Communication & Interaction

Cognition & Learning

Marsh Green Primary School

Graduated Approach to Teaching & Learning

Ordinarily Available Inclusive Practise (OAIP)

Social, Emotional, Mental Health

Sensory & Physical

Contents

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What is SEND?

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

The SEND Code of Practice 2014 and the Children and Families Act 2014 gives guidance to health and social care, education and local authorities to make sure that children and young people with SEND are properly supported

There are 4 broad areas of Special Educational Needs, these are:

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

With regard to these categories, the Code states that "Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

MARSH GREEN PRIMARY SCHOOL OVERARCHING OFFER

All Children Universal Approach Quality First Teaching (Element 1 Funding)	Some Children Additional Targeted/ Specific Support Funded by School (Element 2 Funding)	Few Children Severe/ Complex Additional Support Additional Funding from LA (Element 3 Funding)
- A Curriculum with enhancement opportunities and experiences to ignite curiosity, broaden horizons and is relevant to real-life. - Immersed in a language-rich environment to enhance communication skills. - Learning with a focus on retention. - Learning within a nurturing culture to develop emotional and social intelligence and competence. - A teaching approach that empowers learners and develops their resilience. - Outcomes that are designed to not only meet the needs of the National Curriculum, but also to develop life-long learning, empathy and co-operation skills. - A cross curricular approach to ensure coverage of the whole curriculum, which is carefully planned to ensure progression; through knowledge, skills and concepts and help to develop a deeper understanding. - Early Years are immersed in a holistic curriculum which develops across KS1 and 2 into thematic learning, helping children to retain subject content and skills, and transfer this to all areas of learning. - Equity through a tailored curriculum according to individual needs in order to remove barriers. Children are encouraged to show perseverance and resilience, having the growth mind-set to learn through their mistakes and achieve to be the best that they can be.	- Consultations and information sharing with parents/ carers, gathering their views on specific needs, support needed and overcoming barriers to learning. - Consultations with the Inclusion Team for specific additional observation and/ or assessment to identify area of need. - Through SEND Clinics with the Inclusion Team – make referrals to professionals for specific observations, assessments and targeted support. - APDR (Assess, Plan Do and Review Plan) for 1-2 terms offering personalised additional support to access the curriculum.	- Review of APDR's at SEND Clinic with the Inclusion Team. - Consider consulting additional professionals such the Educational Psychologist. - Application of an EHCP (Education, Health Care Plan) if needs appear to be longer term (more than 3 cycles of an APDR) AND the required support exceeds the school's Element 2 funding (first 15hours/ £6000). - Assessment, monitoring and impact of interventions measured through P Steps (specific broken down learning steps) if significantly below age expectations. - Personalised Timetable

Communication & Interaction

Communication and Interaction can encompass a lot of needs that a child may have, including Autistic Spectrum Condition (ASC). Some communication and interaction issues that can present themselves in Autistic children include:

- Difficulties understanding and using verbal and non-verbal communication.

- Understanding social behaviours and expectations, which can impact on a child's ability to interact with other children and adults around them.

- A reliance on structure and routine in their life.

As well as ASC, Communication and Interaction can also include Speech, Language and Communication Needs (SLCN). Children and young people can experience a range of difficulties that are linked with speech and language.

Speech, Language and Communication Needs can present themselves in a variety of ways, including:

- The production of speech.

- Struggling with finding the right word, or not being able to join words together in a meaningful way.

- Problems communicating through speech, for example difficulties finding the correct language to express thoughts and ideas that they are having.

- Difficulties and delays in understanding or responding to verbal cues from others.

- Understanding and using language in specific social situations.

