A graduated response to meeting need

SEND Support at WHA

“All children/young people are entitled to high-quality everyday personalised teaching.”

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SEN: A Graduated Response to Meeting Need

What is the Graduated Response?

Where a child/young person is identified as having Special Educational Needs, educational settings must take action to remove barriers to learning and put effective **special educational provision** in place. This is called SEN support and should take the form of a four-part cycle of Assess-Plan-Do-Review (APDR). This is known as the Graduated Response.

What the Law says – a definition of Special Educational Provision

The Children and Families Act 2014 (Section 3 Para 21 (1)

SEN Provision is educational or training provision that is ***additional to or different from*** that generally made for others of the same age in mainstream schools, nurseries, and Post 16 institutions in England.

Using the Graduated Approach:

It draws on more detailed approaches, more frequent reviews and increasingly specialist expertise in successive cycles (APDR) in order to match interventions to the SEN of children and young people. (CoP Para 6.44). The graduated approach can encompass an array of strategies which are underpinned by a number of central principles:

- All children/young people are entitled to high-quality everyday personalised teaching;
- All children/young people can learn and make progress;
- **All teachers are teachers of SEND;**
- An adapted curriculum is not SEND provision – adaptive learning opportunities should be given to all learners;
- Provision for a child/young person with SEND should match the nature of their needs;
- There should be regular recording of a child's / young person's SEND, of the planned outcomes, of the action that the setting is taking, and of impact of those actions and the outcomes achieved.

Using the Graduated Approach means recognising that there is a continuum of need and that needs are met through the addition of increasingly specialist interventions as the level of need increases.

The SEND Graduated Response guidance is intended to be used as a tool for settings to help ensure children and young people across the city with Special Educational Needs reach their full potential. It sets out Local Authority expectations for the ways in which all schools and settings should meet the needs of children and young people with SEND.

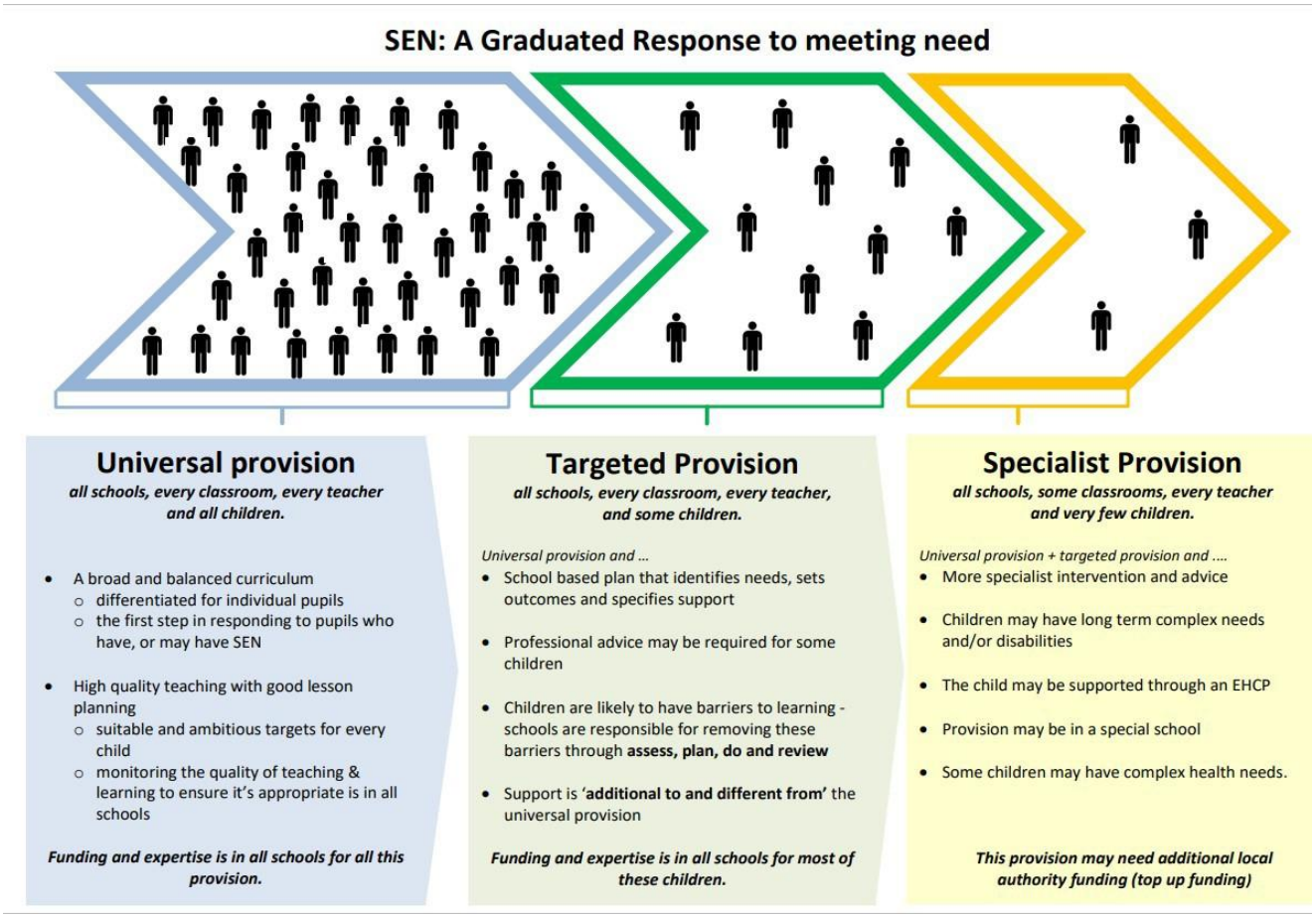
Identifying SEND

The SEND Code of Practice (2015) states that:

6.14 All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

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

"All teachers are teachers of SEND."



https://www.gov.uk/government/publications/teachers-standards

QFT and Reasonable Adjustments for All Students (Universal)

Classroom well organised and labelled (with symbols)
Plan by deciding what everyone can learn then 'work up'
Clear lesson structure with learning objectives presented orally and visually
Introduce new material in a multi-sensory way – show it, listen to it, look at it, hear it, say it, write it. Ido/We do/You do approaches.
Instructions given in small chunks with visual cues and reinforced in writing or with visuals
Understanding checked by asking pupils to explain what they have to do
Understanding is demonstrated in a variety of ways
Range of groupings within the class/school
Activities and listening broken up with breaks for more kinaesthetic activities
Praise is specific and named
Memory supported by explicit demonstration and modelling of memory techniques
Classroom assistants planned for and used to maximise learning
Pupils are clear what is expected – use of 'WAGOLL' and/or visual strips
Use of concrete resources
Support for reading - reading rulers, coloured backgrounds or paper, use of whiteboard tools, use of electronic scanning pens and electronic dictionaries
Clear font
Visuals including timetables and timers
High challenge, high support with carefully thought-out scaffolds
Adaptive teaching taking into account the level/ outcome/pitch/pace and varied grouping
Use of a variety of visual stimuli to aid learning, understanding and memory - especially use of ICT to minimise or avoid the necessity for children/young people to copy from the board or a distance
Extra time for completion of written tasks or adjustment of expectations (dyslexic children/young people can write less or use a different format/ICT)
Visual representation to aid understanding, recall and planning together with the use of a range of recording methods, e.g., bullet points, story board, flow chart, scribed and oral/recorded
Whole school training, e.g., Autism Education Trust (AET) training programme
Clear boundaries and routines with explicit teaching of new rules and routines
Consistency within the classroom in terms of organisation, structure, routines, space, and place
Changes of routine explained and discussed with children with time to prepare for them and process

"All children/young people are entitled to high-quality everyday personalised teaching."

