



Ordinarily Available Provision (OAP)



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Introduction

Ethos

Hillingdon is committed to fostering a child and family-centred approach aimed at ensuring that children and young individuals with identified Special Educational Needs and Disabilities (SEND) receive appropriate support within their educational setting. Adopting a needs-led and early intervention approach promotes positive progress relative to the individual child/young person's need. Hillingdon's Ordinarily Available document serves as a supportive resource that aligns with a graduated approach and the SEND Code of Practice.

Production of the Ordinarily Available (OA) Document

This Ordinarily Available document has been co-produced with SENCOs, professionals and parents and involved consultation with a range of services and organisations.

Understanding 'Ordinarily Available'

Educational settings make a range of ordinarily available provision for all children and young people, including those with SEND, from the totality of resources available to them. The OA document serves as a tool to assist schools/settings in enhancing their support for pupils with SEND, promoting consistency with the practices commonly found in the majority of schools.

Clarification on Document's Scope

It is essential to clarify that the OA document is not a mere checklist. Instead, it should be interpreted within the context of the SEND Code of Practice and the national High Needs funding approach.

A Graduated Approach

Educational settings use a 'graduated approach' to implement increasingly specialist levels of teaching and intervention for children and young people with SEND. By implementing a system of 'Assess-Plan-Do-Review' the specific needs of each child with SEND can be accurately identified, appropriate support provided, progress monitored with clear and tailored outcomes, all while placing the child and their family at the centre of the process. For more information on the 'graduated approach,' please refer to the Nasen SEN Support and Graduated Response document.

Who should read this document?

This document is intended for schools and education settings. It emphasises their responsibility to implement a Graduated Response to assessing, planning, reviewing, and providing for the needs of the majority of pupils and students in their settings.

Inclusive practice

Hillingdon advocates an ethos wherein all children, regardless of their background, academic ability, or cognitive level, have an equal opportunity to succeed in education. Inclusive settings value and embrace diversity and individual differences, incorporating inclusive practices in both their teaching methods and educational activities.

The SEND Code of Practice makes a clear accountability for teaching staff in relation to the support of SEND within classrooms: 'teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff' (DfE, 2015, p. 99).

SEND Funding and Ordinarily Available Approach

The allocation of SEND funding means that the majority of pupils with SEND should receive effective support within mainstream settings through high-quality teaching and SEND Support arrangements. The OAP document outlines the typical arrangements that should be readily available for pupils with SEND, utilising resources allocated from schools' delegated budgets.

Particularly, schools and colleges must demonstrate how they use the place funding and the delegated SEN budgets to meet children and young people's needs with and without an Education Health and Care Plan (EHCP) and develop and review support plans in consultation with parents, children, and young people.

Ordinarily Available vs. Education Health and Care Plan

The prevailing practice suggests that most children and young individuals with SEN or disabilities can have their needs met within local mainstream early years providers, schools, or colleges, utilising resources typically available to these settings. A request for an EHC needs assessment should be pursued only when the special educational provision required to meet the child/young person's needs cannot reasonably be provided using the resources typically available. Schools will need to demonstrate that the pupils for whom they are requesting assessment have needs that require provision significantly outside and beyond the descriptors for ordinarily available provision and which cannot be met from resources allocated as part of the mainstream schools' delegated budget share.

Hillingdon Ordinarily Available Guidance

The following section contains examples of good practice to meet the needs of children and young people with SEND. These are provisions that the local authority expects to be made available for children and young people with Special Educational Needs (SEN) and/or disabilities.

- Executive Functioning and Working Memory
- Attention and Concentration
- Social Communication
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Difficulties
- Social, Emotional and Mental Health
- Speech, Language and Communication
- Specific Learning Difficulties
- Visual Impairment



Area of Need: Attention and Concentration

Definition

Attention and Concentration is the ability to keep attention on something for a continuous period, is known as 'sustained attention' or concentration. Attention and concentration are important for learning. We need to attend to and concentrate on things in order to understand and remember them.