COMMUNICATION & INTERACTION		
All Children Universal Approach	Some Children Additional Targeted/ Specific Support	Few Children Severe/ Complex Additional Support
Being understood *Adults model language positively through reflecting back correct speech rather than correcting it. *Time is given for children to process and respond – 10 second rule. *Texts are well-chosen to support the development of language and vocabulary. **Understanding what is said** *Objects, pictures, and symbols are used to teach vocabulary, to make stories more meaningful and interactive, and to support their future application in other lessons/subjects, for example: Word Webs, Vocabulators, Word Walls, working walls etc *Visual timetable for the day is vertical, referred to and symbols/ photos are removed when those activities are finished. *Multi-sensory approaches are used to maximise children's understanding. *Instructions are broken down into manageable chunks and shared in linear order. *Literal language is used when giving instructions. *Opportunities for dialogic and exploratory talk are created to support greater understanding and to deepen learning. Resources could include Pie Corbett.	**Difficulties saying or expressing what they want to.** **Difficulties in being understood.** *Verbal explanations are supported using pictures and objects of reference. *Additional time to practice and rehearse oral language. *Vocabulary is 'pre-taught'. *Keys To Communication Groups *Wellcomm Big Book of Ideas *Visual Communication models such as; 'Chunking' Information, colour coded sentence structures and colourful Semantics *Talking Partners	*Use of alternative methods of communicating, for example: visual signs, gesture, visual aids, Sign Along, using ICT, aided language boards to support verbal communication. *Personalised visual timetables – e.g. now, next, finished. *Symbol communication system, if recommended by a specialist, for example: PECS, choice boards (SALT)
Social rules of communication *The rules of good listening are displayed clearly, modelled, taught, regularly referred to, and reviewed. *Behaviours are explicitly taught and modelled by staff, for example: breaking down the process of lining up for class into manageable steps and practising this. *Activities are well-chosen to promote social interaction within the classroom for example: Time to Talk, PSHE lessons, R Time and RE/RSE lessons.	**Children do not understand or use social rules of communication.** *Social stories *Well-Being Groups *Circle of Friends *'Learn To Learn' Time	*Visual supports for routines, for example: Now (you are doing this) and Next (you are going to be doing that) boards.
Imagination *Role play, drama and the use of props are used to develop children's imagination.	**Difficulty with imagination** *'Helicopter stories'	*Photos used to talk through what might be happening.

COMMUNICATION & INTERACTION		
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*Modelling story telling using photos, audio-visual and sounds is used to talk through what might be happening and to assist the imagination.	*Hypothetical questions applied to real life scenarios to help promote use of imagination, for example: 'what would happen if…	
Social communication or relationships *Group work is well planned to promote social interaction and independence from the adult. *Children are taught how to interact and respond in a variety of social situations, using activities, for example: social story. *Restorative Approach is used to resolve disputes and repair relationships. *Seating plans take account of children's individual needs, providing access to role models, mixed-ability groups, structured conversations, sharing of ideas and access to additional adults when appropriate. *Taught and continuous reference to the 'Zones of Regulation' Toolkit	**Difficulty with social communication and developing relationships.** *Modelled functional language, for example: pointing, facial expressions, open body language *Enhanced use of the 'Zones of Regulation Toolkit' through specific check ins *Well-Being Groups *Circle of Friends *Learn To Learn Time	*Boxhall Assessment to identify specific needs, targets and interactions/ interventions. *Therapeutic Group – once a week *Zones of Regulation Group – once a week *NEST (Nurturing, Emotional, Social Therapy) Group – x3 afternoons a week
Unpredictable environments *Vertical visual timetables are provided to navigate the school day and reduce unnecessary anxiety. *Classroom routines are embedded and applied consistently. *Staff are positioned in key points at key times to support transitions and to act as a point of contact/support for children. *Changes to routines are communicated timely and clearly.	**Anxiety in busy unpredictable environments** *Access to a low arousal space 'Safe space' * Regular check ins by identified trusted adults. * Enhanced Zones of Regulation Toolkit – personalised visuals to communicate anxiety to staff *Use of timers and traffic light cards to support the ending of one task and the impending beginning of another.	*Regular mentor support with identified trusted adults and/ or peers. *RAG rated timetable with arranged 'soft landings' into red zones *Personalised visual timetable
Sensory stimuli *Natural and artificial light is well balanced. *There is a balance between displays, furniture, and available space to move which avoids unnecessary distractions and overstimulation. *The learning environment is calm and conducive to sustained attention. *Whole class sensory breaks are used to help with focus, attention, and learning.	**Sensitivity to sensory stimuli.** *Additional sensory breaks for example: walking around the room. *Altered positioning in class to reduce sensory overload. *'Soft Landings' Approach for flexibility to transitions within the day or session, including at the beginning and end of the day. *Access to a low arousal space. * Sensory circuits outdoors/ indoors *Refer to Occupational Therapy Service	*Planned sensory diet including access to the sensory room for calm vestibular, proprioception and relaxation therapies *Flexible with the uniform policy when necessary. *Flexible with school/setting's routines, for example: five-minute pass to avoid crowded area.

