

Shropshire's Ordinarily Available Provision

A commitment to inclusion from mainstream schools in Shropshire.

Shropshire's Ordinarily Available Provision: Overview



Shropshire's Ordinarily Available Provision is a key document co-produced by Shropshire's School Leaders and the LA with support from Special Educational Needs and Disability (SEND) specialists from the Sea View Trust. This document is intended to describe the minimum guarantee of the Universal and SEN Support available for children and young people (CYP) and their families in Shropshire.

The following framework provides:

- Contextual Information
- A set of strategies / approaches which are appropriate at the Universal level for all areas of need.
- A guide for identification of CYP within each of the four primary areas of need. This includes those CYP whose needs would fit within the Universal offer of school, and those whose needs require support which is 'additional to' and 'different from' (and therefore SEN support), to aid distinction between the two.
- A guide to the strategies and approaches which it would be expected are on offer in all Shropshire mainstream schools. Again, these are divided into those strategies/approaches (which might generically be termed interventions) for CYP who are within the Universal population, and those whose needs are at SEN Support. Schools are encouraged to choose the most appropriate interventions based on the needs identified through assessment of the individual CYP. The lists are neither prescriptive nor complete, merely suggestions, with the further detail on interventions in the SEND Toolkit attached to this guidance.

Foreword

This framework sets out to be ambitious and is intended to support schools in planning for, and meeting the needs of, their individual pupils, but also for identifying areas of SEND where there may be a need for further development, improved resource and/or staff CPD within school. Council services are available to support with developing both whole school provision and to meet individual needs.

When supporting CYP to learn, develop and successfully navigate any additional challenges that their difficulties may present, it is important to that all involved understand the part they play in the critical partnership of families and professionals working together. The views of parents/carers alongside the lived experience and voice of the CYP should be central to decision making and the determination of effective strategies to assist in ensuring access and success in learning for all.

What the legislation says: Chapter 6 of the SEND Code of Practice 2015 is clear in its expectation of schools, stating that mainstream schools “**must**”:

- Use their best endeavours to make sure that a child with SEN gets the support they need -this means doing everything they can to meet the CYP's SEN.
- Ensure that CYP with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN Co-ordinator (SENCo).
- Inform parents when making special educational provision for a CYP.
- Prepare a Special Educational Needs Information Report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Para 6.2 SEND Code of Practice 2015

A [CYP] has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided to other of the same age in mainstream schools or post-16 institutions.

Paras xiii & xiv, Introduction, SEND Code of Practice 2015

The Equality Act 2010 says somebody is disabled if they “have a physical or mental impairment that has a “substantial” and “long-term” negative effect on your ability to do normal activities.” Substantial is taken to mean “more than minor or trivial.” Long-term means 12 months or more. ([Definition of disability under the Equality Act 2010 - GOV.UK \(www.gov.uk\)](http://www.gov.uk))

List of Contributors

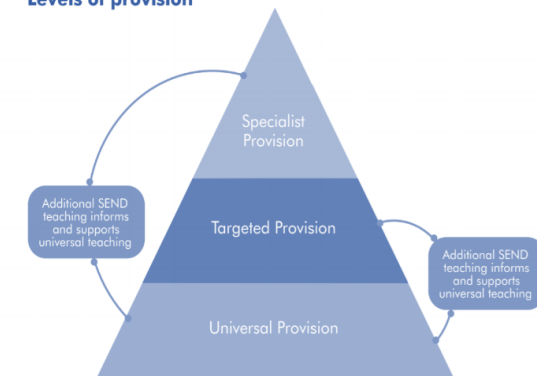
- Shropshire Schools – mainstream and special
- Service Users/ Interest Groups/ Third Sector Organisations
- PACC
- Shropshire IASS
- Service Providers, Designated Clinical Officer, Designated Social Care Officer
- Shropshire Council SEND and Inclusion Services
- The Sea View Trust

Shropshire's Ordinarily Available Provision: Contextual Information

Adopting a **Levels of Provision** approach is recognised as useful in enabling schools to identify how they can more effectively meet the special educational needs and disabilities (SEND) of their pupils:

- **Universal Provision** – A whole school inclusive vision, culture, ethos and values. It is underpinned by High Quality Teaching and learning that is adapted and tailored to meet the individual needs of the majority of children and young people, including those with and without SEND.
- **Targeted Provision**- Educational provision that is '**additional to**' and '**different from**' the Universal provision. Typically, this provision is provided for those learners with SEN support needs. '*In accordance with the Children and Family Act, 2014, Schools and college must use their **best endeavours** to ensure such provision is made for those who require it.*' (Para 1.25 SEND Code of Practice).
- **Specialist Provision**- Educational provision that is designed specifically to meet highly personalised need, typically this is provision that would be identified through an Education, Health Care Plan (EHCP) and may be provided in both mainstream and special school settings.

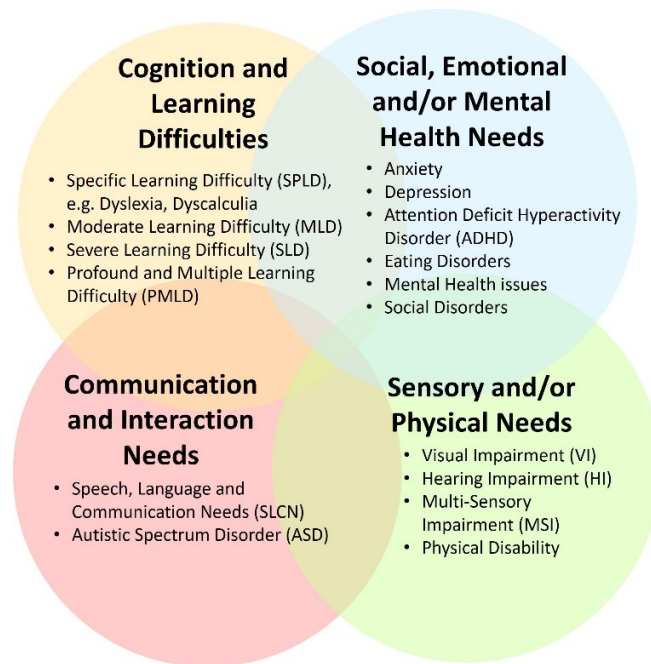
Levels of provision



Shropshire's Ordinarily Available Provision provides a shared understanding of our agreed Universal and Targeted offers.