Raising a Concern About a Student at WHA: Cognition and Learning

Concern	Try
the pupil's lack of progress, even when adaptive teaching approaches are targeted at areas of weakness	• Use scaffolding and modelling consistently (e.g., "I do, we do, you do"). • Incorporate formative assessment throughout lessons to check understanding in real time and adjust instruction. • Build in daily retrieval practice to support memory and deepen learning. • Provide frequent, purposeful feedback that is specific and actionable. • Use targeted questioning to probe understanding and prompt deeper thinking.
the pupil's performance levels for example they are below the level within which most pupils are expected to work	• Design tasks with tiered levels of challenge so all pupils can access and succeed at a suitable level. • Differentiate success criteria and outcomes, not just tasks. • Ensure high expectations are maintained through the right level of support, not by lowering the goal. • Provide clear models of excellence and use worked examples. • Use inclusive seating plans and ensure equitable teacher attention across ability groups.
the pupil's indicative test scores are below expected levels	• Use low-stakes quizzes and hinge questions to identify and address misconceptions early. • Plan time for review and revisit of key concepts, particularly in literacy and numeracy. • Ensure explicit vocabulary instruction is embedded across subjects. • Offer multiple representations of concepts (e.g., verbal, visual, symbolic). • Build metacognitive strategies into the lesson (e.g., self-questioning, reflection routines).
the pupil's attainment in underlying skills is beginning to interfere with their ability to make progress; for example skills in speech and language, English and Math	• Use visuals, prompts and sentence stems to support language development and expression. • Prioritise subject-specific language and repetition of key terms across the curriculum. • Deliver structured oral rehearsal before written tasks. • Ensure all instructions are clear, concise, and supported (e.g., written and visual). • Use manipulatives, diagrams, and structured language scaffolds in Maths and English.
the pupil's difficulty in dealing with abstract ideas, generalising from experience, and/or using problem-solving skills	• Introduce new concepts with concrete resources or real-life examples. • Use graphic organisers to make links between ideas explicit. • Scaffold problem-solving steps and refer to them regularly. • Encourage structured talk (e.g., talk partners, sentence frames) to help verbalise thinking. • Plan for deliberate generalisation—e.g., "Where else have we seen this?"

the pupil's attitude and/or approach to learning which is restricting access to the curriculum; for example pupil is demotivated, disorganised or lacks independent learning skills (despite motivating and adaptive teaching approaches)	• Build routines and structure into lessons to reduce cognitive load. • Offer choice and autonomy within structured tasks to increase motivation. • Use visual task planners or checklists to build independence. • Promote a growth mindset culture, celebrating effort and progress. • Embed pupil voice activities, ensuring learners feel heard and valued.
the pupil's cognitive development for example ability to sustain concentration or self-direct their learning, resist distraction, hold and manipulate the short-term memory	• Chunk instructions and use visual and verbal prompts to aid retention. • Repeat key points, using dual coding (words + visuals). • Offer short focus tasks with breaks or movement built into transitions. • Encourage use of working walls and displays to aid memory retrieval. • Provide organisational aids (e.g., now/next boards, timers, colour-coded tasks).

"Inclusion is not a curriculum, it is a mindset."

Raising a Concern About a Student at WHA: Communication and Interaction

Concern	Try
the pupil's attention and/or listening skills – their ability to focus their attention and take part in group work or language-based activities	• Use visual timetables and now/next boards to support transitions and task focus. • Break instructions into short, clear chunks and repeat when necessary. • Establish consistent routines and a calm, low-stimulus classroom environment. • Seat the pupil close to the teacher and away from distractions. • Use a cueing system (e.g., hand signals, name prompts) to alert attention before speaking
the pupil's receptive language – their ability to understand spoken language	• Use visual supports (e.g., images, symbols, objects, gestures) alongside spoken language. • Check understanding by asking pupils to repeat instructions in their own words. • Use simple, direct language and avoid figurative expressions unless explained. • Pre-teach key vocabulary and concepts using concrete examples. • Give extra processing time before expecting a response.
the pupil's expressive language – their ability to use language to communicate with others	• Model correct language structures in response to pupil attempts, without over-correcting. • Encourage talk partners and structured sentence starters to support oral expression. • Use word/idea banks to support vocabulary choice in speaking and writing. • Provide opportunities for non-verbal expression (drawing, pointing, choosing symbols). • Accept and value alternative forms of communication (e.g., gestures, AAC tools if used).
the pupil's speech sound development – their ability to produce and/or discriminate between the sounds necessary for clear, intelligible speech	• Model correct pronunciation clearly and naturally in response to errors. • Avoid putting the pupil on the spot; focus on understanding rather than correction. • Encourage blending and segmenting games using phonemes. • Use visual cues for articulation (e.g., actions or mirror work). • Support with rhymes and songs to develop awareness of sounds
the pupil's social communications – their ability to use language appropriately and successfully in social situations	• Use social stories or comic strip conversations to model appropriate interactions. • Create structured turn-taking activities and explicitly teach conversation rules. • Use role play and drama to practise real-life social situations. • Reinforce positive social behaviours with immediate, specific praise. • Teach emotional vocabulary and model how to express needs and feelings.

the pupil's uneven learning profiles and learning preferences, for example, they do not follow the usual developmental patterns	• Provide multisensory input for key concepts. • Allow pupils to demonstrate learning in different ways (drawing, speaking, writing, acting). • Scaffold tasks with sentence frames, word banks, visual aids. • Provide structured choice to promote autonomy within manageable limits. • Avoid assumptions—observe and note what supports engagement and progress.
the pupil's communication skills, for example, verbal and non-verbal	• Use clear facial expressions and gestures to support meaning. • Explicitly teach and model non-verbal communication, such as eye contact, body language, and personal space. • Support active listening through routines like "listening checklists" or partner feedback. • Be mindful of cultural and individual differences in communication styles. • Offer scaffolded opportunities for discussion and group work with clear expectations.
ability to recognise the feelings, perspectives or empathise with others and respond appropriately	• Use emotion charts or "feelings thermometers" to help identify emotions. • Read and discuss stories with a focus on character feelings and perspectives. • Model and reinforce language for empathy, e.g., "How do you think they felt?" • Use circle time or PSHE discussions to build social awareness. • Provide visual supports for social expectations in different contexts (e.g., playground vs classroom).
the pupil's social development capacity to 'share interest' and/or 'share attention'	• Use shared play or group tasks with defined roles to encourage joint attention. • Narrate shared experiences (e.g., "We're all watching the volcano erupt!") to draw focus. • Use interactive activities such as joint storytelling or building. • Offer praise and reinforcement for shared focus and turn-taking. • Include the pupil in structured group games with adult support as needed.
the pupil's rigidity of thought for example ability to manage changes in routine	• Provide visual timetables and preview any planned changes in routine. • Use transition cards or countdowns to prepare for upcoming shifts. • Teach problem-solving scripts or "what if" scenarios for flexibility. • Encourage predictable routines, with small changes introduced gradually. • Validate feelings around change and provide a safe space when needed.
the pupil's sensory skills for example over sensitivity or under sensitivity to sensory stimuli	• Offer a low-stimulus area or calming space for pupils to self-regulate. • Allow use of sensory tools (e.g., fidget items, ear defenders) where appropriate. • Seat the pupil in a predictable, lower-stimulation area of the room. • Be aware of noise, lighting, and crowding—consider impact and alternatives. • Build in movement breaks or heavy work tasks (e.g., carrying books, stretches) for sensory regulation.

