



**Riverside Meadows**  
Academy

# **Ordinarily Available** **Provision**

*Provision that you can expect to be made available for all children and young people with special educational needs and / or disabilities*

**Information for professionals and parents / carers**



# Ordinarily available provision

What on earth is 'ordinarily available provision'? What does it actually mean?

The term 'ordinarily available provision' comes from the SEN Code of Practice and refers to the support that mainstream schools or settings should be able to provide for a child or young person through their agreed funding and resource arrangements.

To help schools and settings to understand the types of everyday support and adaptations that can be made as part of normal teaching practice or through this 'ordinarily available provision' an 'Ordinarily Available Inclusive Practice' guide has been produced.

## Section One:

### Provision for all students at Riverside Meadows, regardless of need.

This section outlines the expectations on all schools within the trust and links to the Children and Families Act 2014, Equality Act 2010, Education Act 2011 and SEND Code of Practice, according to the needs of the child / young person.

Broadly speaking, much of this section will be an integral part of the school's provision for all children. They outline some of the practices and adaptations that are part and parcel of quality first-teaching.

The provision and strategies outlined in this section may be required for children and young people with SEND and / or disabilities but will undoubtedly be of benefit to many of the learners in the setting. It is important that the guidance in this document is used to support the relationship between learners, parents and schools, enabling a co-produced approach from the very beginning

	<b>Expectations of all settings</b>	<b>Strategies</b>
<b>Assessment</b>	<p>A minimum termly cycle of Assess, Plan, Do, Review is used to ensure that pupils with SEND are making progress.</p>	<p>Children &amp; young people’s strengths and difficulties in learning and behaviour are observed and monitored in different settings and contexts for a short period of time to inform planning. For example SEND Support Plan.</p> <p>Staff are aware of pupil’s starting points so that expected progress can be measured across each key stage.</p> <p>Recording of the Assess, Plan, Do, Review.</p> <p>Assessment is used to inform planning and interventions, and review progress within interventions. Consideration is given for individual pupil’s developmental trends. Interventions and strategies are used to demonstrate holistic progress.</p>
	<p>Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.</p>	<p>A wide range of assessment strategies and tools are used to ensure a thorough understanding of learners including talking to parents and other professionals.</p> <p>Learners have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets, both non- academic and academic.</p> <p>The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the learners. This is referred to as a tiered Graduated Approach.</p>
	<p>Expertise is in place to manage reasonable examination arrangements (access arrangements) for all formal and informal national assessments including public examinations</p>	<p>Settings make adaptations to assessment arrangements as part of their everyday practice. This is used to establish the learner’s normal way of working.</p> <p>Please refer to the relevant exam board guidelines/JCQ guidance and relevant professional advice. Arrangements could include:</p> <ul style="list-style-type: none"> <li>• Rest breaks</li> <li>• Extra time</li> </ul> <p>Adapted resources (e.g. enlarged text and braille, laptop or scribe) are used in class and assessments.</p>

	Expectations of all settings	Strategies
Partnership with learners and parents / carers	The setting works in partnership with parents, carers and learners in decision- making	<p>Parents and carers are aware of the range of communication channels available for sharing information about their child and their concerns will be recorded.</p> <p>Parents are aware of SEND status of their child, including when they are placed on the school's SEND register and the support and individually tailored interventions in place (where applicable). They are involved in setting and reviewing targets for their child.</p> <p>Formal and informal events take place to seek views in relation to SEND provision in the school e.g. pupils and parent surveys, coffee mornings, parent governor meetings.</p> <p>Use Parent Mail / text / phone call / email to support communication directly with parents/carers in addition to communication given via learners.</p> <p>The SEND information report is co-produced with parents and carers.</p>
	An effective partnership with learners and parents is evident through their participation in assessment and review processes.	<p>Parents and carers are signposted to <a href="#">Schools and Learning - Cambridgeshire County Council</a> This is referenced on the school's website.</p> <p>Parents and carers can also be signposted to the Local Offer <a href="#">SEND Information Hub (Local Offer) (cambridgeshire.gov.uk)</a></p>

	<b>Expectations of all settings</b>	<b>Strategies</b>
<b>Pastoral</b>	The setting recognises, and responds to, the need for pastoral support for learners with SEND, bearing in mind the individual's social and emotional needs and other relevant contextual circumstances.	<p>There is a calm and purposeful environment for learning where pupils feel they belong and their contributions are valued.</p> <p>Pupils can identify an agreed safe space allocated to them.</p> <p>Language used in the classroom demonstrates unconditional positive regard for learners.</p> <p>Whole school approach is used to develop emotional literacy, wellbeing and resilience and promote positive attitudes to learners with SEND.</p> <p>Peer awareness and sensitivity towards difference (including SEND) are raised at a whole school level. Work is done with classes and groups regarding specific needs or conditions as appropriate.</p>
	Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.	<p>Named adults / key workers as a stable point of reference when required.</p> <p>Negative attitudes, beliefs and perceptions towards individuals and groups are challenged, in the classroom, the wider school and society.</p> <p>Pupil Voice is encouraged and acted on.</p> <p>Good relationships are encouraged and built.</p>