The SEND Code of Practice (DfE 2015) identifies **4 Broad areas of Need:**

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



Shropshire's Ordinarily Available Provision document is organised to reflect the Universal and SEN support offers in response to the 4 Broad Areas of Need. However, schools will be adopting a holistic approach, recognising that an individual pupil may have SEND that are multiple and overlapping.

The **Universal Offer** includes High Quality Teaching (HQT) - strategies, resources and adaptations to the curriculum and teaching and learning environment designed to remove barriers to learning. As the name suggests the Universal offer is what schools provide for all pupils and therefore any pupil who has their needs fully met by this provision would not be registered as having SEN. A comprehensive Universal offer can meet needs before they become a barrier to learning and help a school to systematically identify pupils who may have greater needs and will require SEN support.

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.'

(SEND CoP Para 6.37)

SEN Support (Targeted provision) is the first stage of extra support available for learners with SEND. The offer should be 'additional to' or 'different from' the provision made for all pupils. Pupils in need of SEN support will be recorded on the school's SEND register as 'K' (the letter does not stand for anything other than a learner needing support which is 'additional to' or 'different from' the Universal offer).

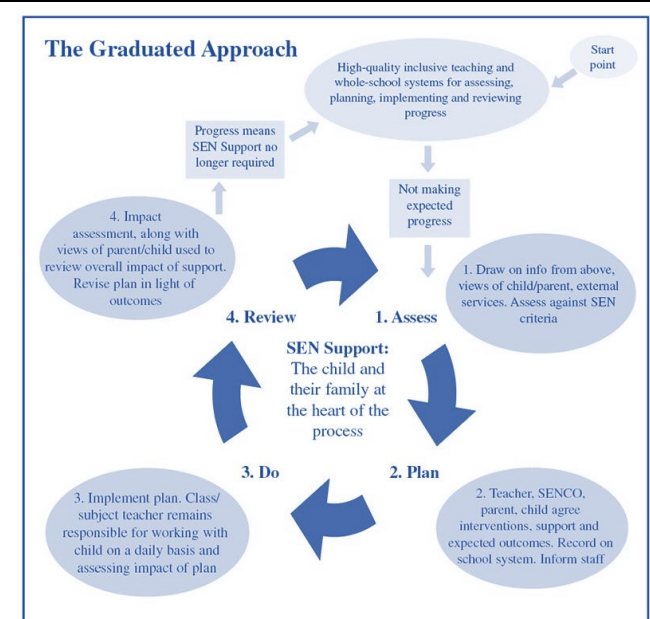
*'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.'* (SEND CoP 6.44)

Funding for the Universal and SEN support offers are from the schools' budget share.

'Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality, appropriate support from the whole of its budget.' (SEND CoP 6.96). *'It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, Headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.'* (SEND CoP 6.97) *'This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN.'* (SEND CoP 6.98)

In Shropshire, if a child's needs at SEN Support requires additional, short-term interventions that exceed the notional amount schools can request additional funding through the graduated support pathway (GSP). Parents and carers should be fully involved and agree the GSP plan in partnership with schools. [Graduated Support Pathway | Shropshire Council](#)

Specialists (for example educational psychologists, advisory teachers, speech and language therapists) can be valuable in supporting schools in designing of their Universal and SEN support offers. *'Schools may involve specialists at any point to advise*



them on early identification of SEN and effective support and interventions. . . The pupil's parents should always be involved in any decision to involve specialists.' (SEND CoP 6.59)

All schools are legally required to have an **Accessibility Plan** in place, which is under regular review, and to ensure that pupils with disabilities are included not disadvantaged.

Reference should also be made to 'Supporting Pupils with Medical Conditions' (DfE, 2014).

Writing and publishing the **Local Offer** is a Local Authority's (LA) responsibility, although to do this effectively LAs will need to understand what is happening in schools. [The SEND local offer | Shropshire Council](#)



'Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.(CoP 4.1)

Universal Offer: Strategies for all Types of Need

Inclusion focussed People

- Welcoming, inclusive school culture, with a focus and value on effort. Inclusive classrooms where 'it's ok to be different' and where adaptive teaching and personalisation are normalised so that all learners develop a sense of belonging.
- Staff work as a team and strong, positive relationships are built with all stakeholders; everyone is valued; pupil/ student, parent/ carer and staff voice are heard.
- Every teacher is a teacher of SEND; knowledgeable teachers know all of their pupils well.
- Staff are reflective practitioners.
- High Quality Teachers (able to adapt and adjust the learning experience) ensure High Quality Teaching (HQT), adapted by subject specialists, is the established norm. Learners have equal access to teacher time. Staff induction and CPD supports continual HQT improvement.
- SENCo (with NASENCO qualification or NPQ for SENCOs [from 2024]) on SLT with non-contact to match level of need and size of the school.
- Understanding and compassionate adults offering a 'Human First' approach and understand Maslow's Hierarchy of Need and how this may impact on their pupils' availability for learning.
- All teachers take responsibility for teaching personal development (including self-care and life-skills) and socialisation skills.
- Access to universal services such as School Nursing.