Raising a Concern About a Student at WHA: Physical and Sensory

Concern	Try
the pupil presents with having a visual impairment which is affecting their learning for example holds books very closely or at an unusual angle, does not respond to non-verbal instructions, loses place when reading, skips lines and struggles to find text on a page	• Provide enlarged, high-contrast text and visuals (e.g., black font on pale yellow or off-white). • Ensure even, glare-free lighting and reduce visual clutter on the board and desk. • Read aloud what is written on the board and describe visual materials. • Allow use of reading rulers, trackers, or finger guides to keep place. • Position the pupil where they have the clearest line of sight and check materials are well-aligned and accessible.
the pupil presents with having a hearing impairment which is affecting their learning for example distractible, poor listening skills in a busy environment, asks you to repeat instructions	• Face the pupil when speaking and avoid covering your mouth—use clear articulation and natural pace. • Use visuals, gestures and written prompts to support spoken instructions. • Repeat or rephrase instructions and check understanding privately if needed. • Use subtitles on videos and live captions when possible. • Seat the pupil close to the teacher and away from background noise (e.g., windows, doors, fans). • Signal when speaking or changing topic—use the pupil's name or a visual cue.
the pupil presents with poor speech intelligibility due to a motor speech difficulty	• Create a patient, respectful speaking environment—model waiting and listening. • Avoid interrupting or correcting speech—respond to content, not clarity. • Encourage alternative methods of communication, such as gestures, writing, drawing, or AAC (if available). • Provide visual prompts or choices to reduce pressure on verbal output. • Summarise or repeat what was understood to model and confirm understanding.
the pupil presents with having a multi-sensory need which is affecting their learning for example have a dual sensory loss where both vision and hearing are needed	• Minimise reliance on either single sensory channel—use multisensory approaches (visuals **and** spoken **and** tactile). • Ensure instructions are consistent, repeated, and supported with concrete materials. • Allow extra processing time and use routines to support predictability. • Use tactile resources (e.g., raised line paper, real objects) and high-contrast visuals. • Prioritise a quiet, structured seating position with minimal background distraction. • Ensure the pupil can see your face and gestures clearly and repeat information slowly and clearly.

the pupil's physical skills/needs are affecting their learning/access to the curriculum	• Adapt classroom layout for easy navigation and accessibility. • Provide sloped boards, pencil grips, or adapted tools to support writing and fine motor skills. • Allow use of technology (e.g., tablet, dictation software) for writing where appropriate. • Build in movement breaks or allow flexible seating/standing options. • Reduce need for copying from the board—provide handouts or accessible notes. • Encourage peer support and buddy systems for practical tasks or transitions.
the pupil's medical needs are affecting their access to the curriculum	• Maintain a flexible approach to task timing, physical comfort, and lesson participation. • Provide catch-up opportunities using recorded lessons, visual aids, or summary sheets. • Keep the pupil informed of lesson structures—offer gentle cues when routines or content change. • Allow the use of a medical care plan as part of planning and adjustments. • Maintain discreet, compassionate communication about health-related needs or fatigue. • Ensure access to safe rest areas or time-out spaces when needed.

"Inclusion means not 'just getting in the door,' but thriving once you're inside."

Raising a Concern About a Student at WHA: Social, Emotional and Mental Health

Concern	Try
the pupil's learning behaviours are negatively affecting the pupil's and/or peers' access to learning	• Set clear, positively framed expectations and revisit them regularly. • Use pre-corrections (e.g., "Remember what good listening looks like…") before issues arise. • Provide structured routines and visual cues for task expectations. • Use task chunking with clear success criteria to promote focus and completion. • Reinforce positive behaviours immediately with specific praise or class recognition systems. • Build in movement breaks or self-regulation strategies for pupils needing physical release.
the pupil's social behaviour, which is negatively affecting the pupil's and/or peers' access to learning	• Teach and model explicit social skills (e.g., turn-taking, working collaboratively). • Use role play, circle time or class discussion to explore social dilemmas. • Create opportunities for peer mentoring or structured pair work to model positive interaction. • De-escalate calmly and privately redirect behaviour, avoiding public confrontation. • Use restorative conversations or visual reflection tools to rebuild relationships and repair harm.
the pupil's emotional wellbeing or mental health, which is negatively affecting the pupil's and/or peers' access to the curriculum	• Build trusted adult relationships through regular, predictable interactions. • Use emotion check-ins, visuals, or zones of regulation to help pupils express how they feel. • Create a safe, calm-down space within the classroom or a quiet breakout area. • Embed breathing and mindfulness techniques into the daily routine. • Use low-arousal responses and offer choice and control where appropriate to reduce anxiety. • Avoid shaming or public discipline—use compassionate, discrete responses.
the frequency with which the pupil reaches the limit of normal school/setting sanctions or behaviour recovery steps	• Use preventative strategies—catch early signs and intervene proactively. • Implement individualised regulation strategies (e.g., sensory tools, time out with permission). • Collaborate on a positive behaviour plan with visual prompts and agreed strategies. • Ensure pupils have opportunities to rejoin learning after incidents without stigma. • Monitor and reflect on patterns and triggers—adjust the environment or expectations accordingly.
the level of adversity the child has faced – their resilience	• Create a predictable, safe classroom environment with routines that reduce uncertainty.

	• Use relational approaches—ensure every pupil feels known, valued, and included. • Validate emotions with attuned, empathetic responses rather than consequence-led reactions. • Incorporate nurture-based practices, e.g., morning greetings, soft starts. • Offer structured opportunities for success to build self-worth and agency.
how early experiences may be having an ongoing impact on their resilience	• Be aware of triggers and sensory sensitivities that may relate to trauma. • Offer co-regulation (e.g., sit with them, breathe together, use calming tone). • Avoid sudden changes—prepare pupils in advance for transitions or changes in staff. • Use visual timelines or "first/then" structures to offer reassurance and clarity. • Use emotion coaching language (e.g., "I can see you're feeling…") to name and normalise feelings.
the ability to deliver appropriate interventions	• Ensure that intervention time is protected and does not exclude pupils from core curriculum access. • Embed pre-teaching and overlearning opportunities in the classroom to complement intervention focus. • Promote consistency of strategies between the intervention and classroom (e.g., visuals, behaviour scripts). • Liaise with support staff and SENCO to embed agreed strategies into daily routines. • Create a classroom climate where intervention is valued and normalised, not stigmatised.

"Every student matters, every moment counts."

Cognition and Learning

The SEN CoP states:

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

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

C&L Universal

C&LU1	Make sure you know the level of difficulty of any text you expect the pupil to read.
C&LU2	Key words/vocabulary emphasised when speaking and displayed clearly.
C&LU3	Pre-teaching of subject vocabulary.
C&LU4	Instructions broken down into manageable chunks and given in sequence.
C&LU5	Teach sequencing as a skill e.g., sequencing stories, alphabet etc.
C&LU6	Pupils encouraged to explain what they have to do to check understanding.
C&LU7	Resources, equipment, homework diaries make use of consistent symbols and colour coding.
C&LU8	Links to prior learning explicitly made.
C&LU9	Key learning points reviewed at appropriate times during and at the end of lessons.
C&LU10	Colour coded word walls in alphabetical order
C&LU11	Alternative ways to demonstrate understanding e.g., diagrams, mind maps, use of voice recorders.
C&LU12	Provide and teach the use of a range of writing frames to aid organisation.
C&LU13	Alphabet strips stuck to desks.
C&LU14	Key words and/or phoneme mats on desks
C&LU15	Mark writing for content – encourage pupils to highlight one or two words themselves that may be incorrect to be looked at later.
C&LU16	Use IT programmes/apps to reinforce and revise what has been taught.
C&LU17	To support short term memory, have small whiteboards and pens available for notes, e.g., to try out spellings, record ideas.
C&LU18	Range of coloured overlays/reading rulers available
C&LU19	Coloured paper for worksheets and coloured background on smart board
C&LU20	Texts which reflect interest and age range – good range of ‘hi-lo’ (high interest, low reading age) available
C&LU21	Text presented clearly – uncluttered, use bullet points and clear font.
C&LU22	Diagrams and pictures to add meaning alongside text.
C&LU23	Close procedure exercises to vary writing tasks and demonstrate understanding.
C&LU24	Collaborative and self-assessment
C&LU25	Learning style awareness
C&LU26	Learner groupings to support pupils with difficulties (paired recording with a fluent writer, dictation to a helper, groups where pupils take different responsibilities).
C&LU27	Don’t ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this.