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Physical outbursts *Marsh Green's Relationship and Behaviour policy is consistently followed. *All behaviour is viewed as communication and highlights an unmet need, for example: strained relationships, personal circumstances, weariness, hunger. *Use of The Zones of Regulation Toolkit to support children managing their emotions through co-regulation that leads onto self-regulation. *Children are offered choices to help resolve incidents/events and reduce their anxieties – exit situation with dignity approach.	**Physical outbursts causing harm to others and/ or to self and/ or damage to property** *Modelled use of alternative strategies to express feelings of anger or frustration. *Access to a low arousal /reflection area. *PACE approach used to de-escalate *Access to the 'Break Out Room' for own and others safety *Restorative Conversations	*A Positive Handling Plan is put into place *ABCC chart – to identify triggers *Personalised a toolkit (de-escalation strategies) that allows the child to regulate to avoid reaching crisis point. *'Change of Face' Strategy.
Attention span *Simple task plans and/or lists with visual cues to support independent learning. *Dual-coding and visuals are employed to help children recall key information and prior learning. *Ideas and prior learning are repeated and revisited using a range of strategies (planned interleaving, spaced learning, and regular retrieval practice) to enable all to keep up and on task. *The pace and order of activities are adjusted to maintain the interest and attention of all children.	**Limited attention span compared to developmentally appropriate milestones.** *Children's interests are used as a motivator and to extend engagement. * Access to regular, short breaks. * Adapted group teaching to child's stage, including environmental distractions * 'Chunking' strategy and tasks broken down into smaller, manageable steps, personalised for the children. * Opportunities for repetition * Refer to professionals for assessment * Regular intervals to pause and review progress within task. *Bucket Time Group before learning task to open window of attention.	*Individualised timetable *Visual timers to aid concentration, maintain focus and create challenge.

Cognition & Learning

Children are identified as having cognition and learning needs if they have difficulties with literacy and numeracy (which therefore impacts their ability to access learning across the curriculum), or if their levels of attainment are significantly below age-related expectations.

Specific Learning Difficulties (SpLD):
-Dyscalculia: Pupils with dyscalculia have difficulty in acquiring maths-based skills. This can be especially clear if a pupil performs well in all other subjects. Children with dyscalculia can struggle with spotting patterns and making estimates.

-Dysgraphia: Dysgraphia is a specific learning difficulty that can affect a child's ability to express themselves through writing. Dysgraphia affects fine motor skills. This means that it is often the case that children with dysgraphia can express themselves orally fluently but struggle when writing.

-Dyslexia: Dyslexia is a specific learning difficulty that affects the way that someone processes information. This makes skills like spelling and reading difficult, and can affect organisational skills and memory.

-Dyspraxia: Dyspraxia is also known as developmental coordination disorder (DCD). For children with dyspraxia fine and gross motor skills can be difficult to learn. This means that they can show signs of clumsiness and struggle with organisation skills. Pupils with dyspraxia may also have poor balance, coordination, and spatial awareness, and may try and avoid certain actions like running, skipping, and hopping.

Global/ General Learning Difficulties or Disabilities:
Moderate Learning Difficulty (MLD): Children with MLD may have greater difficulty in basic literacy and numeracy. They may also have speech and language issues. Pupils with MLD are likely to need additional support outside of the National Curriculum. The effects of having an MLD can also lead to children having lower self-esteem, lower levels of concentration, and under-developed social skills, so it is important that adults watch out for the well-being of pupils as well as their academic achievements.

Severe Learning Difficulty (SLD): Children with severe learning difficulties are likely to need substantial support in all areas of the curriculum. Most children with SLD have other needs such as physical, sensory, communication, and interaction needs and social and emotional needs, as well as their cognition and learning needs.

Profound and Multiple Learning Difficulty (PMLD): Children with Profound and Multiple Learning Difficulties have more than one disability, the most significant of which is a profound learning disability. Having a profound learning disability and other disabilities significantly affects an individual's ability to communicate and be independent. Children with PMLD may have difficulties seeing, hearing, speaking, and moving. It is likely that they will have needs in all four areas.