Inclusive Environments and Availability of Resource

- Environments that are appropriately adapted, accessibility issues are anticipated and facilities are adequate, including safe spaces for retreat.
- Safe, calm and orderly environments – with clear predictable routines, resources are deployed to support independence.
- Sufficient resources are readily available so that needs can be met - Providing alternative methods of teaching, learning and recording, including low-level assistive technology.
- Health and well-being support is embedded and pastoral support is responsive.
- Training and development opportunities are available for all, including parents and carers.
- All school staff are attachment and trauma-informed/ responsive (foundation training).
- Support staff are valued and well-deployed.
- Extended school activities are inclusive.

Systems to Support Inclusion

- Positive, inclusive culture and shared values, meeting special educational needs locally in the majority of cases.
- Clear universal policies (e.g., Behaviour) which are positive, well understood and consistently implemented.
- Clear and concise SEND Policy
- Embedded co-production with Service Users (children, young people and families) and person-centred planning.
- Clear and concise Pupil Support Plans that provide sufficient detail to support lesson adaptation'.
- SEND-needs recognised in all policies, with adjustments (Universal, Targeted and Specialist offer).
- Proactive safeguarding systems.
- Local solutions, offering choice for children and young people, and their families.
- Equal opportunities for all, recognition that every child really does matter.

- Accurate early identification of need.
- Improved transitions and information sharing in the learner's best interests.
- Genuine multi-agency working to address needs, ensuring access and discharge processes are transparent.
- Use of appropriate assessment and evaluation tools to ensure difficulties are understood and arrangements to access the curriculum are robust.
- Assessment cycles for all that mirror – assess, plan, do, review.
- Use of specialist services preventatively at the earliest stage possible to improve the Universal offer.

Curriculum & Interventions

- Highly trained staff who understand their role in the delivery of universal interventions.
- Broad and balanced, sequentially planned and connected curriculum that can be appropriately, adapted- high quality, aspirational, clear, ambitious, varied, engaging for all.
- Mental Health and well-being support (e.g., interventions related to PSHE & SRE curriculum). Curriculum support on personal and social development, building confidence and maintaining self-esteem.
- Access to extra curricula activities and enrichment opportunities
- An embedded Preparation for Adulthood (PfA) and Life skills curriculum, beginning at the earliest possible opportunity, to include Information Advice and Guidance (IAG).
- Imaginative use of technology.
- Pre-teaching key new vocabulary.
- Visual supports provided to support understanding of all.
- Access to sensory diets.
- Appropriate support to fully access learning given to pupils with English as an Additional Language (EAL is not a Special Educational Need, although some learners with EAL may also have underlying SEND).

Universal and Targeted Strategies for the 4 Broad Areas of Need



Communication and Interaction Speech Language Communication Needs

Identification and Assessment

Universal – All Learners	Targeted SEN Support (SEND K – ‘additional to’ or ‘different from’)
<ul style="list-style-type: none"> • Language communication skills within average range. Generally, ‘Confident Communicators’. May have age-appropriate non-verbal skills. • May have occasional, mild difficulties with receptive and/or expressive language, speech, social interaction, literal interpretation and inference, social use of language, sensory triggers and thought processes. • May have occasional difficulty following instructions; there may be some mild intelligibility issues with speech that might impact on phonic knowledge. 	<ul style="list-style-type: none"> • Additional assessment activities completed initially by school-based staff to help identify difficulties, with evidence used to consider involvement of appropriate specialist staff. • Mild / Moderate impairment. • Difficulty with receptive and/or expressive language, speech, social interaction, literal interpretation, inference, social use of language, sensory triggers, thought processes. • Literal use and interpretation of language.

<ul style="list-style-type: none"> Occasional difficulties with comprehension and ability to follow instructions. May have difficulties in giving accounts of events, conveying more abstract and complex thoughts. <p>Well-Being</p> <ul style="list-style-type: none"> No identified impact on well-being but teachers should monitor willingness to contribute in whole class/ group discussions and ability to manage social interaction. 	<ul style="list-style-type: none"> Experiencing unusual aspects of speech such as unusual intonation, pitch, volume, rate, echolalia (copying/ repeating). <p>Well-Being</p> <ul style="list-style-type: none"> Self-confidence and social integration limited by communication difficulties, may respond inappropriately in social and/or learning environment.
Provision	
Universal – All Learners	Targeted SEN Support (SEND K – ‘additional to’ or ‘different from’)
<p>Universal reasonable adjustments for Speech Language Communication Needs:</p> <ul style="list-style-type: none"> All teaching staff are expected to demonstrate SLCN High Quality Teaching strategies. All adults to modify language used, simplify and break down instructions. Visual aids: visual timetable/ ‘now and next’ boards used as required to support communication. Appropriate support to fully access learning given to pupils with English as an additional language (EAL). Age-appropriate language development in home language(s) and additional languages(s) Access to short term ‘universal’ interventions - individual/ small group identified and delivered as part of general tracking. 	<p>Speech Language Communication Needs SEN support (provision that is ‘additional to’ or ‘different from’ the schools’ Universal offer):</p> <ul style="list-style-type: none"> School to implement Speech Language Communication Needs (SLCN) strategies, access to specialist advice and targeted SLCN training if required. School implements individual or small group targeted interventions. Implementation of an individual communication programme and/ or strategies recommended by specialist teacher and / or Speech and Language Therapist (SaLT) as required.