This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of children and young people.

Much of the provision in this section **SEN Support** will be integral to a school or setting's offer for all children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/ or disabilities but will undoubtedly be of benefit to many of the learners in the setting.

Provision that the local authority expects to be made available for children and young people with Special Educational Needs (SEN) and/or disabilities.

Provision

What is meant by Quality First Teaching?

Quality First Teaching is teaching that emphasises high quality, inclusive teaching for all pupils in a class. This is considered support provided within a classroom by the class teachers and those supporting them.

What is meant by SEN Support?

This is considered to be targeted SEN strategies that might take place within or outside of the classroom. This may include group work, targeted at those who need extra help.

What is meant by SEN Support Plus?

This is considered more bespoke support that may take place in a small group, that has been individualised for CYP, in consultation with external advice, provided by, for instance, SLT/OT/EP/SAS, as required.

Quality First Teaching

SEN Support

QFT plus the following:

SEN Support +

QFT & SEN Support plus the following:

Organisation

- Assessment is done through teaching to identify the areas of need in consultation with the learner
- The environment is organised with clear signposts. Areas within the provision are labelled appropriately, e.g. literacy corner, quiet area, sensory area
- Display areas are organised and supportive of relevant learning
- Resources are labelled using text and images, e.g. paper, scissors, paint, calculators, pens
- Teaching resources are adapted to the appropriate print size and font. Physical resources, such as PE and Maths equipment, are also adapted to promote independence, e.g. different sized balls.
- Concrete resources are supplied and within easy reach of learners to promote independence
- CYP are clear about the structure of the day, there is a visual timetable that is effective, sessions are removed once they have happened.
- Now and Next boards are used as a whole classroom strategy on a whole class display
- Visual aids are consistent throughout the learning environment
- The interactive whiteboard is free from visual clutter
- Timers to indicate when an activity will start and finish are embedded, e.g. sand timer, electronic countdown timer, to promote independence. Be clear what the CYP

A programme that targets the teaching of attention, communication, and social interaction skills which is also suitable for pre-verbal children, such as Attention Hillingdon (Attention Autism) in small groups for a minimum of three days per week in the education setting.

- Provide daily listening and attention practice games, and support with visuals, for example, objects, photos, pictures and symbols
- Break the activity down into small achievable steps, e.g. you may aim to play a lotto game with 12 cards, but your first step may be starting with 3. Play the game often and regularly, but for short periods of time. Keep it fun for you and the CYP. Possible games would be blowing up a balloon and letting it deflate, blowing and popping bubbles, rolling a car or ball to each other, building a tower of bricks and knocking it down, playing picture lotto.
- Implementing barrier game/style activities (e.g. Lego Therapy) in small groups for a minimum of one day per week. Barrier games are a fun and interactive way to practice speech, receptive and expressive communication skills, and social skills. They require a minimum of two players. Each player must have the same set of materials in front of them, and a barrier in between them so that they cannot see one another.
- Practitioners to ask themselves the following questions when planning and presenting a task to

- Implementing an individualised intensive interaction approach - see link below
- Implementing individualised people games, such as copy me, turn-taking games, Ready, Steady, Go games, nursery rhymes, mirroring, commenting, intruding, Stop and Go games, etc.

Play routines - A play routine is an opportunity for CYP to share attention with an adult and a toy. Choose a motivating toy or activity (it does not have to be a traditional toy, as long as it is interesting to CYP). Ensure that the routine has predictable steps that you and CYP can follow. Plan the language you will use each time you play the game – keeping it short, clear and consistent. Keep control of the interaction, so that CYP has to share and take turns with you.