COGNITION & LEARNING		
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Phonics *Daily explicit and direct teaching of Sounds Write Phonics Programme *Opportunities for transferal of phonic skills are embedded across the curriculum, using adult modelling. *Visuals are used to support learning for example: spelling charts, individual spelling mats, whiteboards and pens, letter tiles, post-its. *Decodable reading books are closely matched to children's phonic development, despite their age, allowing practise of skills and conceptual understanding (grapheme/phoneme correspondence).	**Further support needed to develop decoding skills due to a lack of knowledge of sounds associated with letters and letter patterns which impacts on reading and spelling development.** *Focused 1:1 reading *Transferal of skills is accommodated in the classroom, with support using, for example, visual prompt sheets to clarify specific skills and targets. *'Keep Up' extra Intervention Groups	*1:1 or small group coaching to support access to the phonic programme in class * Opportunities for over-learning though individualised resources/activity packs e.g. phoneme/grapheme mats, key words for the session.
Reading *Phonics is the recognised first strategy for the teaching of reading. *Children are exposed to a variety of texts using different genres, subjects, diverse cultures. *Children have access to a wide range of whole language books as a stimulus to promote enrichment of vocabulary, a wider love of reading and comprehension. *Interesting and engaging class reading corners *Through books children 'Magpie' (steal) phrases and words to use in their own writing. *VIPERS approach to comprehension throughout school. *EYFS: Comprehension is developed through 'Blank Level' questioning of texts. In addition, children engage in daily 'story voting' to choose a story from their 'Favourite Five' Texts of the term. *Children are regularly read to, to develop vocabulary, language skills and comprehension of texts. Adults model expression and fluency when reading aloud. *Mind-maps, story boards, metacognition techniques provide opportunities for deeper understanding of texts. *A love of reading is fostered through whole school events e.g. topical events (the King's Coronation), news items, current affairs, special assemblies, celebrations, school projects, community involvement and collaboration. *Families are invited into a weekly reading session with their child in class	**Further support needed to develop fluent word reading and/or comprehension.** *Prior teaching of new vocabulary. * Additional reading practise	*Daily one-to-one reading at the child's stage

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Writing *Language work pre-empts expectations of writing. Oral stories are modelled with actions, props, pictures, story boards appropriate to age/stage. *Phonics is the recognised first strategy for the teaching of writing. *Adults explicitly model the writing process when spelling and constructing sentences, thinking aloud and modelling use of visual supports. *Writing stimuli includes personal experience and interests. *Key words/vocabulary are provided and emphasised when speaking and shared, alternative methods of recording are used, for example: diagrams, mind maps, storyboards, posters, assistive technology (recording devices). *Grapheme/phoneme posters and mats, word walls and vocabulary mats are used. *Topic vocabulary display boards, working walls, WAGOLL (what a good one looks like), photographs, pictures are used. *Writing frames are provided to plan ideas and support the thinking and planning process. *Metacognition techniques are taught explicitly.	**Further support needed to develop transferring phonic skills to writing including spelling and composition.** *1:1 or small group phonics teaching *Colourful semantics for sentence construction.	*Support using Co-constructed sentences.
Handwriting *All children are taught letter formation using Marsh Green's agreed handwriting scheme. At first, they would not be taught to join letters or to start every letter on the line with a lead-in, because these practices cause unnecessary difficulty for beginners.	*Support with alternative writing aids, for example: pencil grips, adapted pens, left and right-handed implements, handwriting slopes, orientation mats.	*Support with activities to strengthen and develop fine-motor skills, through manipulation of dough, pipe cleaners, peg boards, threading activities, cutting etc.
Maths *White Rose Hub is our chosen maths scheme and is consistent throughout the school. **Use of stem sentences and sentence starters to support mathematical discussion and provide a scaffold for learning. *Mixed ability groups to provide peer support. *Talk tokens to monitor who speaks in groups, allows teachers to intervene. **The sequence of language, concrete resources and diagrams before symbols are taught. *All Teaching focuses on inquiry-based teaching (problem based). * Links to prior learning are implicitly made and key learning is reviewed throughout the lesson and regularly revisited.	**Maths Anxiety** *Questions are asked with low level entry points so those with Maths Anxiety can start on a problem with success and then gradually build from this. *Activities reflect real life and include real world contexts. Being tangible and creative, developing exploration and curiosity rather than right or wrong answers. *Talking Trios **Maths Resilience**	*Bespoke maths curriculum for stage before age using White Rose Hub Resources. *'Maths Recovery' Intervention. *Personalised vocabulary mats. *Games that develop memory, requiring the use of numbers, sets and mathematical concepts, for example: Uno, crazy eights.