<ul style="list-style-type: none"> • Support to facilitate effective communication, interaction and curriculum access to ensure thoughts, feelings, wants and needs are communicated effectively. • Support to ensure understanding of instructions and tasks by the pupil using verbal/written/ visual prompts and asking pupil to confirm the task requested. • Staff CPLD and Induction Programme supports inclusive practice, teachers' ownership of all their children, successful SLCN HQT strategies. 	
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Communication and Interaction

ASD; Social Communication and Interaction Needs

Identification and Assessment	
Universal – All Learners	Targeted SEN Support (SEND K – ‘additional to’ or ‘different from’)
<ul style="list-style-type: none"> • Pupil may have identified social communication delay/ difficulties and/ or a diagnosis of Autism/ASD, but can, with reasonable adjustments/ differentiation, manage with the expectations of school life e.g., time out card, additional processing time etc. • Pupil may experience low level difficulties with following: routines in school, responding to social situations such as turn taking, working in a group/team, making/ initiating/ sustaining friendships and sharing of resources. 	<ul style="list-style-type: none"> • Additional assessment activities completed initially by school-based staff to help identify difficulties, with evidence used to consider referral to and involvement of appropriate specialist staff. • Identified social communication difficulties with or without a diagnosis of Autism such as: <ul style="list-style-type: none"> ◦ Difficulties with social communication skills and social understanding which can lead to anxiety, withdrawal, frustration or distress and impact on

<ul style="list-style-type: none"> • Has difficulties managing change and transitions. May need prompting to begin and end tasks, relies on visual support. <p>Well-Being</p> <ul style="list-style-type: none"> • May feel/ show some anxiety in social situations, involving group/ teamwork. • Challenge at school may impact on home behaviour. • Demonstrates withdrawal, embarrassment or frustration when uncomfortable or unable to understand expectations. • May struggle to see others' points of view. 	<p>the child's/ young person's ability to engage in classroom activities.</p> <ul style="list-style-type: none"> ○ Lack of awareness of personal space, sitting/ standing too close to others <ul style="list-style-type: none"> • May experience difficulty in: <ul style="list-style-type: none"> ○ managing change ○ organising self ○ making appropriate choices ○ initiating and sustaining friendships • May experience difficulties/ unusual responses to sensory experiences (under/ over responsive to sensory stimuli). • Vulnerability due to difficulties with social understanding and knowledge of social behaviour. This may cause withdrawal/ isolation or socially inappropriate attempts at interaction. • May experience problem solving difficulties and use behaviour as a way of communicating anxiety. • Responds to targeted intervention but cannot independently transfer skills into 'real life' situations. • Difficulties initiating and sustaining friendships with peers. Lack of shared attention which impacts on ability to work collaboratively with others. • May need additional support to follow personal hygiene routines. • Difficulties recognising and communicating own emotions and understanding the emotions of others.
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	<ul style="list-style-type: none"> Occasional non-attendance possibly due to due to emotionally based needs, related to their social communication difficulties. <p>Well-Being</p> <ul style="list-style-type: none"> Self-confidence and social integration limited by communication difficulties, may respond inappropriately in social and/ or learning environment. Difficulties recognising and communicating own emotions and understanding the emotions of others.
Provision	
Universal – All Learners	Targeted SEN Support (SEND K – ‘additional to’ or ‘different from’)
<ul style="list-style-type: none"> Universal reasonable adjustments for Social Communication and Interaction difficulties: All teaching staff expected to demonstrate SC&I/ ASD Quality First Teaching. All staff expected to make adaptations to reduce barriers to learning. Learning Environments to be ASD friendly (e.g., low distraction areas/ good visual support). Strong relationships between home and school – taking a person-centred approach to ensure that school is not impacting on home. Modification of language used, simplify and break down instructions. Whole class visual timetable and visual prompts used together with verbal instructions. 	<p>Social Communication and Interaction Needs SEN support (provision that is ‘<u>additional to</u>’ or ‘<u>different from</u>’ the schools’ <u>Universal offer</u>):</p> <ul style="list-style-type: none"> Implementation of strategies advised by an educational psychologist or others to support pupils with Social Communication difficulties/ Autism Spectrum Disorder AND/OR support from a special school, Speech and Language Therapy Appropriate Plan Do Review cycles are completed. Support during less structured times (break times) and some curriculum work to understand and follow instructions. Meet and greet at the beginning/ end of the school day for pupils who may struggle and therefore require support for transitions.

<ul style="list-style-type: none"> • Say 'name first' to ensure pupils knows when he/ she needs to engage. • Support provided in the form of verbal or written prompts, scaffolding, writing frames or alternative methods of recording. Task organisers available. • Support for personal development, self-help and independence. • Visual aids including now and next (TEACCH structures). • Support to manage transitions and less structured times through specified strategies. • Awareness of sensory diet needs, provision of low arousal, purposeful learning environments. • Staff CPLD and Induction programme supports inclusive practice, teachers' ownership of all their children, successful ASD HQT strategies. • All staff to have attended autism awareness training. 	<ul style="list-style-type: none"> • Enabled to access to an identified area when starting to feel anxious or upset, in order to prevent anxiety escalating and provide space for calming. • Sensory diet assessment and implementation. • Referral onto the Neurodiversity Pathway. • Early help to offer family intervention and support.
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Cognition and Learning Needs

Identification and Assessment

Universal – All Learners

- Cognitive abilities low (generally or specifically).
- Curriculum achievements (including standardised reading assessments) low average, or maybe below average, within 12-18 months of age-related expectations.
- Pupils may present with some learning delay, showing difficulties with understanding in some parts of the English and Maths curriculum.
- Pupils may have weak phonics skills and/or comprehension; decoding may be laboured and pace may be slower than that of peers.
- Pupils may have shorter attention spans than peers.
- Pupils may have some difficulty generating verbal responses and/or recording their ideas in writing.
- Pupils may show a difference between verbal understanding and written work.
- Pupils may have a spikey profile across subject areas, with underperformance either in literacy or numeracy-based subjects.
- Pupils may respond well to short- and medium-term interventions.
- Rate of progress may be lower than average but should be consistent with projected 'flightpath'.