- Individualised Now and Next boards are used to support CYP's ability to attend and understand transitions throughout school day. Use photographs that relate to real life, e.g. take pictures of CYP's lunchbox, classroom, sensory room friends/family faces, etc.
- CYP have an individualised/personalised whole body listening/learner visual – see link below

needs to do, for how long, and what will be happening next. (This is giving the CYP some structure. - To support CYP's metacognition, school staff to model their thinking aloud. This supports to the CYP's understanding of their own abilities and attitudes towards learning. Attention - Have an agreed signal that indicates the need for whole-class attention - Respond positively when CYP ask questions, ask for help, or ask you to repeat something - Plan ways for CYP to ask for help discreetly, e.g. a card on their desk to turn over if they need help - Provide CYP with a clear and easy to read handout of the lesson, encouraging them to take notes of key points - Backward chaining supports in breaking tasks into achievable chunks (steps) allowing CYP to complete the task independently. Build the sequence at the last part of the task and work back so CYP experiences success and then gradually work back to increase more elements, until they can do the entire task independently. - Low arousal areas (which are visually and auditorily less stimulating) are easily available and accessible; these should provide a calm space either for relaxation or small group teaching - 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 - Distraction-free environment is available to enable CYP to complete specific tasks	pupils who find task initiation and task completion difficult: - What do I have to do? - How long do I have to do it? - Is there a clear finish? - When can I do something, I want? If you as a practitioner can answer those questions, they should be presented visually to the pupil, which will make it clear to the CYP what the expectation is. - Pre-teaching of new vocabulary or concepts provides time for misconceptions to be clarified in a small group - Age-appropriate checklists that are domain-specific, e.g. completing a specific task - Personalise a range of methods, such as visual, verbal, diagrams to reinforce learning in a distraction free area - Technology can be used as an alternative method to explain new concepts and reinforce learning, e.g. reading material can be accompanied by a recording so that CYP can read along - Use a task management board or list to show CYP how it supports their organisation and independence - Use a workstation with task baskets (TEACCH approach) - CYP to practice and demonstrate learning to ensure it has been mastered. Ensuring CYP can retrieve that information when asked. - Use more visual supports, e.g. symbols, pictures, and images, to support CYP understanding and written expression, as well as visually represented key word lists	
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- Repetition of new concepts to embed learning and to support working and long-term memory
- Tasks are planned and adapted to CYP's developmental level of attention (e.g. Reynell 1997 Stages of Attention).
- Learners have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders
- Tasks are adapted and modified by level/outcomes/pitch/pace to enable the learner to fully access the curriculum
- Planned multi-sensory teaching that takes account of different learning styles. Present the same information in different formats to support CYP's ability to retain the information, e.g. vocal cues, writing on paper, pictures, physical objects.
- Utilise the use of real objects and kinaesthetic means to facilitate encoding of learning concepts in various ways. Providing learners with task lists, word banks, and narrative frameworks.
- Access to known sensory strategies which support individual attention regulation throughout the day, such as Move'n'Sit cushion, fiddle tools, heavy joint activities
- Consideration to be given to the amount of information CYP can manage when giving instructions, e.g. awareness of complexity of vocabulary and amount of information carrying words
- Give instructions in the order they need to be followed, and avoid abstract words, such as before and after
- Use familiar vocabulary that CYP understand. Explicitly highlight the use of new or less familiar words, and check for understanding.

- Provide scaffolded versions of tasks where the information is chunked and presented in small components, and graphics are used to break up written information
- Reduce the quantity of elements on one page and highlight key words and information
- Help CYP with the planning stage of written tasks to organise their thoughts and where to start/what to do first

- Tailor delivery style according to the learner's needs, e.g. 'bossy talk' (give name and clear short instruction), or language modification techniques
- Build movement breaks into lessons to provide optimal state for learning
- Give appropriate processing time, pause between explaining key points and ideas, and do not talk for too long at any one time
- If appropriate, reduce the volume of work (quality vs quantity), ensuring focus is on the most important learning tasks
- Check understanding by asking CYP to explain what they have to do in their own words, or by using alternative means, e.g. drawing, action
- School staff provide regular and meaningful feedback, recognition and praise. Feedback is specific, clear, and manageable.
- Implement an effective reward system which is fair, consistent, motivating, and easy to understand
- Technology to be used effectively, demonstrating a clear link to learning; it can be used to aid modelling and following instructions
- Homework to be adapted to suit the strengths and needs of CYP, e.g. talking homework