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*Appropriate scaffolding is always used in lessons, keeping instructions to a minimum: one step at a time. They are presented both orally and visually to support understanding. *Explicitly taught mathematical vocabulary. *Teachers use modelling to reveal their thought processes and verbalise their metacognitive thinking. Small step planning is used to avoid cognitive overload * Learning is related to real life contexts at every available opportunity. *'Flash Back Four' is used every morning to give children opportunities to consolidate and retain previously learnt mathematics. *Once children have a conceptual understanding of place value they are introduced to conventional place value (formal methods). *Knowledge of spatial patterns is developed using regular configurations, dot patterns, dice, dominoes, 10/20 frames, numicon etc. This helps children to subitise, combine and partition small numbers without counting. *Children are taught to identify, recognise, sequence, order, locate and write numerals using specific resources, for example: numeral tracks, numeral roles, hundred squares, arrow cards, digit cards. *Awareness of part-whole constructions of number is developed. A number can be composed of smaller numbers, and the parts and whole can be conceived of simultaneously. *Relational thinking is developed by exploring numbers. Relationships between numbers and other numbers are observed. *Games are used as a strategy to overcome number processing, memory, and arithmetic, for example: snakes and ladders, snap, dominoes, playing cards as well as online games. *When teaching early multiplication and division both sharing and grouping are focuses. *Arrays are used to support counting in multiples and to teach commutativity and inverse operations. *When teaching fractions, secure knowledge of multiplication and division is built upon. Fraction strips are used as a visual aid so that children can see fractional parts of a whole as well as equivalent fractions *Time is dedicated to integrating maths learning opportunities throughout the day, ensuring that mathematical language is embedded throughout the	*EF (Executive Function) strategies used in consultation with the Inclusion Team **Mathematical Vocabulary/language** *Additional planned opportunities to read, unpack and use maths vocabulary. *Word mats **Maths Memory and Recall** *White Rose Hub additional support – 'Maths Mastery' intervention sessions. **Number Words and Numerals** *Use of arrow cards for understanding then as a scaffold for checking correct writing of numerals. * Through games, practise forming numerals the correct way.	

COGNITION & LEARNING		
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environment and that opportunities to use it are planned in other aspects of the daily routine. *Key information is displayed clearly on a 'Maths Working Wall'.		
Memory/Processing ***Memory strategies** are taught, and opportunities are provided to apply them in the classroom: **Rehearsal** – saying or thinking things repeatedly. **Categorisation** – grouping things together. **Elaboration** – using pictures in your head. *All classroom doors display questions for visitors to ask children about their current learning. *Adults allow time for children to process information before a response is needed. *Pre-Teaching is used to teach vocabulary prior to a new topic/module. *Adults make explicit links to prior learning. *Adults share next steps, so all learners know what to expect. ***For acquisition of information**: *Provides clear explanations *Gains, sustains, and refocuses the children's attention *Modifies information – uses simple sentences; uses keywords; asks for repetition / simplification when needed; encourages use of visuals to support memory. ***For retention of information**: *Opportunities for partner work to clarify instructions by repeating and explaining to each other. *Planned opportunities for rehearsal, elaboration and categorisation *Presentation and recording of information through organisational structures e.g. timelines and diagrams. ***For retrieval of information:** *Modelled and encouraged different modes of recall (written, oral, pictorial) *Displayed a numbered step by step approach to a task *'Ronnie Racoon' is used throughout school to signal question and discussion time about learning to aid retention and retrieval.	**Further support needed to develop the ability to hold information and be able to apply this to learning.** *Teach memory strategies in small groups ready for application of preferred strategies in the classroom. *Small group pre-teaching sessions to teach new concepts and key vocabulary. *Personalised vocabulary mats. *Interventions to revise and consolidate prior learning, for example: Photocopies of previous lessons and shared notes from teacher, Five-a-day, Flashback Maths, Three-in-a-row. *EF (Executive Function) strategies used in consultation with the Inclusion Team.	*Personalised timetable offering memory work interventions and brain breaks. *Adapted teaching to stage before age on P steps curriculum (smaller steps) *Increased opportunities for over learning.

Social, Emotional & Mental Health

Children with Social, Emotional, and Mental Emotional Health can display signs of this in a variety of different ways, some may be withdrawn and prefer to be alone, whilst others may be hyperactive and find it difficult when concentrating on tasks.

For some children, their emotional needs may impact their learning. For example, they may not be able to follow requests such as to sit still with arms folded or stay quiet during lessons. It is important that children with SEMH needs are able to learn in an environment that suits them, for example, they may need to take regular movement breaks, use fidget items, and be given opportunities to move around the classroom or school whilst learning.

Children with SEMH needs may have anxiety. This may be reduced by providing clear routines and explanations of what to expect each day. Children with anxiety may also benefit from being provided with a calm space to go to whenever they need it.