Targeted SEN Support

(SEND K – 'additional to' or 'different from')

- Additional assessment activities completed initially by school-based staff to help identify difficulties, with evidence used to consider involvement of appropriate specialist staff.
- Moderate difficulties in learning across all areas of the curriculum. Curriculum achievement is typically 18 months -2 years below age-related expectations and not explained by other factors. Pupils may have difficulties mastering basic skills with below average reading and spelling ages.
- Specific difficulties in learning, with significant underperformance across either literacy or numeracy-based subjects.
- Delay in reasoning, problem solving, and with attention and concentration skills. Require support to extract information from texts and verbal input and making links between existing and new knowledge.
- Difficulties in making inferences, generalisation of what has been learned and transferring skills to new tasks.
- Working memory deficit – recall of strings of letters or numbers, retaining information and using and applying skills.
- Difficulties with organisation and presentation skills. May require prompts to return to task.

Well-Being

- May need additional encouragement to remain motivated and on task.

- Pupils may show a difference between verbal understanding and written work.
- Pupils may demonstrate some specific learning difficulties (dyslexic features such as difficulties in reading fluency, inaccurate spelling, difficulties with organising and recording work).
- Rate of progress below that of peers, despite additional and different adjustments through Assess, Plan, Do, Review processes (SEND Code of Practice 6.44-6.55) If progress is not being made, or progress is limited, outcomes and provision should be reviewed to ensure they are appropriate. Any review should be person-centred, should follow the 'assess, plan, do and review' process and should take into account learner views (to inform future planning) and should involve the parent/carer/young person.

Well-Being

- Self-confidence may be at risk causing the learner to withdraw or become distracted from completing tasks if not supported appropriately and sensitively. Young person may divert attention from difficulties with completing a task by demonstrating low level disruptive behaviours; may be impact on attendance, as well as engagement.

Provision	
Universal – All Learners	Targeted SEN Support (SEND K – ‘additional to’ or ‘different from’)
<p>Universal reasonable adjustments for Cognition and Learning difficulties:</p> <ul style="list-style-type: none"> • Whole school trained in High Quality Teaching (HQT) for high incidence Cognition & Learning needs (MLD/ Dyslexia). • Access to short term ‘universal’ interventions individual/small group identified and delivered as part of general tracking. • Ensure language used is clear and simple. Support provided in the form of verbal or written prompts, scaffolding, writing frames or alternative methods of recording. • Whole school strategies e.g., Literacy Strategy. • Provision of tech to support recording in lessons. • Visual supports embedded to aid language understanding, e.g., pictures, symbols. • Ensure all cross curricula reading resources are matched to pupils’ reading ages. • Ensure pupils are positioned well, good eye contact and acoustics. • Staff CPLD and Induction programme supports inclusive practice, teachers’ ownership of all their children, successful HQT strategies for Cognition and Learning needs. 	<p>Cognition and Learning SEN support (provision that is ‘additional to’ or ‘different from’ the schools’ Universal offer):</p> <ul style="list-style-type: none"> • Use of multi-sensory strategies (using sight, touch, smell, and hearing) to support learning and opportunities for over learning through repetition. • Pre- and post- teaching of concepts to secure knowledge. • Adapting curriculum planning, delivery and resources where needed. • Request and implement specialist advice, if this is not already available within school or from peer/cluster group support, to enable full access to the curriculum. Specific programmes to be introduced to develop skills and increase rate of progress on a regular basis (likely to be focussed on Maths, English or communication skills). • Some specialist qualified dyslexia/ MLD specialist teaching support: 1-1/ small group/ advice and support to classroom staff. Systematic, evidence-informed interventions as advised by SENCo/specialist, with a focus on strengthening underlying skills: working memory, sequencing, decoding, reading comprehension, fluency, numeracy. • Personalisation of strategies for pupils, including Pupil Passports. • Visual supports embedded to aid language understanding, e.g., objects of reference, signing, gesture.

	<ul style="list-style-type: none">• Access arrangements considered.• Assistance with recording and/or alternative methods of recording and assistive technology.• Individual adult mediation at the start of tasks and frequent check-ins to support completion.• Individualised motivational strategies and mentoring.• Individual mediation to support personal organisation, e.g., weekly check-up 'clinic', meet and greets, extra organisational scaffolds.
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Social Emotional and Mental Health

Identification and Assessment

Universal – All Learners

- Pupil may experience low level/low frequency difficulties with social interaction and may demonstrate some difficulties with emotional well-being for example calling out, maintaining friendships and poor self-esteem.
- Emotional needs in relation to general well-being may be seen through disengagement or frustration and lack of confidence as a learner.
- As a result of trauma/ fear of failure, low self-esteem or limited self-awareness, may experience some difficulties with making and/or sustaining friendships; complying with adult directions; independent working; staying motivated without requiring frequent encouragement to stay on task; sustained concentration, engagement and participation in learning,
- Social vulnerability due to lack of understanding and knowledge of social behaviour which may cause withdrawal or overly intrusive social behaviours which can include bullying.
- May need prompting to begin/end tasks and follow personal hygiene routines.
- Difficulties forming and maintaining friendships with peers.
- Attendance may be below expected levels due to minor health issues e.g., frequent coughs, colds etc.

Targeted SEN Support

(SEND K – 'additional to' or 'different from')

- Additional assessment activities completed initially by school-based staff to help identify difficulties, with evidence used to consider involvement of appropriate specialist staff.
 - Have a range of assessments (e.g., Speech and Language/ Cognition and Learning assessment) been completed prior to movement to SEN support?
 - Has difficulty with concentration, engagement and participation in learning; this maybe as a result of fear of failure, low self-esteem or limited self-awareness.
 - Social vulnerability due to lack of understanding and knowledge of social behaviours, which may cause withdrawal.
 - May need support to follow personal hygiene routines.
 - Difficulties forming and maintaining friendships with peers.
 - Attendance may be below expected levels due to minor health issues.
 - Occasional non-attendance due to due to emotionally based needs.
- Well-Being**
- Refusing to accept requests, comply with instructions and/or consequences, and has difficulty understanding and accepting responsibility for actions.