	Expectations of all settings	Strategies
<b>The physical and sensory environment</b>	The physical environment is adapted to meet the needs of learners.	<p>The physical accessibility of the building and individual learning spaces are assessed. The accessibility plan is on the school's website and 'reasonable adjustments' are made according to individual needs.</p> <p>The furniture is the appropriate size/ height for the learners.</p> <p>Extra-curricular activities and educational visits are planned to fully include pupils with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. 'Reasonable adjustments' are made.</p> <p>The views of learners, parents and carers are routinely sought and are used to inform planning for physical or sensory adaptations that they may require.</p> <p>Risk assessments for the child or young person need to be completed.</p>
	Practitioners are aware of sensory needs and issues that may impact on learners.	<p>Staff are aware of smells and noise in the room and any particular individuals who may be impacted by these. E.g. classroom next to the canteen or music in a room. Adjustments to the acoustic environment such as soft furnishings and high ceilings can help with this.</p> <p>Learners' sensory needs are known and used to plan seating arrangements and movement breaks.</p> <p>Left and right-handed pupils are able to use equipment comfortably.</p> <p>Pupils who wear glasses and/or hearing aids wear them and are seated in the optimum position.</p> <p>Displays are meaningful and appropriate for all learners. Staff are aware of lighting in the room e.g. use of natural light, glare from the board, who is facing the light, where you stand in relation to the light.</p>

	<b>Expectations of all settings</b>	<b>Strategies</b>
<b>Teaching, Communication and learning strategies</b>	<p>Practitioners are aware of the additional needs of their learners; understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice.</p>	<p>Aspects of structured teaching are used according to pupil needs e.g. visual timetables, clear concise instructions with written or visual prompts (e.g. now and next cards, timetables, etc), particularly during transitions.</p> <p>Learners are given time to process information before being asked to respond.</p> <p>Tasks are broken down into small manageable steps. These steps are shown explicitly.</p> <p>The pace and order of activities is relevant to maintain interest and attention of all pupils. Key information and strategies are shared with all relevant members of staff, e.g. Student Behaviour and Learning Plan</p>
	<p>Practitioners differentiate to provide suitable learning challenges and cater for different learning needs and styles.</p> <p>Individualised and/or small group planning and programmes in more than one curriculum area.</p> <p>Use of steps-to- success or similar to promote independence, scaffold and support learners.</p>	<p>Modelling is used to aid understanding, as are concrete examples.</p> <p>Visual/ audio demonstrations and visual cues/ audio commentary are used.</p> <p>Key vocab is displayed with visuals. Study skills are explicitly taught.</p> <p>Teachers' handwriting on the board and in pupils' books is clear and legible.</p> <p>Interactive whiteboard / smart screens are used to effectively promote engagement and scaffold the lesson.</p> <p>Children &amp; young people can record their work and respond in a variety of different ways.</p>
	<p>Practitioners ensure that learners have opportunities to work in different ways e.g. independently, in a variety of small groups and/or in pairs.</p> <p>Individualised and/or small group sessions</p>	<p>Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately differentiated resources.</p> <p>Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role models, mixed-ability groups structured opportunities for conversation and sharing of ideas and access to additional adults where they are available.</p> <p>Use of additional adults is planned to maximise their impact on learning.</p> <p>Strategies are used to build and maintain positive relationships across the whole school community (e.g. Restorative Approaches)</p>
	<p>Practitioners ensure that collaborative learning and peer support is a feature of lessons</p>	<p>There are opportunities to develop peer awareness / sensitivity and support for different needs and disabilities both in and out of the classroom.</p>

	Expectations of all settings	Strategies
<b>Resources</b>	Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support is scrutinised.	<p>Resources are within easy reach of learners to promote independence.</p> <p>Learners have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, and weighted blankets.</p> <p>Resources are clear and uncluttered, labelled using text and images (where required). Print size and font is appropriate. Worksheets and PowerPoints are modified and enlarged up to, and including size 14. Text and reading books that are very time consuming to modify, need to be prepared by a trained and dedicated member of staff. <b>Reading books are levelled using Accelerated Reader Levels.</b></p> <p>Adapted physical resources such as PE and Maths equipment are adapted to promote independence e.g. different size balls.</p>
	Specific resources are allocated and strategies are provided to overcome potential barriers to learning. Increased use of ICT resources.	<p>Additional/adapted resources are available for those pupils who require it.</p> <p>ICT is used to support alternatives to written recording and to promote independent learning. Additional ICT support will need to be provided to children and young people with visual and hearing impairments.</p>