C&L Targeted

C&LT1	Delivery of evidenced based and impact interventions- time bound and quantifiable e.g.
C&LT2	Phonics programme such as 'Sounds-Write', 'Beat Dyslexia', 'Read, Write Inc' catch up programme
C&LT3	Fisher Family Trust 'Lightening Squad' – reading intervention approved by National Tutoring Programme (Yr. 1 – Yr5) Success for All Phonics - FFT
C&LT4	Reading Recovery' programme
C&LT5	Focussed support on spelling programmes
C&LT6	Precision teaching
C&LT7	What works
C&LT8	EEF Interventions
C&LT9	Will need additional professional support from skilled colleagues, e.g., SENCo, to aid curriculum modifications and develop strategies to address C&L needs.
C&LT10	Planning may also consider advice from other professional support.
C&LT11	Psychometric Testing to report on cognition and clear identification of areas of need (Use of CCET).
C&LT12	Use appropriate assessment tool e.g., PIVATs, BSquared.
C&LT13	Arrangements to support the use and delivery of approaches or materials for students with Specific Learning Difficulties (SpLD) which may include multi-sensory teaching strategies.
C&LT14	Additional follow up lessons using range of resources and methods for core subject.
C&LT15	Revision sessions to revise and consolidate what has been learned.

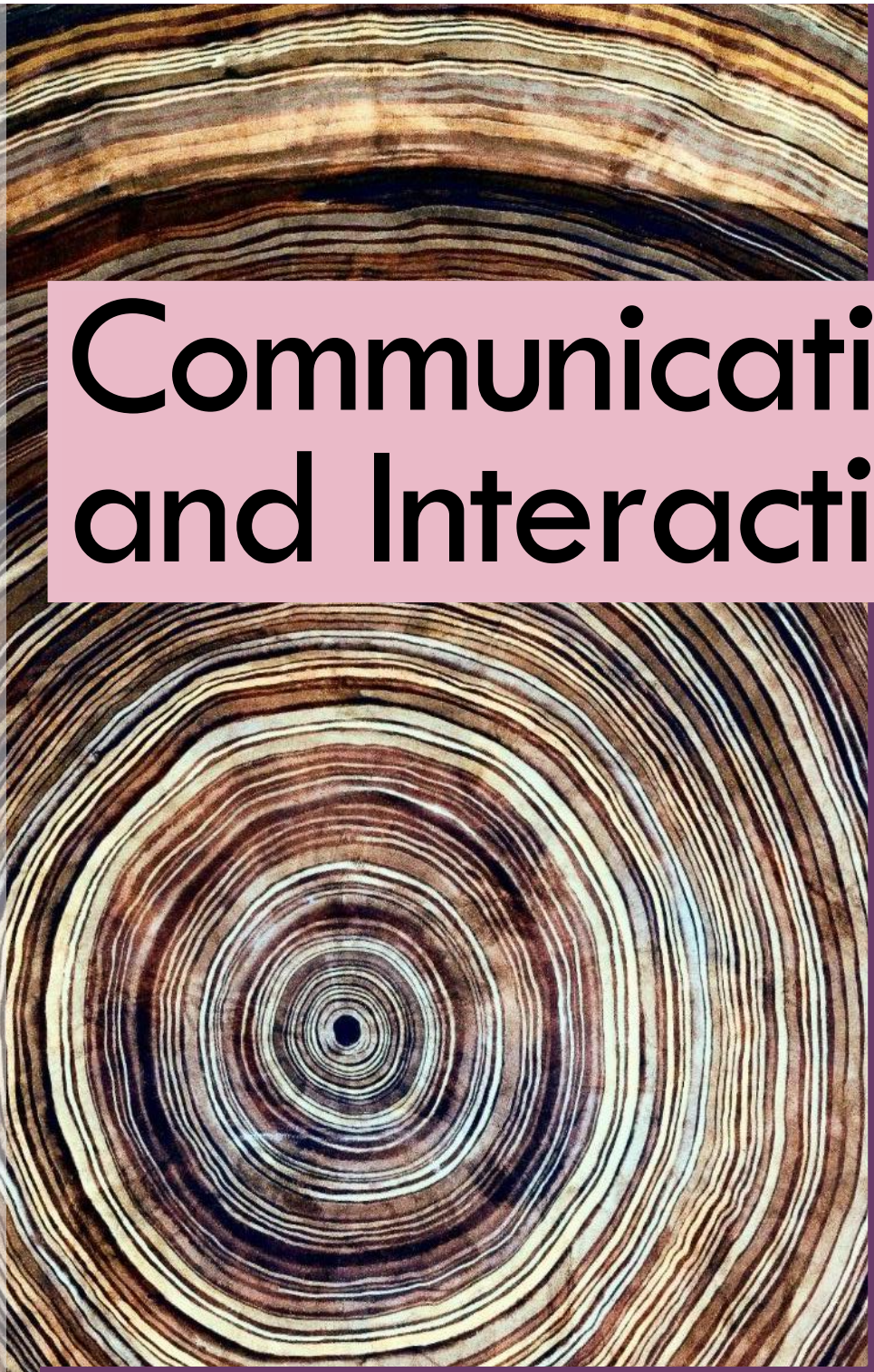
"All children/young people can learn and make progress."

C&L Specialist

C&LS1	Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum. These will include conceptual understanding of everyday language and subject specific vocabulary; pace of delivery as advised by specialists.
C&LS2	Significant pre-learning and over learning of concepts and functions; and use of alternative recording methods.
C&LS3	Intensive daily opportunities with a teacher or an additional adult, under the direction of the teacher providing sustained targeted support on an individual/group basis working on the principles of:
C&LS4	Direct instruction
C&LS5	Cumulative or over-learning
C&LS6	Practicing little and often
C&LS7	Emphasis on fluency as well as accuracy
C&LS8	Opportunities for application of skills
C&LS9	Engagement through interests and strengths
C&LS10	Individual or small group work to develop memory skills using appropriate resources.
C&LS11	Where appropriate an alternative curriculum to develop independence and life skills.

Please see the Progressive Provision Level Descriptors for guidance at this stage.

"I don't need easy – I need possible."



Communication and Interaction

The SEN CoP states:

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

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

C&I S&L Universal

Speech

C&I S&LU1	Active listening work such as listening for sounds in specific environments, sound lotto games, group games such as Simon says to develop active listening skills.
C&I S&LU2	Structured phonological awareness skills teaching in small groups and generalise into classroom contexts.
C&I S&LU3	Verbal role-modelling – emphasise key words with the sounds the child needs help with. Do not correct the child – model the target sounds.