<ul style="list-style-type: none"> Occasional non-attendance due to due to emotionally based needs. <p>Well-Being</p> <ul style="list-style-type: none"> Self-esteem and/or confidence may be affected. Pupil may avoid (or become upset) when faced with new/unfamiliar tasks - could be interpreted as refusal/unsafe or uncooperative behaviour. May be at risk of isolation or becoming socially vulnerable. Difficulty expressing feelings without support/taught strategies in place. Low self-esteem may demonstrate inappropriate responses in need of attention. Seeks affection, approval and reassurance repeatedly and appears to remain insecure. Refusing to accept requests to comply with instructions and/or consequences and may have difficulty understanding and accepting responsibility for actions. 	<ul style="list-style-type: none"> Low self-esteem demonstrates inappropriate responses in need of attention. Repeatedly seeks affection, approval and reassurance, and appears to remain insecure.
Provision	
Universal – All Learners	Targeted SEN Support (SEND K – ‘additional to’ or ‘different from’)
<p>Universal reasonable adjustments for Social Emotional and Mental Health difficulties:</p> <ul style="list-style-type: none"> Whole school mental health and well-being strategies. Social factors identified and ‘Team Around the Family’ (TAF) referral undertaken if appropriate. 	<p>Social Emotional Mental Health SEN support (provision that is ‘additional to’ or ‘different from’ the schools’ Universal offer):</p> <ul style="list-style-type: none"> Strategies in place to focus on difficulties during less structured/ supervised times of day (e.g., break/lunchtimes) which impact on learning opportunities

<ul style="list-style-type: none"> • Whole school trained in High Quality Teaching for SEMH. And strategies implemented. Social and emotional learning embedded and implemented throughout school. • High quality PSHE curriculum. • Differentiated curriculum with opportunities for self-regulation as required. • Robust whole-school Pastoral approach - identification and support systems in place. • Inclusive Behaviour Policy, with explicit reference to differentiation for pupils with additional needs. • All exclusions (internal and external) monitored and SENCo involved in discussions. • Trauma-informed practice approaches adopted as whole school. • Ensure behavioural expectations are clear (exemplify what 'good behaviour' looks like). • Support provided in the form of verbal or written prompts, visual reminders. Task organisers available. • Staff SEMH CPD and Induction Programme supports inclusive practice, teachers' ownership of all their children, successful SEMH HQT strategies. • School has staff appropriately trained/being trained in leading a mentally healthy school. School has Mental Health first aiders on their staff. • All school staff - understanding impact of Adverse Childhood Experiences (ACEs) and trauma. • Supervision is in place for frontline staff dealing with pupils with SEMH. 	<p>and access to the curriculum. Key worker to support transitions.</p> <ul style="list-style-type: none"> • Intervention programmes in place to develop: <ul style="list-style-type: none"> ○ Appropriate social skills ○ Empathy and awareness of the needs of others ○ Ability to maintain attention ○ Emotional regulation ○ Coping strategies for dealing with difficult situations ○ Independence in a learning environment • Early advice sought regarding Emotionally based School Avoidance (ESBA) in order to avoid attendance difficulties. • Access to a safe space/ time out area, to calm down as and when required. Support to develop a sense of danger and personal safety/ risk assessments completed as required. • TAF in place and regularly reviewed to support the child/young person and their family. • Referral to appropriate Mental Health service. • If difficulties are in the context of the family situation, early help can provide family intervention. • Targeted services, including specialist services, such as educational psychology, identified by individual schools.
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Sensory and/or Physical: Vision Impairment (VI)

Identification and Assessment

Universal – All Learners

- Diagnosed permanent mild vision impairment with minimal impact on functioning with reasonable adjustments in place e.g., monocular vision, patching for squints or mild colour blindness.
- Mild vision impairment which can be met through the Universal High Quality Teaching offer.
- Some reasonable adjustments may be required such as seating position in class and changes to lighting to enable independent learning.
- With reasonable adjustments in place, minimal impact on participation, interaction or independence.
- School should be aware of learner's visual status and ensure good use of glasses, etc., alerting parents of any concerns.
- Vision needs may be assessed and monitored by optician.
- Advice to be reviewed and shared at periods of transition to a new setting.

Well-Being

- Minimal impact on wellbeing.

Targeted SEN Support

(SEND K – 'additional to' or 'different from')

- **Permanent visual condition** impacting on learning and access to the school environment and curriculum.
- Learners will have a diagnosed eye condition.
- They **may**:
 - have assessed mild to moderate vision loss that cannot be corrected
 - be registered as sight impaired
 - have acuities within the range 6/12 to 6/36
 - have difficulties with near vision which means that they may require print enlarging up to N24
 - have a diagnosis of cerebral visual impairment by an Ophthalmologist
 - have significant visual field loss e.g., hemianopia
 - have a fluctuating visual condition such as nystagmus
- Progress and outcomes should be broadly in line with typical norms.
- Vision needs are to be assessed and monitored by specialists.