	<b>Expectations of all settings</b>	<b>Strategies</b>
<b>Staff skills and training</b>	All practitioners, including Teaching Assistants, make a positive contribution to learner progress	<p>Additional adults are deployed proactively in the classroom and their impact on the learner is monitored carefully to ensure progress is supported.</p> <p>Grouping / seating arrangements and additional support are used to promote independent learning as far as possible.</p> <p>Strategies used in interventions are integrated into class teaching so that learners can sustain progress.</p>
	There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the learners.	<p>There is a planned programme of induction and ongoing CPD in relation to SEND for the whole setting and individual teams and departments / faculties.</p> <p>Best practice is shared within the school and with other schools both in the trust and the wider area.</p>
	Staff collaborate and have effective links with other relevant outside agencies and specialists.	<p>Practitioners know when to refer for extra support or advice.</p> <p>The setting is aware of and regularly communicates with any other professionals who are involved with each learner. Consent to share information is gathered to communicate with other professionals if this is appropriate.</p> <p>Advice received from other professionals is used to inform teaching and learning.</p>

	Expectations of all settings	Strategies
Transition and Transfer	<p>Support is in place for routine and life transitions when required.</p>	<p>Transitions include:</p> <ul style="list-style-type: none"> <li>• Moving around the setting</li> <li>• Preparing for weekends and the start of holidays and beginning of term</li> <li>• Moving from lesson to lesson</li> <li>• Changing from structured to unstructured times</li> <li>• Moving from break to lesson times</li> <li>• Moving from one activity to the next within a lesson</li> <li>• Changes of staff – permanent and temporary</li> <li>• Special events: visitors, visits and celebrations</li> <li>• Life events: birth of a sibling, change in parenting arrangements e.g. change in parents’ relationship status, loss and bereavement or contact visits</li> <li>• Puberty</li> </ul> <p>Staff are aware of those who will need additional support for all or most transitions, and plan for these transitions. This includes learners who:</p> <ul style="list-style-type: none"> <li>• Have insecure attachment, including but not limited to Child Looked After, Child in Need, Child Protection, adopted children and pupils from armed forces families.</li> <li>• Have social communication difficulty including ASD</li> <li>• Suffered trauma, loss or bereavement</li> <li>• Are anxious</li> </ul> <p>Support may include:</p> <ul style="list-style-type: none"> <li>• Safe space available within the classroom or an identified area of the school for time out.</li> <li>• Visual timetables are used, events are removed or ticked off when finished.</li> <li>• Students are pre-warned of any changes and prior to transition.</li> <li>• Timers are used to show pupils how long they have to work for/ how long they have to finish.</li> <li>• Opportunities for periods of respite using withdrawal. This might include self-directed / individual time-out/smaller groups.</li> <li>• Plans are made for unstructured times: safe spaces are available; there are structured alternatives such as games club and use of library for vulnerable pupils.</li> </ul>
	<p>Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit</p>	<p>Information is actively sought and shared about learners to support successful transitions and manage change both within the school and beyond.</p> <p>This information is available for the learner’s parents and carers, other colleagues within the setting and receiving or previous settings as required.</p> <p>Practitioners are aware of pupils who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/ classroom with a familiar trusted adult, and creating social stories</p>

## Section Two:

# Specialist Provision for Riverside Meadows

Riverside Meadows is a designated Social, Emotional and Mental Health Difficulties (SEMH) provision. As such, the provision below is in addition to the expectations of Section one.

### **Approaches and Strategies**

Staff have assessed students SEMH needs to help them understand the barriers to learning that pupils face. Learning needs are also reviewed using school's own screening or assessment tools or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by an unmet learning need or communication difficulty. We:

- Have class sizes of 10 or less pupils with one teacher and one teaching and learning mentor (a maximum ratio of 5 pupils : 1 adult)
- Use of whole school approaches to promote wellbeing and resilience
- Understand that behaviour is a form of communication for our pupils
- A behaviour policy underpinned by a clear ethos and values of reflection and restoration
- Use of Restorative Approaches to build, maintain and repair relationships
- Anti-bullying work
- Identification of (up to three) key adults to build positive and trusting relationship
- Use of social stories
- Small group or 1 to 1 work with Teaching and Learning Mentor or equivalent
- Support available for staff working with pupils with SEMH via group or individual supervision or debrief sessions
- Emphasis on choice rather than control and 'take up time' to respond to choice whenever possible
- Use of distraction techniques and giving responsibility
- Explicitly teaching de-escalation and self- management strategies.
- Use of PSHE, restorative circle time and curriculum approaches to explicitly teach rules and routines, build self-esteem and develop social and emotional skills to all learners
- Use of Nurture or Support Groups for vulnerable students
- Developing attachment aware strategies
- Use of Trauma Informed practices when working with children with ACEs