Social, Emotional, Mental Health		
All Children Universal Approach	Some Children Additional Targeted/ Specific Support Funded by School	Few Children Severe/ Complex Additional Support Additional Funding from LA
Interactions *Marsh Green's Relationship and Behaviour Policy is consistently followed. *Zones of Regulation Toolkit is taught, modelled and used to co-regulate children until they can self-regulate. *Restorative approaches offer positive support to resolve disputes and repair relationships. Children are offered choices to help resolve incidents/events and reduce their anxieties. *Specific praise is used to highlight why children are working and socialising well. *Positive praise is awarded to reinforce expectations along with house points. *Opportunities are created to develop peer awareness/sensitivity and support for different needs both in and out of the classroom environment. *Activities are well-chosen to promote social interaction within the classroom for example:	*Use of additional adults is planned to maximise their impact on learning, bearing in mind the need to promote independence where possible. **Difficulties participating and presenting as withdrawn or isolated.** *Small group work where appropriate *Backward chaining approach to activities, for example: bringing children in at the end of assembly. *Children's interests used as a hook into learning and /or regulating *Peer mentor *Alternative methods to contributing to class discussions e.g. visual cards, written notes. **Anxiety in busy unpredictable environments.** *Access to low arousal spaces if required. *Mentor support, using trusted adults and peers. *Visual timers and traffic light cards to prompt impending and start of a new activity. *Small group activities. * Additional positive praise to improve self-esteem and/or to acknowledge positive progress in addressing a difficulty/stressor. **Limited attention span compared to developmentally appropriate milestones.** *Children's interests used as a motivator and to extend engagement. * Additional sensory break.	*Personalised Timetable *Personalised 'Now and Next' board with limited choices. *Boxhall Assessment to idenify specific needs, targets and interactions/ interventions. *Therapeutic Group – once a week *Zones of Regulation Group – once a week *NEST (Nurturing, Emotional, Social Therapy) Group – x3 afternoons a week *Regular mentor support with identified trusted adults and/ or peers. *RAG rated timetable with arranged 'soft landings' into red zones *Personalised visual timetable *Planned sensory diet including access to the sensory room for calm vestibular, proprioception and relaxation therapies *Flexible with the uniform policy when necessary.

Social, Emotional, Mental Health		
All Children Universal Approach	Some Children Additional Targeted/ Specific Support Funded by School	Few Children Severe/ Complex Additional Support Additional Funding from LA
Time to Talk, SEAL, PSHE lessons, RE/RSE lessons, social stories. *Group work is well planned to promote social interaction and independence from the adult. Flexible groups are employed to encourage social interaction and provide opportunities to develop social skills. **Environment** *Provision of safe spaces and calm down kits throughout the school. *Emotional friendly environments ensure there is a calm and purposeful climate for learning, where children feel they belong and where their contributions are valued. *There is a balance between displays, furniture, and available space to move which avoids unnecessary distractions. *Staff are positioned in key points at key times to support transitions and to act as a point of contact/support. *Seating plans and groupings of children take account of individual needs. **Structure** *Class linear visual timetables are used to support the teaching of routines *Instructions are broken down into manageable chunks and shared in linear order. *Literal language is used when giving instructions. *Positive non-verbal communication is modelled as a powerful communication tool. *The rules of good listening are displayed clearly, taught, modelled, and regularly referred to.	*'Chunking' tasks into smaller, manageable, personalised steps. * 'Backward chaining' - break down the overall task into smaller steps. The adult supports the children, except for the last step. They are taught to complete the last step independently. Once the last step is learnt, the children and adult work backwards learning other steps of the sequence until they can do the entire task. * Personalised visual instructions and timetable. *Progress check ins mid task. *EF (Executive Function) strategies used in consultation with the Inclusion Team. **Attachment difficulties** *'Soft Landings' when transitioning between home and school. * Identified trusted adult support. *'Slide in' techniques to introduce other adults and peers. *Enhanced transitions **Difficulty in making and maintaining healthy relationships** *Well-being interventions. *Peer mentor through paired learning activities and scaffolded group work. *Additional co-regulation through use of the Zones of Regulation Toolkit with additional check-ins. *Social Stories proceeding identified stressors. **Difficulties following and accepting adult direction** *PACE approach as a positive script. *Shortened visual timetable with limited choices to give the child a sense of control whilst reducing cognitive overload. *Personalised behaviour chart. **Sensitivity to sensory stimuli.** *Additional sensory breaks *Adapted positioning in class to minimise sensory overload. *Flexibility with routines, for example: five-minute pass to avoid crowded area, transitions at the beginning and end of the day. *Increased access to a low arousal space. **Presenting as significantly unhappy or stressed.** *Personalised communication of emotions e.g through cards, emotion fans etc. *Increased co-regulation using zones of regulation.	*Flexible with school/setting's routines, for example: five-minute pass to avoid crowded area. *A Positive Handling Plan is put into place *ABCC chart – to identify triggers *Personalised a toolkit (de-escalation strategies) that allows the child to regulate to avoid reaching crisis point. *'Change of Face' Strategy. *Short, timed and planned for 'Respite' sessions as a break away from the hidden demands of the classroom environment. *Referral to the School Counsellor or the school Play Therapist. *Signpost referral for CAHMS or MHST * Referral to Alternative Provision Intervention – Three Towers *Access to the 'Break Out Room' for privacy when dealing with big emotions. *'Wishes and Feeling' form completed for the voice of the child.