<ul style="list-style-type: none"> • Should be monitored as some pupils with mild difficulties with vision require physical intervention (e.g., short term patching) which can impact negatively on well-being. 	<ul style="list-style-type: none"> • Advice provided to, and training available for, all staff working with the CYP. • May require short term or ongoing programmes. • Outcomes should be broadly in line with typical norms. • Ability to participate fully in all school activities possible with reasonable adjustments as advised by Qualified Teacher of Children and Young People with Vision Impairment (QTVI). • Visual needs hinder ready access to the curriculum; use of technology and compensatory skills largely mitigate this. • Trained adult support is required in some lessons to ensure pupil accesses the curriculum, makes progress and develops independence. • Reasonable adjustments to specified curriculum subjects required. <p>Well-Being</p> <ul style="list-style-type: none"> • Vision impairment impacts on pupils' confidence, independence, ability to take initiative, resilience, self-esteem, social skills, mobility and social networks. • Reassurance and guidance required to maintain self-esteem and confidence, independence, resilience, social skills, mobility and social networks. • Pupil may need support to develop and sustain friendships.
<p>Provision</p>	

Universal – All Learners	Targeted SEN Support (SEND K – ‘additional to’ or ‘different from’)
<p>Universal reasonable adjustments for Vision Impairment:</p> <ul style="list-style-type: none"> • All reasonable adjustments made for the pupil to access the curriculum and environment according to the Equality Act 2010 and reasonable adjustments advice from the Equality and Human Rights Commission (EHRC). • Qualified Teacher of Children and Young People with Vision Impairment (QTVI) can provide support and advice on all aspects of the universal offer including creating supportive visual environments. • School environment should be well lit, without glare. • Contrast should be evident in décor, furnishings and signage. • Printed materials should be of good size and contrast. • Low vision aids, conventional magnifiers, magnification software, iPads/laptops must be provided by schools as reasonable adjustments under the requirements of the Equality Act. • Access to supportive IT: Screen sharing & changing font and colour on interactive whiteboard. • Environmental audit to inform Accessibility Plan. Following environmental audit, setting will need to follow specialist advice and make all reasonable adjustments to the environment, as required by the Equality Act 2010 to ensure equality of access with peers. 	<p>Vision Impairment SEN support (provision that is ‘additional to’ or ‘different from’ the schools’ Universal offer):</p> <p>Permanent vision-impairment is classed as a disability under the Equality Act 2010</p> <ul style="list-style-type: none"> • Implementation of strategies as advised by Qualified Teacher of Children and Young People with Vision Impairment (QTVI). • May require advice only from a Qualified Teacher of Children and Young People with Vision Impairment (QTVI) or may require short term or ongoing programmes. <p>Some modification of printed materials to ensure readability up to N24.</p> <ul style="list-style-type: none"> • Schools are responsible for providing low volume enlarged print and modification of visual materials e.g., maps and graphs. • Because of low incidence disability, school staff may require training from a VI specialist to produce resources to meet VI need. • May require access to enlarged or modified large print exam papers. • Curriculum access possible with some specialist equipment, such as low vision aids, adaptation and school-based intervention and support to show appropriate progress. • Independently mobile but may require short term programmes delivered by a habilitation specialist.

<ul style="list-style-type: none"> • Staff CPLD and Induction programme supports inclusive practice, teachers' ownership of all their children, successful VI HQT strategies. 	<ul style="list-style-type: none"> • May need some supervision and additional adjustments in unfamiliar environments, depending on visual condition. May have some difficulties with spatial awareness. • Under Equality Act legislation, Local Authorities and schools have a duty to provide reasonable adjustments i.e., supply auxiliary aids and services, where these are not provided through EHCPs.
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Sensory and/or Physical: Hearing Impairment (HI)

Identification and Assessment

Universal – All Learners	Targeted SEN Support (SEND K – 'additional to' or 'different from')
<ul style="list-style-type: none"> • Hearing loss in the normal range – below 21dB or with temporary or fluctuating hearing loss. • Unilateral loss (one ear working normally) • Hearing-aid may be dispensed by clinical audiologists to manage fluctuating or temporary hearing-loss. • Progress and outcomes typical for age. • With reasonable adjustments in place, no impact on participation, interaction or independence. • Hearing and listening needs may be assessed by specialist. <p>Well-Being</p> <ul style="list-style-type: none"> • Minimal impact on wellbeing. This needs to be monitored as even a fluctuating hearing loss, and the requirement to wear aids, can have a significant impact on wellbeing, especially in secondary school. 	<ul style="list-style-type: none"> • Permanent bilateral mild or moderate hearing-loss resulting in mild functional difficulties, language delay and access requirements, scoring less than 40% in accordance with the NATSIP criteria. • Late diagnosis of permanent mild or moderate hearing loss. • Progress and outcomes may be in line with, or slightly below, expected compared to age related norms. • Hearing and language needs to be assessed by specialist. • Ability to participate fully in all school activities is possible, with reasonable adjustments as advised by QTOD. • Requires the use of a hearing aid/bone conduction aid where viable and may require an assistive listening device (radio) to support listening in the classroom. <p>Well-Being</p>

	<ul style="list-style-type: none"> • 40% of children with hearing impairment may experience mental health problems related to their disability. Reassurance and guidance required to maintain self – esteem, confidence, independence, resilience, social skills and social networks. • May need support to develop and maintain friendships.
Provision	
Universal – All Learners	Targeted SEN Support (SEND K – ‘additional to’ or ‘different from’)
<p>Universal reasonable adjustments for Hearing Impairment:</p> <ul style="list-style-type: none"> • All reasonable adjustments made for the pupil to access the curriculum and environment according to the Equality Act 2010 and reasonable adjustments advice from the Equality and Human Rights Commission (EHRC). • Following an Acoustic Survey (if appropriate) carried out by a specialist teacher for hearing-impairment or Educational Audiologist, the school is required to follow specialist advice and make all reasonable adjustments to ensure appropriate acoustic conditions and optimal listening environments, as required by the Equality Act 2010. • Staff CPLD and Induction programme supports inclusive practice, teachers' ownership of all their children, successful HI HQT strategies. • May be considered for special arrangements for exams. 	<p>Hearing Impairment SEN support (provision that is ‘<u>additional to</u>’ or ‘<u>different from</u>’ the <u>schools’ Universal offer</u>):</p> <ul style="list-style-type: none"> • Permanent hearing-loss is a disability under the Equality Act 2010. • May request advice <u>only</u> from specialist HI Service or may require short term or ongoing programme of support delivered. • Implementation of strategies advised by qualified Teacher for Hearing Impairment (QTOD) or educational audiologist. • May need special arrangements for exams.