<b>Identified barrier and/or need</b>	<b>Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners</b>
Difficulties participating and presenting as withdrawn or isolated	<ul style="list-style-type: none"> <li>• Assessments through teaching e.g. are there parts of the curriculum they find easier to manage than others? Use these to develop confidence</li> <li>• Small group work e.g. friendship or social skills, nurture groups</li> <li>• Play-based activities</li> <li>• Establish interests</li> <li>• Building relationships</li> <li>• Buddying /peer mentoring</li> <li>• Giving responsibility for looking after someone else</li> </ul>

	<ul style="list-style-type: none"> <li>• Whole school approach to support strategies – consistency</li> <li>• Structure should be clear and explicit – what are the expectations?</li> </ul>
<p>Displaying challenging behaviour, e.g. refusal to follow instructions, aggression, damage to property</p>	<ul style="list-style-type: none"> <li>• A consistent message but flexible approach</li> <li>• Reasonable adjustments are made such that we differentiate for SEMH in the same way that we differentiate for learning.</li> <li>• Understand the basis for the behaviour e.g. what is the history/context?</li> <li>• Understand that behaviour is a method of communication e.g. what purpose is the behaviour trying to achieve for the child? What is x trying to tell us with their behaviour?</li> <li>• Helping the learner to substitute other, more acceptable, behaviours</li> <li>• Use of choices to allow the child some control with the same end result E.g. Would you like to talk to me now or in one minute?</li> <li>• Teach the learner different ways to get their needs met, e.g. develop social skills, strategies to manage anger</li> <li>• Develop readiness to learn</li> <li>• Consideration of the timetable and transitions</li> <li>• Detailed transition between year groups / phases of education</li> <li>• Professionals meeting to unpick the behaviour</li> <li>• Risk assessment</li> <li>• Communication with home/family e.g. what is going on at home, other agencies' involvement?</li> <li>• Regular review of support plan, e.g. SEN support / Individual Behaviour</li> </ul>
<p>Behaviours may reflect:</p> <ul style="list-style-type: none"> <li>• Anxiety / depression</li> <li>• Self-harming</li> <li>• Substance misuse</li> <li>• Eating disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Unpicking the behaviours: negative and positive behaviours – what lies behind them?</li> <li>• Multi-professional approach and behaviour chains</li> <li>• Identifying what is not right through engagement with the learner</li> <li>• Looking at the history, when did the behaviour start to change or repeat?</li> <li>• Liaison and collaboration with home is essential to understand the wider picture – consideration of parental sensitivities and potential triggers</li> <li>• Look at guidance specific to self-harm and liaise with mental health specialists if appropriate</li> <li>• Build rapport with trusted adults</li> </ul>

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Physical symptoms that are medically unexplained e.g. soiling, stomach pains	<ul style="list-style-type: none"> <li>• Keep a log and analyse pattern or trends to identify triggers</li> <li>• Liaison with parents, school nurse and relevant health professionals</li> </ul>
Attention difficulties	<ul style="list-style-type: none"> <li>• Understanding the reasons, is there a pattern?</li> <li>• Allowing plenty of time for movement or frequent small concentration periods</li> <li>• Have a clear structure to the day</li> <li>• Have clear expectations regarding behaviours and a clear and consistent response to behaviours</li> <li>• Being aware of times of the day that may be more difficult</li> <li>• Consideration of discipline procedures / behaviour policies and any reasonable adjustments that need to be made in line with equalities legislation</li> </ul>
Attachment difficulties (including Attachment Disorder)  N.B. any provision or support should be provided in line with the needs of the child or young person and is NOT dependant on any formal diagnosis	<ul style="list-style-type: none"> <li>• Liaise with parents and carers for shared understanding</li> <li>• A good transition when the child starts school and between each year group / stage / school – checking the history</li> <li>• Supportive, structured school curriculum</li> <li>• Staff to all be trained and aware of any child with attachment difficulties and how to respond to them</li> <li>• Consideration of discipline procedures / behaviour policies</li> <li>• Consideration of family context and the range of children that may have attachment difficulties e.g. adopted, forces children, previously CIN, LAC</li> <li>• Liaison with the Virtual School for training and advice</li> </ul>
Low level disruption or attention seeking behaviours, e.g. talking out of turn, frequent interruptions to learning, fiddling with objects	<ul style="list-style-type: none"> <li>• Differentiated use of voice, gesture and body language</li> <li>• Focus on reducing anxiety and thereby behaviours</li> <li>• Flexible and creative use of rewards and consequences e.g. 'catch them being good'</li> <li>• Positive reinforcement of expectations through verbal scripts and visual prompts</li> <li>• Time out/quiet area in the setting</li> </ul>
Difficulty in making and maintaining healthy relationships	<ul style="list-style-type: none"> <li>• Small group/nurture group activities to support personal social and emotional development</li> <li>• A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time</li> <li>• Restorative approaches</li> </ul>