Language

C&I S&LU4	Structured school and class routines with visual supports.
C&I S&LU5	Labelling key objects and actions in everyday routines.
C&I S&LU6	Vocabulary lists – first 100 words
C&I S&LU7	Reinforcement of new vocabulary and concepts in a range of contexts using a multi-sensory approach.
C&I S&LU8	Categorising vocabulary areas (e.g., clothing, animals, food, toys, furniture, people etc)
C&I S&LU9	Pre-teaching key words that are part of learning areas and curriculum areas and word maps – what does it look like? Where would you find it? What does it feel like? What other items are like it?
C&I S&LU10	Verbal role-modelling to demonstrate and expand language structures or target vocabulary.
C&I S&LU11	Classification of words as tier 1, 2 and 3 (Beck et al., 2013). Use of tier 1/2 words to teach/pre-teach tier 3 words.
C&I S&LU12	Shared reading and targeted play/activities to develop and extend knowledge of tier 2 vocabulary – story bags, matching games / feely bags centred around listening, understanding, and speaking.
C&I S&LU13	Adapted curriculum planning, activities, role-play areas - delivery & outcomes e.g., simplified language, key words on working wall and on spelling lists.
C&I S&LU14	Encourage Storytelling and narrative skills to build on sequencing and why questions (Talking Frame)
C&I S&LU15	Encourage pupils to use strategies to organise ideas and information, e.g., mind maps, narrative frameworks (spoken and written), colour coding, use of bullet points. • Encourage adults to ‘think aloud’ when making predictions, inferences, hypotheses etc., so that pupils begin to understand the processes involved in linking new learning to existing information, speculating, problem solving etc. Don’t ask pupil to read aloud in class unless you know they have pre- prepared and are comfortable with this.

C&I S&LU Universal

C&I S&LU16	Use of visual prompts/ICT to make language learning more visual.
C&I S&LU17	Use ICT to support written language skills – particularly beneficial for redrafting or reordering work.
C&I S&LU18	Use key words that match the child's level of language – 1/2/3 key words, e.g.
	i. 1WL – Amy…Coat on
	ii. 2WL – Amy…Coat on, Then Outside,
	iii. 3WL – Amy…Coat on, Then Outside, Then Choosing.
	iv. (Note: Child's level of listening and understanding may vary to level of distraction and child's own self focus.)

Communication

C&I S&LU19	Use child's name first to gain active listening and engagement.
C&I S&LU20	Support spoken information with visual cues so the child can see the information as well as hear the information. Our children can also have sensory needs so are processing lots of other stimulus at the same time.
C&I S&LU21	Total communication approach
C&I S&LU22	Using objects, pictures, and gestures to support understanding of use of expressive communication.

"An adapted curriculum is not SEND provision – adaptive learning opportunities should be given to all learners"

Speech and Language

C&I S&LT1	Speech and language programme/Intervention focusing on receptive or expressive language and/or sound production.
C&I S&LT2	Work on targets as advised by Speech and Language Therapy Service. Interventions could include Colourful Semantics, Narrative Therapy.
C&I S&LT3	Use quiet, limited distraction room and session to help a child discriminate a sound or listen/practise key language skills. Classrooms can be quite a distracting environment, especially when distinguishing between similar sounds, such as 'p' and 'b'
C&I S&LT4	Activities focusing on the child's level of language – 1/2/3 key words, e.g. i. 1WL – Amy…Coat on ii. 2WL – Amy…Coat on, Then Outside, iii. 3WL – Amy…Coat on, Then Outside, then Choosing. (Note: Child's level of listening and understanding may vary to level of distraction and child's own self focus.)
C&I S&LT5	Additional group work focusing on adapted activities to target specific areas of need.
C&I S&LT6	Total communication approach:
C&I S&LT7	Identified objects, signs, and symbols to support a therapy plan as identified by specialist.
C&I S&LT8	Motivate to Communicate – motivator boxes to provide daily opportunities for the child to communicate requests, choices, direction, comments, descriptions. Motivators will be identified from the SLT Motivator Checklist. Items often include sensory, cause and effect based items. Items that need adult help to operate.
C&I S&LT9	Setting up a Communication Environment – planned spaces, places, and areas to enable a child to communicate throughout the day as part of their day – items out of reach, items missing (sabotage), Bit by bit (adult has key items that are part of a sequence)

C&I S&L Specialist

C&I S&LU1	An intensive, specialist speech and language curriculum should be provided with access to speech and language therapy from local NHS core services or from another commissioned provider
C&I S&LU2	Alternative mechanisms/Specific programmes to develop independent use of ICT, recording skills and communication through AAC (to support speech and language disordered pupils) as appropriate with trained staff

Please see the Progressive Provision Level Descriptors for guidance at this stage.

"Every student can learn, just not on the same day, or in the same way."

C&I SC&I Universal

Social Communication and Interaction

C&I SC&IU1	Be specific. For example, ask “Did you enjoy your lunch?” and “Did you enjoy maths?” rather than “How was your day?.”
C&I SC&IU2	Avoid using irony, sarcasm, figurative language, rhetorical questions, idioms, or exaggeration as language can often be taken literally. If you do use these, explain what you have said and be clear about what you really mean to say.
C&I SC&IU3	Think of other ways to say and show ‘no’ – using language of actions you want the child to do instead, if items or actions are not available – explaining this in a visual way
C&I SC&IU4	Use a ‘behaviour’ diary to work out if any actions are for interaction or communication breakdown reasons.

Expressive Communication

C&I SC&IU5	Visual Communication – choice boards set up that are part of routines of the day to enhance communication opportunities.
C&I SC&IU6	Provide choices at object, photo, symbol, or verbal level to help the child communicate to another person using specific words.
C&I SC&IU7	Make the unspoken clear and teach in context. ‘When I do this face, it means this.’ Why do you think I am making this face? What do you think it means that you might need to do?’ (see also, Social Interaction).

Social Interaction

C&I SC&IU8	Follow the child’s lead with purpose to find out the child’s specific interests and to build on reciprocal interaction skills – joint attention, imitation, taking turns.
C&I SC&IU9	Use their interests and hobbies to engage them (joining you)
C&I SC&IU10	Structured paired games with an adult.
C&I SC&IU11	Set up paired play opportunities (child/child)
C&I SC&IU12	Buddy systems
C&I SC&IU13	Creative group times with adult support – open ended activities encourage your child to be in a group situation, with the adult scaffolding and guiding communication within the group.
C&I SC&IU14	Provide a system for the child to request adult support to initiate or join in play or group interactions.
C&I SC&IU15	Rhetorical practice
C&I SC&IU16	Inclusive practices, such as peer rehearsal, to ensure everyone has a turn.

C&I SC&I Universal

Sensory & Physical

C&I SC&IU17	Consider sensory differences and supports available for individuals e.g., ear defenders due to noise sensitivity or fidget toy, wobble cushion to aid concentration and attention.
C&I SC&IU18	Movement breaks including stretches and heavy work such as carrying items, especially after a sit-down learning task.
C&I SC&IU19	Awareness of pupil's need a prompt to use the toilet.
C&I SC&IU20	Consider pupil's position in the classroom, e.g., front of class and away from window to reduce distractions and limit visual stimulation.

"Every child deserves a champion – an adult who will never give up on them."