Social, Emotional, Mental Health		
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*Behaviours are explicitly taught and modelled by staff, for example: breaking down the process of lining up for class into manageable steps and practising this. *Whole class sensory breaks are used to help with focus, attention, and learning. *Changes to routines are communicated timely and clearly, and children are adequately prepared for these changes in advance.	*Use of interests through references to these during lessons to spark their interest and raise their spirit. **Patterns of nonattendance.** *Established 'push and pull' factors of attendance with family. *Collaboration with family to ensure consistency between the home and school/setting. **Behaviour that challenges expectations. Physical outbursts causing harm to others and/ or to self and/ or damage to property** *PACE approach as a positive script to de-escalation. *Personalised a 'calm down kit'. *Limited choices to allow the child to have some control with the same end result *Collaboration with family for the 'bigger picture'.	

Sensory & Physical

Some examples of sensory and physical needs include:

Hearing Impairments: In educational settings, pupils are typically considered to have a Hearing Impairment if they require hearing aids or adaptions to their learning environment in order to access the National Curriculum.

Visual Impairment: In general, a Visual Impairment is defined as an eyesight problem that cannot be corrected with glasses, contact lenses, or surgery. In educational settings there a few different terms that may be used including partially sighted, low vision, legally blind, and totally blind to describe the level of sight a student has and help determine the adaptations that they may benefit from.

Sensory Processing Difficulties: Children with sensory processing difficulties may be sensory avoiders, or sensory seekers. This can result in them avoiding certain experiences or becoming anxious or overwhelmed by sensory input. It can also cause children to seek out sensory input, for example by making repeated movements, chewing items or fiddling. Sensory processing issues are particularly common among Autistic pupils, and providing a learning environment that meets these needs will enable pupils to learn more easily and improve wellbeing.

Sensory & Physical		
All Children Universal Approach	Some Children Additional Targeted/ Specific Support Funded by School	Few Children Severe/ Complex Additional Support Additional Funding from LA
*Teaching entails planned learning opportunities to develop peer awareness / sensitivity regarding specific needs or conditions as appropriate. *Resources and teaching are used and matched according to individual child's physical and / or sensory needs. *Consistent approaches and routines are in place. *The classroom environment, availability and use of resources are regularly reviewed and adapted to meet the needs of children. Resources are clearly labelled, organised and accessible. *Multi-sensory teaching including auditory, visual, tactile, and kinaesthetic approaches are used.	*To maximise impact, the use of additional adults is well planned for, whilst bearing in mind the need to promote independence where possible. *Staff are aware of and plan for those who will need additional support for all or most transitions. **Developmental Coordination Difficulties (also known as Dyspraxia).** *Support of core stability through wobble cushion, exercises and games. *Support for letter formation through use of pencil grips and sloping boards. *Additional physical activities to support development of gross motor skills, for example: throwing, catching, hopping. *Support for the development of fine motor skills, for example: hand and arm exercises, specialist scissors, pegboard, threading, play dough (Dough Disco), pincher grips activities (pegs onto a washing line). *Support to provide sequencing and organisational skills, for example: now and next visuals, writing frames, visual timetables. **Deafness/ Hard of Hearing**	**Developmental Coordination Difficulties (also known as Dyspraxia).** *OT (Occupational Therapy) and/ or physiotherapist exercises *Sensory Room Program for vestibular, proprioception and relaxation activities. *Furniture and equipment in classrooms are the appropriate size/height for the children. *Favourable seating arrangements are identified, and the individual's plan provided by specialists is checked, for example: Hearing and visual needs. **Deafness/ Hard of Hearing** *Partnership work with other professionals, for example: Wigan's Specialist Sensory Education Team (SSET).