<b>Identified barrier and/or need</b>	<b>Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners such as:</b>
Difficulties following and accepting adult direction	<ul style="list-style-type: none"> <li>• Look for patterns and triggers to identify what may be causing behaviours</li> <li>• Positive scripts - positive language to re-direct, reinforce expectations e.g. use of others as role models</li> <li>• Calming scripts to de-escalate, including for example, use of sand timers for 'thinking time'</li> <li>• Limited choices to engage and motivate</li> <li>• Flexible and creative use of personalised, appropriate rewards</li> <li>• Visual timetable and use of visual cues e.g. sand timers to support sharing</li> </ul>
Presenting as significantly unhappy or stressed	<ul style="list-style-type: none"> <li>• Key worker and adults to check in at the start and end of the day</li> <li>• Safe place/quiet area in the setting</li> <li>• Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and setting</li> <li>• Use of social stories to identify triggers and means of overcoming them</li> <li>• Build rapport and trust in a reliable adult</li> </ul>
Patterns of non- attendance	<ul style="list-style-type: none"> <li>• Feedback is used to collaborate and plan with parent /carer and child / young person, to ensure consistency and communication between the home and setting</li> <li>• Identify any learning needs</li> <li>• Monitoring the patterns to identify underlying reasons for attendance and subsequently according to circumstance</li> </ul>

### **Additional resources and advice available once strategies have been implemented and reviewed**

- Use of Early Help Assessment
  - Consultation with the MASH (Multi Agency Safeguarding Hub)
  - Educational Psychologist
  - Professional consultation with CAMHS - Single Point of Access (SPA)
  - Schools Nursing
  - Advice from CCC attendance team when considering the use of reduced timetables and virtual school or SEND team for LAC.
- Local Networks:
- Criminal Youth liaison and diversion service
  - Occupational Therapy
  - ADHD foundations and screeners
  - Emotional Literacy Support Assistant
  - Nurture
  - Strengths & Difficulties questionnaires
  - Mental health practitioners

Many students at Riverside Meadows will have secondary or tertiary needs and diagnosis when they enrol. These needs are met by:

<b>Approaches and Strategies</b>	
<ul style="list-style-type: none"> <li>• Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other students</li> <li>• Arrangements to support the use and delivery of approaches/materials for students with Specific Learning Difficulties (SpLD) which may include multi- sensory teaching strategies, a focus on phonological awareness, motor skills programme</li> <li>• Effective use of ICT equipment to support learning</li> <li>• TLMs are trained and skilled in supporting students with general and specific learning difficulties</li> </ul>	
<b>Identified barrier and/or need</b>	<b>Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners, that may include the following:</b>
Limited attention span compared to developmentally appropriate milestones.	<ul style="list-style-type: none"> <li>• Regular, short breaks including use of Movement Breaks</li> <li>• Differentiation</li> <li>• Chunking, breaking tasks down</li> <li>• Visual timetables and other visual support to help explain activities</li> <li>• Backward chaining – chain parts of the task together (e.g. build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task)</li> <li>• Named instructions</li> <li>• Asking the child to repeat back what activity they are going to do</li> <li>• Use of timers, so they know they only have to focus for a comfortable amount of time</li> <li>• Individualised timetables, work structures and work boxes</li> </ul>
Difficulties with learning: e.g. despite appropriate differentiation and interventions, making inadequate progress over time across the curriculum and working below age related expectations	<ul style="list-style-type: none"> <li>• Assessment through teaching to identify the areas of need in consultation with the learner</li> <li>• Clear and simple instructions, breaking down longer instructions and giving one at a time</li> <li>• Visual timetable</li> <li>• Visual cues and prompts</li> <li>• Give time before response is needed</li> <li>• Pre-teaching – e.g. provision of a TA to help prepare the learner for the new topic</li> <li>• Shared next steps – so they know what to expect</li> <li>• Differentiated resources where possible - teach the curriculum appropriate to the child, not their chronological age (e.g. Year 5 child may be accessing Year 1 objectives in the same context within their own peer group/classroom)</li> <li>• Pre teaching and overlearning, support from parents</li> </ul>
Specific learning difficulties (SpLD) affecting one or more specific aspect of learning, e.g. literacy difficulties, numeracy difficulties or specific language impairment.	<ul style="list-style-type: none"> <li>• Assessment through teaching to identify the areas of need in consultation with the learner or observation if more appropriate</li> <li>• Metacognition approaches – learning to learn e.g. by trying to understand the learner’s difficulty and asking them what helps</li> <li>• A neuro-diversity approach to celebrate the strengths of each learner</li> <li>• Recognising and celebrating success in other areas of their life</li> <li>• Use of evidence-informed approaches to address the difficulty</li> <li>• Simple changes e.g. font, coloured paper, line spacing, lighting, overlays, adaptation, technology</li> </ul>