Further Resources

Lego based therapy: [Microsoft Word - Poster_template \(33\).doc \(cnwl.nhs.uk\)](#)

Whole body learners: [Everyday Regulation; www.everydayregulation.com](#)

Intensive Interaction: [Intensive interaction \(youtube.com\)](#)

Hillingdon Talks Moves and Plays: Children's Integrated Therapy Service: <https://www.cnwl.nhs.uk/children-integrated-therapy-service>

Area of Need: Social Communication

Definition

Social Communication is the way in which individuals use language to interact with others in various social contexts. It encompasses both verbal and nonverbal skills, allowing people to express themselves and understand the intentions and attitudes of those around them.

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Quality First Teaching

SEN Support

QFT plus the following:

SEN Support +

QFT & SEN Support plus the following:

Identification and assessment of CYP needs

- School staff have access to and engage with relevant training that provides skills and knowledge for them to be able to identify and support CYP with social communication differences.
- The My Support Plan is collaboratively produced with CYP and/or family to ensure a 'team around the CYP' approach, taking account of any information from previous settings and/or other agencies.
- School staff identify individuals' strengths and interests using one page profile and disseminate to relevant staff.
- School staff embed CYP's individual and specific interests into the curriculum to enthuse and differentiate for individual needs.
- Information collected from CYP parents/carers and external support are used to inform teaching activities and approaches.
- There is a consistent whole school approach when identifying and supporting CYPs with social communication differences.
- There is a communication platform to provide home/school link.

Environmental support and adaptations

- Emphasis on visual teaching aids to support learning and social activities (e.g. visual timetables including individualised timetables; now and next boards).

Language and Communication

- Repeating back and adding an extra word or two to help the CYP extend their sentences.
- School led intervention sessions which have been modelled by the SLT or SAS team which focus on social interaction and/or language skills, e.g. Lego Therapy.
- Use of resources, videos, training presentations and advice sheets which are available on the Hillingdon Talks, Moves and Plays website – including School Talk Packs.
- All attempts communicate are supported including non-verbal means, e.g. pointing, vocalisations, eye gaze, gestures.
- Providing an additional/alternative method of communicating if needed using a Total Communication Approach using low tech AAC, e.g. communication books, communication boards.
- Offering choices throughout the day – with visual support as needed, e.g. orange or apple?
- Putting motivating toys/items out of reach or in clear plastic boxes so that the child needs to make a request (verbally or non-verbally).
- Comment in play, and adjust communication to meet child's level of understanding, e.g. single words, short phrases.

Behaviour that challenges

Language and Communication

- Use Intensive Interaction strategies: this means copying the CYP actions, sounds and words so that they can develop awareness of basic communication.
- A highly differentiated curriculum to account for CYPs needs, e.g. SCERTS.
- Use of Engagement profile to identify areas for development in small increments.
- Box Clever

Emotional regulation

- Emotional regulation schemes, such as The Zones of Regulation or The Incredible 5 Point Scale.
- Access to physical activity.
- Sensory activities.
- Calm/withdrawal spaces.
- Reduced demands/reduced language.
- Emotion symbols/pictures (like emotion keyrings).
- Use of time-out cards for CYP before they feel overwhelmed and are at risk of being dysregulated.
- Individualised timetables.

- Learning environment - low arousal, which is structured, distraction free and organised for easy access, to create independence.
- Adaptive teaching is planned for and executed through content, process, product and learning environment.
- Tasks may need to be differentiated by level/outcome/pitch/pace and grouping. Aspects of structured teaching might be helpful.
- Use of transition resources on the Hillingdon Talks, Moves and Plays website.