Sensory & Physical		
All Children **Universal Approach**	**Some Children** **Additional Targeted/ Specific Support** **Funded by School**	**Few Children** **Severe/ Complex Additional Support** **Additional Funding from LA**
*Individual, hard copies of information or adjustments are made where children are not able to access information on the whiteboard, depending on the individual's physical or sensory needs. *Resources are accessible for all children to promote learning, independence, respect and reduce stigma. *Groupings/seating of children take account of individual needs whilst routinely providing opportunities for access to positive role models, learning within mixed ability groups and promoting independence as far as possible. *Children's strengths, interests and difficulties in learning and behaviours are observed and monitored to inform planning: during lunch, lessons and breaks. *Children are helped to recognise and value their achievements, understand their own barriers to learning and are encouraged to identify and use support strategies to overcome these. *Extra-curricular activities and educational visits are planned to fully include children with physical and/or sensory needs (in line with the Equalities Act 2010). *Classroom displays are meaningful and visually accessible to reduce sensory overload. *Staff are aware of advice received from other professionals, including parent carers. They communicate with these partners and advice is used to inform and monitor teaching	*Evacuation routes and procedures are familiar and support adaptions made through regular practise. *All staff aware to ensure when working with the child, the child may use lip-reading and visual clues to support their hearing. *Additional pictures and handouts, to support learning. **Blindness/ Visual Impairment.** *Adaptive resources for inclusive play, for example a bell in the ball, so all can play together. *Additional time to become familiar with the room daily. This would be repeated when furniture and resources change place. *Access to low light visual aids. *Access to larger and more-tactile learning materials, for example: real life objects, tactile maps, and globes, VI protractors and rulers. * Use of magnification and accessibility features in ICT, for example: visualisers. **Physical Sensitivity including hyper and hypo responses and sensory processing differences. (refer to SEMH section too)** *Timetable sensory or regulatory breaks. *Adult support to develop strategies which help them feel ready to learn. *Option of individual workstations where appropriate to reduce sensory overload. *Access to a sensory circuit. **Tasting (gustatory) differences.** *Visuals to support with choosing and awareness of what is for lunch, snack, dinner. *Access to chewlerry where appropriate. **Touch (tactile) differences.** *Supported proximity of others and adaptions to positioning and use of resources e.g. floor markers, carpet tile or donut. *Additional opportunities to engage in sensory explorations e.g. using fidget spinners, stress balls, and stretchy bands, providing a variety of textures in toys, clothing, and food, playing with finger paints, Play-Doh, sand, mud, and other messy objects. **Proprioceptive & vestibular differences.**	* Appropriate communication methods for daily transitions, for example: reduced language, Sign Along, Picture Exchange Communication System (or PECS), now and next visuals, first and then visuals, visual or aural timetables. **Blindness/ Visual Impairment.** *Partnership work with other professionals, for example: Wigan Sensory Support Team, Teacher of the Visually Impaired. *Auditory reinforcements to support visual information. Use talking books and literature, large print books, reading apps etc. **Physical Sensitivity including hyper and hypo responses and sensory processing differences. (refer to SEMH section too)** *Referral to the Occupational Therapy Service. Advice and recommendations would be shared with all staff supporting the child, including where a sensory diet is in place. *Use of sensory room for vestibular, proprioception and relaxation exercises. **Tasting (gustatory) differences.** *Access to opportunities to explore food texture with their hands. *OT eating support in school setting. **Touch (tactile) differences.** *Timetabled regular access to sensory exploration play. **Proprioceptive & vestibular differences.** *Personal timetable including movement breaks and/ or sensory circuits. *Access to the sensory room for vestibular, proprioception and relaxation exercises.

Sensory & Physical		
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and learning to ensure that children achieve the best outcomes. *Use visual symbols or cue cards, where appropriate, to support understanding and sequencing of instructions.	*Sensory circuit *Movement breaks *Seating adaptions such as wobble cushion, chair leg bands, sloping cushions. **Physical disability.** *Reasonable adjustments made within context of the mainstream school environment. *Transition access through school lifts, slopes and wide passageways. *Personal Emergency Evacuation Plan. *Adapted equipment to facilitate access specific activities throughout the day, for example: cutlery, crockery, scissors.	*OT (Occupational Therapy) and/ or physiotherapist exercises **Physical disability.** *Enhanced transition with advice from specialist services involved. *Training for staff to meet the physical needs