Cognition and Learning

	<p>(N.B. a small number of children may have a formal diagnosis of e.g. dyslexia, dyscalculia or dyspraxia.</p> <p>Any provision or support should be provided in line with the needs of the child or young person and is NOT dependant on any formal diagnosis)</p>	<ul style="list-style-type: none"> <li>• Staff will have been informed which strategies or approaches to use in line with advice from assessments or consultation</li> <li>• Evidence-based interventions to develop skills e.g., spelling, handwriting, literacy, numeracy</li> <li>• Alternative strategies for reading and recording</li> <li>• Visual aids to reduce memory load</li> <li>• Consideration of adjustments for assessments and exams</li> </ul>
	<p>Generalised learning difficulties.</p> <p>May have difficulties in understanding concepts. May have memory, attention or processing difficulties</p> <p>May have difficulties across the curriculum but with some areas of strength</p> <p>Children with an uneven profile of skills and attainment</p>	<ul style="list-style-type: none"> <li>• Adjustment, modification and differentiation of the curriculum, right across the board, to enable the learner to fully access the curriculum</li> <li>• Planned multi-sensory teaching that take account of different learning styles</li> <li>• Support to manage self-esteem – celebration of strengths, reinforcement of success</li> <li>• Flexible grouping which enables the child to work with good role models that focuses on functional skills and area of need</li> <li>• Advice and support from the British Dyslexia Association including whole school checklist.</li> </ul>
<p><b>Additional resources &amp; advice available once strategies have been implemented &amp; reviewed</b></p>		
<ul style="list-style-type: none"> <li>• Advice or support</li> <li>• Training</li> <li>• Evidence-based literacy and numeracy interventions</li> <li>• Group consultation, with parents, professionals and school</li> <li>• Guidance on supporting children and young people with reading difficulties</li> <li>• Speech and Language Therapy</li> <li>• Educational Psychologist</li> <li>• Specialist Teacher</li> </ul>		

<p><b>Sensory and / or Physical Needs</b></p>	<p><b>Approaches and Strategies</b></p>	
	<ul style="list-style-type: none"> <li>• All staff are aware of individual students’ sensory / physical disability and implications in all teaching and learning environments</li> <li>• Favourable seating arrangements identified</li> </ul> <p>Staff should encourage students to wear appropriate sensory equipment and use physical aids  Staff should ensure that all children and young people have understood all instructions  All teaching staff should ensure that information is delivered in an accessible way</p>	
	<p>Identified barrier and/or need</p>	<p>Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners, that may include the following:</p>
	<p>Hearing impairment</p>	<ul style="list-style-type: none"> <li>• Seated near front of class with clear view of teacher’s face and any visual materials used</li> <li>• Instructions delivered clearly</li> </ul>



		<ul style="list-style-type: none"> <li>• Check content has been understood</li> <li>• Repeating / rephrase pertinent comments made by other pupils</li> <li>• Visual reinforcement (pictures and handouts)</li> <li>• Visual timetable and visual cues (e.g. sand timers)</li> <li>• Be aware that during PE it will be more difficult to follow instructions and make adjustments to deliver instructions</li> <li>• Carpet and soft furnishings reduce excess noise</li> <li>• Seat away from sources of noise, e.g. window, corridor, heaters etc.</li> <li>• Appropriate safety evacuation measures put into place</li> </ul>
	Physical sensitivity including hyper and hypo responses and possible sensory processing difficulties	<p>In addition to the sensory provision in section one:</p> <ul style="list-style-type: none"> <li>• Sensory reduction planning</li> <li>• Staff training through CPD</li> <li>• Individual work stations</li> <li>• Build resilience using timers</li> </ul>
	Sensitivity to sensory stimuli	<ul style="list-style-type: none"> <li>• Sensory breaks</li> <li>• Flexibility with uniform policy</li> <li>• Consideration to the environment, e.g. noise, room temperature, visual stimuli, proximity</li> <li>• Flexible approach to transitions, e.g. between lessons and to and from school</li> <li>• Access to safe, reduced stimuli locations</li> </ul>
	Physical outbursts causing harm to others and / or to property	<ul style="list-style-type: none"> <li>• A consistent approach to managing the individuals with “reasonable adjustments” made</li> <li>• Understanding the frequency and location of triggers</li> <li>• Communication with families about what might be happening at home (e.g. divorce, bereavement, illness) and strategies that work / don’t work and relaying this information to staff</li> <li>• Preventative strategies in place</li> <li>• Safe area / reflection area</li> <li>• Appropriate de-escalation strategies in place</li> <li>• Risk management plans</li> <li>• Re-integration plans</li> <li>• A clear plan of action, agreed with parents with regard to physical intervention.</li> </ul>
<b>Additional resources &amp; advice available once strategies have been implemented &amp; reviewed</b>		
<ul style="list-style-type: none"> <li>• Advice or support</li> <li>• Training</li> <li>• Evidence-based literacy and numeracy interventions</li> <li>• Group consultation, with parents, professionals and school</li> <li>• Occupational Therapy</li> <li>• Educational Psychologist</li> <li>• Specialist Teacher</li> </ul>		