Receptive Language

- Verbal communication is supported consistently with visuals based on level of ability, e.g. objects of reference, picture symbols, Widget.
- School staff allows time for CYP to process and respond - minimum 10 seconds.
- Simplify your language and use short sentences.
- Provide visual prompts to go alongside verbal information, including key vocabulary and visual timetables, signing, symbols, gestures, pictures, photos, practical demonstration, objects.
- Use of concrete resources, e.g. props, photos, objects.
- Be aware of the level of questioning that you are using – what and who questions are easier to understand than how and why questions.
- Understanding things in the “here and now” is easier than understanding things which might have happened in the past/in the future.

Social rules

- Behaviour plans and risk assessments are monitored and reviewed on a regular basis with the CYP.
- A consistent approach to managing individuals with “reasonable adjustments” made.
- Staff are made aware of conditions that co-occur alongside autism, and they are aware of how to access support for individual pupils with a range of needs. Recognising and understanding the frequency and location of triggers.
- Communication with families about what might be happening at home (like divorce, bereavement, illness) and strategies that work/don’t work and relaying this information to staff.
- Preventative strategies in place.
- Safe area/reflection room. (use of the word ‘safe’? Trauma informed training suggested not to use this)
- Appropriate de-escalation strategies in place (such as time out cards, sensory box).
- Concise Risk management plan.

Environmental support and adaptations

- Regular mentor support, including adults or peers so that issues that are causing the child worry can be “nipped in the bud”.
- Sitting next to a supportive peer in lessons.
- Put in groups by an adult with supportive peers – please do not ask the class to get themselves in groups as these children are often then left out.

Emotional regulation

- Written checklists/task lists for older students so they can tick off the steps of the task as they complete them.
- Using The Incredible 5 Point Rating Scale www.5pointscale.com A rating scale can help you and the child to see how you are both feeling. It can help you and the child to think of strategies to help move down to the level below, e.g. take some breathes out through your mouth for a count of 5, go and kick a ball in the playground, time out card to cool down, do some drawing/other calming activity (the SLT/SAS service can support with this)

Transition / Reintegration

- A clear plan of action, agreed with parents with regard to physical intervention.

Behaviour that challenges

(Physical outbursts causing harm to others and/or to self and/or damage to property)

- A consistent approach to managing individuals with “reasonable adjustments” made.
- Communication with families about what might be happening at home (like divorce, bereavement, illness) and strategies that work/don’t work and relaying this information to staff.
- Preventative strategies in place.
- Safe area/reflection room.
- Appropriate de-escalation strategies in place (such as time out cards, sensory box).
- Risk management plan.

- Use of appropriate resources to facilitate social rules, i.e. Social Stories.

Social Use of Language and Communication

- Using of literal language (avoiding idioms and sarcasm)
- Naming emotions in us and others as things happen, e.g. "I am feeling happy because the class are all looking at me", e.g. "I am feeling angry because you didn't line up quietly", e.g. "Alisha is feeling sad because she has lost her pencil case".
- Naming emotions in the child as things happen, e.g. "You are feeling angry because you have finished your time on the computer", e.g. "You are feeling sad because your knee is hurt", e.g. "You are feeling nervous because you have not done an assembly before"

Anxiety in busy unpredictable environments

- School staff to have access to and engage with appropriate training to support smooth transitions.
- Schools to have routines and plans in place to support transitions in advance.
- Provides structure to unstructured times such as playtime - organising a game, explaining the rules, or providing a buddy.
- Visual timetables and now-next boards to be consistently used to provide structure and predictability.
- Pre-warning of any changes to routine – which could be added as an "oops" card on the visual timetable.

Sensory sensitivity

- Using The Zones of Regulation in a targeted group, www.zonesofregulation.com This is a different way of helping you and the child to see and talk about how you are both feeling, and to think of strategies to help you get nearer to the "green zone" (the SLT/OT/EP/SAS service can support with this).

- CYP to access to supportive resources, such as fiddle toys, stress balls, seating like ball chairs, pencil grips, cushions, weighted equipment.