Includes programmes as advised by outreach services/specialists to work on Individual or small group support (either in class or as part of a withdrawal)

Routines & Structure:

C&I SC&IT1	Specific Workstation/space with recommendations from specialists
C&I SC&IT2	Use of a home-school diary to aid communication.
C&I SC&IT3	Positive behaviour plans in place.
C&I SC&IT4	Daily meet and greet with known member of staff.
C&I SC&IT5	Staff monitor and support students during unstructured times of the day.
C&I SC&IT6	Support movement around school during key transitions e.g., activity to activity, class to class, person to person, place to place.

Social Interaction

C&I SC&IT7	Targeted intervention to work specifically on identified pupil skills on child's SLT Communication/Therapy Plan
C&I SC&IT8	Targeted and Increased levels of Intensive Interaction through the day.
C&I SC&IT9	Let's Play (child/adult first)
C&I SC&IT10	Attention Autism
C&I SC&IT11	Structured turn taking activities with adults and then peer/peer. Adults role model communication structures as part of the activity.
C&I SC&IT12	Generalisation of structured turn taking into other activities that are planned in the day.
C&I SC&IT13	S.H.A.R.E Framework used to structure interactions.
C&I SC&IT14	Social Groups – interest based or structured to build on peer interaction and communication skills. Groups such as Friends Groups, Lego Club, Talkabout.
C&I SC&IT15	Planned activities during unstructured/free time/lunch times/break times to encourage positive peer relationships in a scaffolded way.
C&I SC&IT16	Targeted visual systems for key interaction breakdowns or planned support – Social Stories and Comic Strip Conversations, or supporting social understanding – social stories, comic strip conversations.
C&I SC&IT17	Using consistent systems such as 'break' cards and use of alternative spaces to support regulation. (also, Sensory & Physical)
C&I SC&IT18	Teaching of emotions and management of emotions. e.g., Zones of Regulation. (also, Sensory & Physical)

C&I SC&I Targeted

C&I SC&I Targeted

Social Communication-Social Understanding

C&I SC&IT19	Individualised Visual Supports at child's symbolic level of understanding – increased number in the sequence and level of support. Visual supports can be: Object Cues, Objects of Reference, First/Then or Now/Then, Visual
C&I SC&IT20	Timetable, Mini-schedules, Jobs lists, Waiting for, traffic lights for transitions
C&I SC&IT21	Support specific and targeted communication breakdowns or positive planned support for social understanding – Social Stories and Comic Strip Conversations. Note: The child will also have language-based targets to support understanding.

Expressive Communication

C&I SC&IT22	Motivate to Communicate – motivator boxes to provide daily opportunities for the child to communicate requests, choices, direction, comments, descriptions. Motivators will be identified from the SLT Motivator Checklist. Items often include sensory, cause and effect-based items. Items that need adult help to operate.
C&I SC&IT23	Setting up a Communication Environment – planned spaces, places, and areas to enable a child to communicate throughout the day as part of their day – items out of reach, items missing (sabotage), Bit by bit (adult has key items that are part of a sequence)
C&I SC&IT24	Identifying child's social communication profile (SLT Social Reasons for Communication). Setting up and planning opportunities for social functions of language
C&I SC&IT25	EP2C – Exchanging Pictures to Communicate
C&I SC&IT26	Structured language scripting (Gestalt Language Processing)
C&I SC&IT27	Paper based AAC – core boards, as part of structured session and generalised into everyday contexts. Communication opportunities to be planned and set up by key adults.
C&I SC&IT28	Group Conversation sessions – structured and unstructured.

Sensory & Physical:

C&I SC&IT29	Sensory accommodations to the environment
C&I SC&IT30	Opportunities for sensory strategies planned in e.g., sensory circuits. Start with alerting tasks and finish with calming tasks
C&I SC&IT31	Access to individual regulating strategies e.g., crunchy food, drinks bottle with a straw or chewable item. Visual prompt cards or verbal check ins to support access to these proactively and when required

C&I SC&I Specialist

Routine & Structure:

C&I SC&IS1	Appropriately trained TA for enhanced ratio support.
C&I SC&IS2	Considerable opportunities for individual or small group work within the classroom or on a withdrawal basis to address specific needs identified in partnership with specialist services.
C&I SC&IS3	Individualised curriculum content to address some specific needs as advised in partnership with specific services. Where appropriate an alternative curriculum to develop independence, life skills and promote positive wellbeing.
C&I SC&IS4	Specific approaches for individualised learning using approaches such as TEACCH for curriculum delivery and teaching methods.

Social Interaction:

C&I SC&IS1	Intensive programmes within Communication Plans targeted at a developmentally appropriate level to develop communication and interaction e.g. Attention Autism, communication/friend's groups etc, EP2C delivered and supported by trained staff.
C&I SC&IS2	Adult to facilitate interaction and communication with consideration of adaptation to the environment and available spaces to a more intensive or frequent level

Social Communication

C&I SC&IS3	Daily support for increased individualised visual supports and receptive communication.
C&I SC&IS4	Daily/weekly support for social thinking, social success/ appropriate social understanding (e.g., Social Stories, comic strips, Circles of Friends). This should be promoting teaching of life skills and preparation for adulthood.
C&I SC&IS5	Specific programmes to develop independent use of communication through AAC as appropriate with trained staff, e.g., EP2C, LAMP
C&I SC&IS6	Intense levels of individualised strategies, interventions, and differentiated curriculum to support child's overall social communication profile (examples of this are around sensory, learning, child's interactive style, flexible thinking skills, social / emotional regulation).

Sensory & Physical:

C&I SC&IS7	Intensive sensory based accommodations and activities planned in e.g., sensory circuits with specific adult support to access and recognise signs of dysregulation. Access/ supervision to a designated quiet area with sensory items such as a body sock

Please see the Progressive Provision Level Descriptors for guidance at this stage.

The SEN CoP states:

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

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

Physical and Sensory Needs

P&S Universal

Visual

P&SU1	Give as many first hand 'real' multi-sensory experiences as possible
P&SU2	Give as many first hand 'real' multi-sensory experiences as possible
P&SU3	Try out difference paper/Smartboard colours to try to find best contrast
P&SU4	Consider lighting – natural and artificial – which is most comfortable?
P&SU5	Avoid shiny surfaces which may reflect light and cause dazzle
P&SU6	Take advice from specialist teams related to font style and size
P&SU7	Short spells of visual activity should be interspersed with less demanding activities
P&SU8	Eliminate inessential copying from the board
P&SU9	Where copying is required, ensure appropriate print size photocopy is available
P&SU10	Ensure range of writing materials is available so that pupil can choose most appropriate to maximise vision
P&SU11	Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board
P&SU12	Address the pupil by name to get their attention
P&SU13	Avoid standing in front of windows – your face becomes difficult to see
P&SU14	Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g., working together on a project

Hearing:

P&SU15	Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
P&SU16	Gain pupil's attention before important information is given
P&SU17	Keep background noise to a minimum
P&SU18	Slow down speech rate a little, but keep natural fluency
P&SU19	Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
P&SU20	Allow more thinking and talking time
P&SU21	Model and teach careful listening along with signals when careful listening is required
P&SU22	Repeat contributions from other children – their voices may be softer and speech more unclear
P&SU23	Occasionally check that oral information/instructions have been understood
P&SU24	Don't ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this.