<b>Communication and Interaction</b>	<b>Approaches and Strategies</b>	
	<ul style="list-style-type: none"> <li>• Whole school awareness and understanding of communication and interaction needs</li> <li>• Pupils will access strategies and resources typically available, with an emphasis on appropriate multi-sensory teaching aids to support learning and social activities.</li> <li>• Tasks may need adapting and differentiating for the individual.</li> <li>• Staff are skilled in adjusting the pace and order of activities to maintain interest and attention</li> </ul>	
	Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners, that may include the following:

Difficulties saying what they want and being understood	<ul style="list-style-type: none"> <li>• Model language (especially new vocabulary)</li> <li>• Small group or individual language sessions</li> <li>• Allow time for process and response</li> <li>• Introduce a variety of ways through, e.g. rhymes, songs, poems, drama</li> <li>• All attempts to speak / communicate are supported</li> <li>• Provide additional methods of communication, whiteboards, note pads, Makaton</li> <li>• Reduce the pressure to speak and provide alternative means of contribution, e.g. laptop, whiteboard</li> </ul>
Difficulties understanding what is being said to them	<ul style="list-style-type: none"> <li>• Consider how much information a child can manage when giving instructions</li> <li>• Tailor delivery style according to the learners needs (language modification)</li> <li>• Ask child to repeat instructions to clarify their understanding</li> <li>• Provide visual prompts, including key vocabulary</li> <li>• Extra time to process what has been said</li> <li>• Think about the environment and limit distractions</li> <li>• Check child is fully engaged before talking to them. Use their name first before giving an instruction</li> <li>• Pre-teach topic vocabulary</li> <li>• Instructions should be given in order of completion</li> <li>• Access to exam modifications</li> </ul>
Child / Young person does not understand or use social rules of communication	<ul style="list-style-type: none"> <li>• Modelling / role play</li> <li>• Small group sessions</li> <li>• Social stories and comic strip conversations</li> <li>• Prompts – symbols and signing systems</li> <li>• Now (you are doing this) and Next (you are going to be doing that) boards</li> </ul>
Difficulties with language  Difficulties with communication	<ul style="list-style-type: none"> <li>• Use child's name first to draw their attention followed by key word instructions, e.g. Freddie, stop.</li> <li>• Simple instructions</li> <li>• Use positive language, telling them what you want to do</li> <li>• Using literal language (avoid sarcasm and figures of speech)</li> <li>• Be aware of body language and non-verbal communication from yourself</li> <li>• Awareness of appropriate tone of voice (calm, not loud)</li> <li>• Awareness of rate of speech (slow down)</li> <li>• Awareness of appropriate environment (noise, room, temperature, lighting, room layout)</li> <li>• Awareness of use of language-rich environment (some students need this kept simple).</li> </ul>
Difficulties with social imagination	<ul style="list-style-type: none"> <li>• Role play and drama, use of props</li> <li>• Modelling</li> <li>• Story telling / videos</li> <li>• Photos to talk through what is happening</li> <li>• Story planners</li> <li>• Writing frames</li> <li>• Sentence starters</li> <li>• Direct teaching to understand and infer emotions and themes in narrative</li> <li>• Social mapping, e.g. understanding consequences</li> <li>• Peer support sharing experiences</li> <li>• Mind mapping and helping them to make links between their learning</li> </ul>
Difficulty with social communication and	<ul style="list-style-type: none"> <li>• Small group / 1:1 tasks and activities to cover turn taking and other social skills</li> </ul>

