skills/curriculum activities.
Physical disability	<ul style="list-style-type: none"> • Staff to work together with other professionals to share strategies and advice to support the child. This could include the

	<p>inclusion of appropriate exercises (recommended from a therapist) for a child within the curriculum such as during a warmup session for PE/games etc.</p> <ul style="list-style-type: none"> • Moving and manual handling training, all staff who may be involved with Moving and Handling children should have Basic Manual Handling training. • Support equipment. • Accessibility planning. • Accessible transport. • Work chairs. • iPad and grips. • Staff with care training and appropriate hygiene suites. • Switch operated life skills / curriculum equipment. • Adapted equipment to access specific aspects for example, cutlery, crockery, scissors. • Engage the learner to give their voice.
Severe and complex medical needs including a life- threatening diagnosis or condition.	<ul style="list-style-type: none"> • Reasonable adjustments in line with the Equality Act 2010. • Support equipment such as lockable medicine cabinets, first aid bags, fridges. • Rotated medication and or care training. • Liaising with specialist colleagues for up to date training. • Clear bereavement training and policies. • Regular home and setting contact when/if learner is not in a setting to maintain feeling of belonging with peers and community. • Engage the learner to give their voice.
Physical sensitivity including hyper (over) and hypo (under) responses and possible Sensory Processing Difficulties (SPD).	<ul style="list-style-type: none"> • Staff to work together with other professionals to share strategies and advice to support the child or young person. • Workouts and or sensory integration activities as advised by an OT programme. • Sensory reduction planning. • Staff training through CPD. • Individual workstations or work systems. • Build resilience using timers. • Engage the learner to give their voice.

Glossary

ALT	Active Learning Trust
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LEARNER	Children and young people.
CIC	Children in care.
CIN	Children in need.
CP	Child Protection.
LEARNER	Children / Young Person
EHCP	Education, Health and Care Plan
Graduated approach and or response	A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. 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 response includes assessing need, planning, implementing and reviewing the plan.
Quality First Teaching	High quality inclusive teaching for all children and young people including differentiation and formative assessment.
LA	Local authority.
Local Area	The education, health and social care arrangements across a city or area.
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.
PMLD	Profound and Multiple Learning Difficulties
Setting	Any educational setting, school, early years provider or post 16 providers.
Setting based stages of the SEND COP	The stages of the code of practice that happen within in educational settings. This is different to the statutory stages of the SEND COP where a needs assessment maybe applied for. Typically, the setting-based stages are exhausted before consideration is given to the statutory stages.
SEND	A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SENDCo	A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.
SEND COP	Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.
SEND OFSTED Inspection	An inspection of the SEND services across a local area by Office for Standards in Education, a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) form its professional arm.
Special educational provision	Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.
Standard Inclusive Practice	The Early Years Framework makes it clear that all providers have a responsibility to ensure that diversity of individuals and communities is valued and respected and that no child or family is discriminated against. Standard inclusive practice is the terminology used by early years practitioners for inclusive practice.
Virtual School Head (VSH)	The Virtual School Head (VSH) is an officer of a local authority who leads a virtual school team that tracks the progress of children looked after by the authority as if they attended a single school. The Children and Families Act 2014 requires every local authority to appoint an officer who is an employee of that or another authority to discharge this duty.
WSOA	Written Statement of Action following a local area SEND OFSTED inspection The written statement of action is the detailed plan to improve key areas identified in the OFSTED/QCC inspection report. Ordinarily Available Provision 2021 38



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