P&S Universal

P&SU25	Key words on board to focus introduction and conclusion
P&SU26	Divide listening time into chunks
P&SU27	Use visual symbols to support understanding

Physical:

P&SU28	Consider organisation of classroom to allow free movement
P&SU29	Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?
P&SU30	Ensure that left and right-handed pupils are not sitting next to each other with writing hands adjacent
P&SU31	Seating should allow pupil to rest both feet flat on the floor – check chair heights. Desk should be at elbow height
P&SU32	Sloping desk provided if possible
P&SU33	Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions
P&SU34	Seated where there are minimal distractions e.g., away from windows/doors
P&SU35	Encourage oral presentations as an alternative to some written work
P&SU36	Lined paper with spaces sufficiently wide to accommodate pupil's handwriting
P&SU37	Mark starting point for each line with a green dot
P&SU38	Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other
P&SU39	Break down activities into small chunks with praise for completing each part
P&SU40	Ensure range of different pen/pencil grips is available
P&SU41	If copying from the board is absolutely necessary, use different colours for each line and leave a gap between lines
P&SU42	Teach sequencing skills
P&SU43	Cue cards may help the pupil to sequence a task e.g., 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3, e.g., Put the date at the top of the page
P&SU44	Equipment clearly labelled and kept in same place in class
P&SU45	Teach pupil how to use planner, diary, lists to organise themselves
P&SU46	Allow additional time to complete tasks
P&SU47	Where possible, allow the pupil alternatives to taking part in team games where he/she will be identified as 'letting the side down'
P&SU48	Allow access to It for recording and the use laptops/tablets and teach keyboard skills (e.g., BBC 'Dance Mat' typing)

P&S Targeted

Visual:

P&ST1	Equipment and resources as recommended by IPaSS
P&ST2	Enlarged copies of texts – size determined by pupil and IPaSS or ophthalmologist.
P&ST3	Access to audio books and associated equipment

Hearing:

P&ST4	Equipment and resources as recommended by IPaSS or Audiologist
P&ST5	A language programme may support language development for a pupil with a hearing impairment by offering a quiet small group.

Physical:

P&ST6	Equipment, resources, and programmes as recommended by the occupational or physiotherapy services
P&ST7	'Fine/Gross Motor Skills' small group intervention programme
P&ST8	Small group or 1:1 handwriting activities (additional to usual provided for class) e.g., 'Speed up' or the 'Teodorescu – Write from the Start' programmes
P&ST9	Support and teaching of keyboard skills
P&ST10	Use of voice processor and associated teaching (at least 80% accuracy)
P&ST11	Specialist assessment and advice regarding mobility and curriculum access from IPaSS/ Health professionals
P&ST12	Modified planning for PE/outdoor play curriculum
P&ST13	Physiotherapy/ Occupational Therapy exercise programme to be done in school weekly

"Provision for a child/young person with SEND should match the nature of their needs"

P&S Specialist

Visual:

P&SS1	Setting staff make substantial adaptations to all curriculum delivery and materials to facilitate access and inclusion.
P&SS2	Requires significant adaptation and modification to all printed materials in order to access the curriculum
P&SS3	Use of specialist software or equipment to increase access to the curriculum.
P&SS4	Social / Life Skills teaching in small group/individual with specialist support
P&SS5	Specialist teaching of tactile learning

Hearing:

P&SS6	Setting staff make substantial adaptations to all curriculum delivery/presentations and materials to facilitate access and inclusion.
P&SS7	Any additional language support (including pre and post teaching of language) should be under the direction of the Qualified Teacher of the Deaf
P&SS8	Ongoing reinforcement of language and associated concepts used in lessons (subject based or language based and be able to demonstrate understanding)
P&SS9	Adult support for note taking, transcription of videos, noting key words, specific language.
P&SS10	Delivery of specialist curricula for Deaf pupils

Physical:

P&SS11	Highly individualised curriculum approach and planned opportunities to access specific individual programmes of support e.g., physiotherapy daily.
P&SS12	Close supervision to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g., break times.
P&SS13	Support to address self-care / self-regulation needs and use modified equipment.
P&SS14	Specific equipment and support for recording.
P&SS15	Appropriately trained staff for support for moving and handling.
P&SS16	Appropriately trained staff for support for use of communication aids.

Please see the Progressive Provision Banding Descriptors for guidance at this stage

The SEN CoP states:

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

Social, Emotional and Mental Health Needs

SEMH Universal

SEMHU1 A positive behaviour/relationship policy which is socially and emotionally adapted to meet the needs of all pupils and reviewed with staff at least annually

SEMHU2 Graduated approach with effective use of Assess, Plan, Do, Review.

SEMHU3 Ensure all staff comply with school policies which include whole system approaches such as:

- Restorative approaches
- Solution focussed approaches
- Positive classroom management
- Anti-bullying
- Promoting good mental health
- Developing a growth mindset
- Character Education

SEMHU4 Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.

SEMHU5 Emphasis on positive praise.

SEMHU6 Give the pupil a classroom responsibility to raise self-esteem

SEMHU7 Use of calming strategies to support distraction or promote self-regulation e.g., calming music, colouring, mindfulness activities.

SEMHU8 Give breaks between tasks and give legitimate 'moving around' activities e.g., Brain Gym, wake up and shake up

SEMHU9 Opportunity to access outdoor space whilst supervised to support with self- regulation.

SEMHU10 Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle aide' if necessary

SEMHU11 Provide lots of opportunities for sensory based learning e.g., practical activities, experiential learning, multi-sensory resources

SEMHU12 Use interactive strategies e.g., pupils have cards/whiteboards to hold up answers, come to the front to take a role.

SEMHU13 Make expectations for behaviour explicit by giving clear targets, explanations and modelled consistently by all staff.

SEMHU14 Where possible, create a quiet area both for working and as a 'quiet time/calm' zone

SEMHU15 Use a visual timer to measure and extend time on task.

SEMHU16 Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)

SEMHU17 Ensure that tools/equipment are easily accessible and available for use

SEMHU18 Give a set time for written work and do not extend into playtime to 'catch up' – the pupil will need these breaks

SEMH Universal

SEMHU19	Use pupil's name and ensure you have their attention before giving instructions
SEMHU20	Chunk instructions and support with visual cues
SEMHU21	Make use of different seating and grouping arrangements for different activities
SEMHU22	Personalise teaching where possible to reflect pupils' interests
SEMHU23	Communicate in a calm, clear manner
SEMHU24	Keep instructions, routines, and rules short, precise and positive
SEMHU25	Listen to the pupil, giving them an opportunity to explain their behaviours.
SEMHU26	Restorative approach with built in reflective time to provide post incident learning.
SEMHU27	Provide visual timetables, now and next and task lists – may need to be for a short period of time depending on the pupil
SEMHU28	Have a range of simple, accessible activities that the pupil enjoys using as 'calming' exercises
SEMHU29	Ensure groupings provide positive role models
SEMHU30	Transition from whole class work to independent or group work is taught clearly signalled and actively managed
SEMHU31	Systems to support regulation and awareness of emotions.
SEMHU32	Use of Emotional Wellbeing Pathway and Toolkit
SEMHU33	Working for/reward systems with clear structures, positive visual representation and instant recognition.
SEMHU34	Structured choices clearly presented
SEMHU35	Support at unstructured times with consideration of varied spaces and resources available e.g., games table at lunch
SEMHU36	The provision of planned opportunities for pupils to learn social and emotional skills and build resilience
SEMHU37	Effective links between pastoral support, personal and social education, SEN and the curriculum
SEMHU38	Adaptation of teaching and learning both academically and socially and emotionally
SEMHU39	Opportunities for repetition and overlearning.
SEMHU40	Break down tasks into small manageable chunks.
SEMHU41	Prior warning of change to routines and timetables.
SEMHU42	Opportunities to develop positive staff /child relationships
SEMHU43	Offering a child / young person opportunities to take on responsibilities e.g., class monitors, prefects, school council reps

SEMH Targeted

SEMHT1 A range of additional intervention programmes - social skills, anger management, alternative curriculum arrangements

SEMHT2 Pupil centred plan coproduced and reviewed with the pupil and parents/carer regularly.