developing relationships	<ul style="list-style-type: none"> <li>• Clear communication of expectations</li> <li>• Develop group work skills by targeted teaching to address specific skills, e.e. turn taking</li> <li>• Understand how to initiate, repair and maintain relationships</li> <li>• Opportunities for supported play with peers</li> <li>• Modelling successful play and social interactions</li> <li>• How to respond to conflict in relationships and resolve difficult situations</li> <li>• Support to understand social relationships (social mapping)</li> <li>• Understanding emotions of child and peers</li> <li>• Good peer role models</li> <li>• Clear boundaries – circle of friends</li> </ul>
Anxiety in busy unpredictable environments	<ul style="list-style-type: none"> <li>• Preparation for change of activity or route</li> <li>• Small group / 1:1 tasks and activities</li> <li>• Calm learning environments</li> <li>• Clear communication of expectations</li> <li>• Regular mentor support, including adults and peers</li> <li>• Visual timetable to be used in school</li> <li>• Use of social stories and comic strip conversations to explain new situations or changes to routines</li> </ul>
Sensory and physical needs relating to communication and interaction	<ul style="list-style-type: none"> <li>• Staff are aware that for some pupils, a sensory or physical disability could impact on their learning language and social interaction</li> <li>• Staff understand the importance of teaching students self-regulation strategies so that they can successfully manage their sensory needs</li> <li>• Support or nurture groups</li> <li>• Implement the strategies and programs on the advice of relevant professionals</li> <li>• Support for social interactions during unstructured time</li> </ul>
<b>Additional resources &amp; advice available once strategies have been implemented &amp; reviewed</b>	
<ul style="list-style-type: none"> <li>• SALT</li> <li>• Autism Education Trust (AET) resources</li> <li>• Autism toolbox</li> <li>• Surgeries</li> <li>• Training</li> <li>• Specialist teachers</li> <li>• CAMHS</li> <li>• Education Psychologist</li> <li>• Occupational Therapy</li> </ul>	

<b>Approaches and Strategies</b>	
<p>Childrens views are integral in all discussions and planning and should be at the heart of the process. To do this:</p> <ul style="list-style-type: none"> <li>• All staff value, listen to and help Children and young people to share their views</li> <li>• Use developmentally appropriate strategies to gather pupils' voices</li> <li>• Consider what behaviour is communicating and possible implications for learning.</li> <li>• Offer a range of diverse ways for pupils to share worries with adults in school</li> <li>• Observe a child's preference to supplement the pupil voice.</li> <li>• Ask questions such as "What does a good day look like?", "What does a bad day look like?"</li> <li>• Ask what the find helpful / unhelpful in terms of support</li> <li>• Take into account SEMH issues</li> <li>• Regardless of need, include students in the student council and other such roles in the school</li> <li>• Take into account relationship between learning needs and behaviour</li> <li>• Highlight through pupil surveys, areas of need, from individuals to whole school. These are then reviewed and acted upon.</li> <li>• Tailor programmes of support to interests and aspirations</li> <li>• Support and intervene areas to develop including interests and needs</li> <li>• Use person centred approaches in school</li> <li>• Use Blue Wow books where pieces of work are selected that students are proud of to share with both school and home. This can also include staff observations and comments</li> <li>• Assessments to inform the next steps</li> <li>• Complete the Risk Assessment and Behaviour Plan to build a full picture of the child / young person and develop clear and useful strategies on how to deal with their needs</li> </ul>	
Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners, that may include the following:
Understanding of needs	<ul style="list-style-type: none"> <li>• School staff talk with families about the child or young person's developmental history</li> <li>• When a diagnosis is received, staff discuss with parents how they would prefer the information to be shared with the child / young person, peers, and the wider community. This will differ for each family.</li> <li>• Parents knowledge and understanding is valued and considered when making sense of and addressing needs.</li> <li>• Private assessments are asked to be shared with school</li> <li>• Key family members have an active role in discussions with professionals and in designing learning programmes so that home and school are working together</li> </ul>
Engaging families through a whole school approach	<ul style="list-style-type: none"> <li>• Parent or carer involvement and engagement is valued at the whole school level and reinforced by all staff. Parent views will form part of the Risk Assessment and Behaviour Plan.</li> <li>• School feels like a welcoming environment for parents (or other key family members) where everybody is working together with equal value to support children.</li> </ul>
Provision for families	<ul style="list-style-type: none"> <li>• Schools can offer parent-parent support groups or coffee mornings with the Mental Health team.</li> <li>•</li> </ul>
Communication	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Additional resources &amp; advice available once strategies have been implemented &amp; reviewed</b>	

**Pupil and Family Voice**

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## Glossary:

Term	Definition
ACEs	Adverse Childhood Experiences
ASD	Autism spectrum disorder.
CAMHs-SPA	The one point of access for professionals in Cambridgeshire making a referral for Child and Adolescent Mental Health Services.
CIN	Child in need.
CLA	Children and young people who are in the residential care of the local authority.
CPD	Continuing professional development.
ELSA	Emotional Literacy Support Assistants
Graduated approach	The use of the Assess, Plan, Do, Review cycle to effectively meet the needs of the child or young person through reviewing and refining actions.
MASH	Multi-agency safeguarding hub
PECS	Picture exchange communication system
SALT	Speech and language therapy.
SEMH	Social, emotional and mental health needs
SLE	Specialist leader of education.
SpLD	Specific learning difficulty
TLM	Teaching and Learning Mentor (formally known as a Teaching Assistant)