Sensory and/or Physical: Multi-Sensory Impairment (MSI)

Identification and Assessment

Universal – All Learners

- MSI is typically identified in the early years, prior to formal education. However, it can develop in adolescence as a result of accident or illness.
- Very mild vision and hearing impairment which can be met through the universal High Quality Teaching offer.
- Minimal impact on participation, interaction or independence with reasonable adjustments in place.
- Identified mild issues with speech and language, articulation, reading and recording.

Well-Being

- Minimal impact on wellbeing if MSI is very mild and adaptations are effective.
- This should be monitored as some pupils with mild MSI can easily become socially disengaged from their peers.
- Any young person developing MSI in adolescence is likely to require counselling and support to manage this change.

Targeted SEN Support

(SEND K – ‘additional to’ or ‘different from’)

- Diagnosed permanent mild multi-sensory impairment is likely to require targeted specialist support.
- **Pupils requiring significant support with a MSI may need** guidance and support to develop self-help and independence skills, alternative recording methods.

Well-Being

- Mental Health issues are common in young people with any level of MSI as they can feel ‘cut off’ from their peers.
- **Reassurance and guidance required** to maintain self-esteem and confidence, independence, resilience, social skills, mobility and social networks.
- Pupil may need support to develop and sustain friendships.

Provision	
Universal – All Learners	Targeted SEN Support (SEND K – ‘additional to’ or ‘different from’)
<p>Universal reasonable adjustments for Multi-Sensory Impairment:</p> <ul style="list-style-type: none"> • All reasonable adjustments made for the pupil to access the curriculum and environment according to the Equality Act 2010 and reasonable adjustments advice from the Equality and Human Rights Commission (EHRC). • Limit changes being made to the classroom layout as this can significantly reduce independence. • Qualified Teacher of the Vision Impaired alongside Qualified Teacher of the Deaf can provide support and advice on all aspects of the universal offer, including creating supportive visual and acoustic environments. • Following an Acoustic Survey carried out by a qualified teacher of the deaf, the school is required to follow specialist advice and make all reasonable adjustments to ensure appropriate acoustic conditions and optimal listening environments as required by the Equality Act 2010. • Environmental audit to inform Accessibility Plan. • Low vision aids, conventional magnifiers, magnification software, iPads/laptops must be provided by schools as reasonable adjustments under the requirements of the Equality Act. 	<p>Multi-Sensory Impairment SEN support (provision that is ‘additional to’ or ‘different from’ the schools’ Universal offer):</p> <ul style="list-style-type: none"> • Advice should be sought from a QTVI alongside a QTOD. • Specific interventions to develop other senses. • Implementation of strategies as advised by Qualified Teacher of Children and Young People with Vision Impairment (QTVI) and Qualified Teacher of the Deaf (QTOD) working in conjunction. • May require short term or ongoing programmes. • May require modification of print resources • Curriculum access possible with some specialist equipment, such as low vision aids, assistive listening devices, adaptation and school-based intervention and support to show appropriate progress. • Independently mobile but may require short term programmes delivered by a habilitation specialist. • May need some supervision and additional adjustments in unfamiliar environments depending on visual condition. • May have some difficulties with spatial awareness • Under Equality Act legislation Local Authorities and schools have a duty to supply auxiliary aids and services as

reasonable adjustments where these are not provided through EHCPs.

Sensory and/or Physical: Physical

Identification and Assessment

Universal – All Learners

- Physical health and development within normal levels.
- Pupil attempts all physical activities within normal school day.
- May need time and space to rest when tired/ fatigued due to physical needs.

Well-Being

- Well-being and self- esteem supported through the Universal offer.

Targeted SEN Support

(SEND K – 'additional to' or 'different from')

- Poor fine motor development (potentially affecting handwriting speed/ accuracy) and/or gross motor skills. Requires support additional to and different from their peers, including additional help to carry, move or use equipment required throughout the school day.
- Pupil Physical/ Sensory needs means they are likely to have difficulties with new/specific environments, which will require planning and adaptations.
- Pupil may have physical needs, making it difficult to undertake practical tasks independently, which require additional support
- May have Physical/ Medical condition which impact on access to the academic and social curriculum.

Well-Being

- Physical differences may impact on the pupil's emotional well-being which requires individual monitoring support to maintain confidence.

Provision

Universal – All Learners	Targeted SEN Support (SEND K – ‘additional to’ or ‘different from’)
<p>Universal reasonable adjustments for Physical Impairment:</p> <ul style="list-style-type: none"> • All reasonable adjustments, including equipment, made for the pupil to access the curriculum and environment according to the Equality Act 2010 and reasonable adjustments advice from the Equality and Human Rights Commission (EHRC). • Strategies in place to develop self-help and organisational skills. The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements for pupils with medical needs with regard to the statutory guidance ‘Supporting pupils at school with medical conditions’. Support to reinforce health care plans and professional programmes e.g., asthma, allergies, diabetes, regular medication and monitoring. • Accessibility Plan • Pupils who have medical needs do not automatically need to be recorded on the SEND register. • Staff CPLD and Induction programme 	<p>Physical Impairment SEN support (provision that is ‘<u>additional to</u>’ or ‘<u>different from</u>’ the <u>schools’ Universal offer</u>):</p> <ul style="list-style-type: none"> • Implementation of advice from Occupational Therapist • Implementation of advice from Physiotherapists <ul style="list-style-type: none"> ○ Strategies to maintain fine and gross motor skills integrated throughout the day. ○ Support for mobility and healthcare plans. • Guidance and support to develop self-help and independence skills. Modification of resources and materials for recording written work: writing slopes, pencil grips, fiddle toys, adapted scissors.