SEMHT3 Individual SEMH target setting and review process half termly.

SEMHT4 Screened for SLCN, SpLD, MLD to ensure underlying needs are identified and addressed.

SEMHT5 Opportunities for time tabled nurture groups and activities at key transition points, in order to build resilience.

SEMHT6 Allocation of peer mentors, leaning / behaviour mentors - monitored and evaluated.

SEMHT7 Opportunity to access sensory regulation spaces/activities.

SEMHT8 Identification of a key person/advocate within the school who they can have regular contact within times of need

SEMHT9 SEMH Screening tool to identify individual needs.

SEMHT10 Regular targeted small group or individual support, making use of assessment tools (e.g., ELSA, Boxall, Thrive, etc.) to focus provision.

SEMHT11 Sensitive use of additional adult to;

a. Promote participation and engagement.
b. Support learning behaviours by modelling and mediated learning
c. Ensure risk assessment is addressed in all learning environments.
d. Promote independence skills and develop social inclusion.

SEMHT12 Use of advocacy to promote independence skills

SEMHT13 SEMH Support Service/Outreach – advice & recommendations.

SEMHT14 Access to alternative learning environments that supports de-escalation strategies e.g., personal desk, regulation station, identified agreed calming space.

SEMHT15 Highly structured routines communicated with visual supports and prompts.

SEMHT16 The school should consider the appropriateness of an Early Help Assessment for this learner as part of the graduated response

SEMH Specialist

SEMHS1	A range of additional and different intervention / support programmes in liaison with external agency professionals.
SEMHS2	Specific intervention programmes in small groups e.g., social skills programme, Self-esteem programme, Anger management programme
SEMHS3	A personalised plan/ provision plan or pastoral support programme which may include one or more of the following; strategies and interventions to address social skills, promote confidence, and build self-esteem, well-being, resilience, mental health
SEMHS4	Access to a key member of school staff in the classroom with relevant training and/or experience who is emotionally available to the learner, able to remain attentive and to 'tune in' to their emotional and safety needs throughout the day
SEMHS5	Consider alternative curriculum pathways e.g., vocational studies or life skills.
SEMHS6	Therapeutic approaches to support change
SEMHS7	Counselling programmes delivered by trained counsellor or mentor
SEMHS8	Individual risk assessments to identify any dangers and inform when and how the learner needs extra support
SEMHS9	A personalised timetable which is introduced in partnership with the learner, parents/carers and staff, and which may include withdrawal from some activities/lessons and offsite opportunities that focus on developing the learner's resilience and ability to engage in learning.

Please see the Progressive Provision Level Descriptors for guidance at this stage

"Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class.
Quality first teaching includes adaptive teaching and learning, strategies to support SEN pupils'

Useful Websites

General:

- SEND Gateway – www.sendgateway.org.uk
  A go-to hub for professional resources on SEND, managed by NASEN (National Association for Special Educational Needs).
  Covers: All 4 areas (Communication & Interaction, Cognition & Learning, SEMH, Sensory/Physical)
  Includes CPD, research, classroom strategies, and downloadable resources.
- The Whole School SEND Consortium – www.wholeschoolsend.org.uk
  DfE-funded initiative to improve SEND provision across schools.
  Includes: Teacher tools, training, free SEND Review Guides, and inclusive teaching checklists.
  Covers: All areas, with whole-school improvement lens.

Communication and Interaction

- ICAN – Children's Communication Charity – www.ican.org.uk
  Resources and guidance for supporting children with speech, language and communication needs (SLCN).
  Includes free classroom strategies, progress checkers, and CPD.
- National Autistic Society (NAS) – www.autism.org.uk
  Practical guides for educators on supporting autistic pupils in mainstream and specialist settings.
  Information on early identification, reasonable adjustments, and understanding behaviours.
  Autism-friendly classroom strategies (e.g., structure, communication, transitions).
  Free and paid CPD courses on autism in education.
  Insights from the voice of lived experience — includes content co-produced with autistic young people.

Cognition and Learning

- British Dyslexia Association (BDA) – www.bdadyslexia.org.uk
  Offers free advice and practical tools for supporting pupils with dyslexia and related learning differences.
  Includes teaching resources, checklists, and training opportunities.
- Twinkl SEND – www.twinkl.co.uk/resources/send
  A teacher-created resource platform with a large SEND section for all areas.
  Particularly strong on practical resources for cognition and learning (dyslexia, dyscalculia, working memory, etc.).

Social, Emotional and Mental Health (SEMH)

- YoungMinds – www.youngminds.org.uk
  Leading UK charity on children's mental health.
  Offers school staff training, toolkits, and classroom resources on anxiety, trauma, self-regulation, and behaviour.
- Anna Freud Centre – Schools in Mind – www.annafreud.org/schools-and-colleges
  Research-backed resources on mental health and wellbeing in education.
  Includes the Mentally Healthy Schools toolkit and emotional regulation strategies.

Sensory and/or Physical Needs

- NDCS (National Deaf Children's Society) – www.ndcs.org.uk
  Clear, practical classroom strategies for supporting deaf and hearing-impaired pupils.
  Includes free deaf awareness training for schools and downloadable teaching materials.
- RNIB – Education Professionals – www.rnib.org.uk/professionals/education/
  Advice for teaching children with vision impairment.
  Offers guidance on accessible materials, classroom layout, and inclusive teaching.

QFT and Reasonable Adjustments for All Students (Universal)

Classroom well organised and labelled (with symbols)
Plan by deciding what everyone can learn then 'work up'
Clear lesson structure with learning objectives presented orally and visually
Introduce new material in a multi-sensory way – show it, listen to it, look at it, hear it, say it, write it. Ido/We do/You do approaches.
Instructions given in small chunks with visual cues and reinforced in writing or with visuals
Understanding checked by asking pupils to explain what they have to do
Understanding is demonstrated in a variety of ways
Range of groupings within the class/school
Activities and listening broken up with breaks for more kinaesthetic activities
Praise is specific and named
Memory supported by explicit demonstration and modelling of memory techniques
Classroom assistants planned for and used to maximise learning
Pupils are clear what is expected – use of 'WAGOLL' and/or visual strips
Use of concrete resources
Support for reading - reading rulers, coloured backgrounds or paper, use of whiteboard tools, use of electronic scanning pens and electronic dictionaries
Clear font
Visuals including timetables and timers
High challenge, high support with carefully thought-out scaffolds
Adaptive teaching taking into account the level/ outcome/pitch/pace and varied grouping
Use of a variety of visual stimuli to aid learning, understanding and memory - especially use of ICT to minimise or avoid the necessity for children/young people to copy from the board or a distance
Extra time for completion of written tasks or adjustment of expectations (dyslexic children/young people can write less or use a different format/ICT)
Visual representation to aid understanding, recall and planning together with the use of a range of recording methods, e.g., bullet points, story board, flow chart, scribed and oral/recorded
Whole school training, e.g., Autism Education Trust (AET) training programme
Clear boundaries and routines with explicit teaching of new rules and routines
Consistency within the classroom in terms of organisation, structure, routines, space, and place
Changes of routine explained and discussed with children with time to prepare for them and process

A graduated response to meeting need

SEND Support at WHA

The SEND team at WHA:

- *Eleanor Wilkie – Director of Learning Support (SENDCo)*
- *Yvonne Jackson – SENDCo*
- *Natalie Drury – Deputy SENDCo*
- *Sharon Crees – SEND Administration Manager*
- *Amy Priestman – SEND Administrator*

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