Social rules

- Encourage parallel play; adult supporting child to play alongside peers, and showing an interest in play they are engaging in.
- Simple turn-taking games with an adult/peer – use simple language to prompt "Hari's turn", "Mandeep's turn", e.g. rolling a ball, building a tower, Pop-Up Pirate.
- Teaching playground games explicitly.
- Difficulties understanding social situations or using social rules:
 - Small group sessions (for example, Circle of Friends, ELSA; the EPS can support with this).
 - Social stories (The SLT/SAS Services can support with this).
 - Lego therapy sessions – where each child has a specific role (the SLT/SAS Service can support with this).

Limited attention span

- Task management board - broken down detailed step-by-step visual instructions.

• School staff provide opportunities for movement breaks. • School staff are aware of reasonable adjustments necessary for CYP, e.g. school uniform, pen licence, etc. Behaviour that challenges • Behaviour Policy is concise across all settings and reflects CYPs strengths and needs. • “I’m working towards” boards/use of motivating rewards – with the child’s reward linking into something they are particularly interested in, e.g. dinosaurs, cars, cartoon characters. Emotional regulation • School staff facilitate opportunities for CYP to recognise and communicate their emotions. • Using The Zones of Regulation as a whole class approach, www.zonesofregulation.com This is a different way of helping you and the CYP to see and talk about how you are both feeling, and to think of strategies to help you get nearer to the “green zone” (the SLT/OT/EP/SAS service can support with this). ▪ CYP to access supportive resources, such as fiddle toys, stress balls, seating like ball chairs, pencil grips, cushions, weighted equipment. ▪ Calm / low arousal / quiet areas for down time for when a CYP is feeling overwhelmed and for small group work. Limited attention span Difficulties with attention and listening skills:	• Use of a workstation with task baskets (TEACCH approach) (the SLT/SAS service can advise on this). • Create opportunities to share attention using items/objects: - hold objects at eye level and wait for child to respond (e.g. bubbles, cause and effect toys), stop and wait for child to respond before continuing with activity. Read a book and take turns to turn pages of the book, stop/go games with a motivating object, and without items/objects: - singing and clapping, imitation games, people games that include anticipation, e.g. chase, ready steady go. Transition • Additional visits to support transitions to new settings e.g., move to secondary school. • Setting up of a transition book which includes photos of the setting and key people to help the child with transition and provide reassurance over the summer holidays (this includes when moving to a new class at the end of the year). This can include information about “what will be the same?”, “What will be a bit different?”, “What can I do if I am feeling worried?”. • A Communication Passport/All About Me to go with the child – which includes key information and useful strategies that have been found to work with the individual child. • Comic Strip Conversations to draw out what could happen in the new situation. • Transition groups for Year 6 such as Blacksheep Press Secondary School Readiness – Transition to Secondary School.	
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- Use the CYP's name first, to make sure you have their attention.
- Establish early shared attention.
- Use adult child interaction, following child's lead in play, gain attention using tactile prompt, and their name.
- Create opportunities to share attention using items/objects: hold objects at eye level and wait for child to respond (e.g. bubbles, cause and effect toys), stop and wait for child to respond before continuing with activity.
- Read a book and take turns to turn pages of the book, stop/go games with a motivating object, and without items/objects: singing and clapping, imitation games, people games that include anticipation, e.g. chase, ready steady go.
- Regular, short breaks between activities – including movement breaks.
- Use the child's name and wait for them to look towards you before giving an instruction. If needed, you can add a tactile prompt, e.g. a gentle tap on the shoulder.
- Use high interest activities to develop the child's attention skills – include the child in Bucket Time or Attention Hillingdon! type groups (working through stages 1 – 4 over a specific period of time and offer consolidation period before commencing intervention.
- Chunking, breaking tasks down into achievable steps – as the child is more motivated to stay focused if they are achieving success.

- Adjusting the pace and order of activities to maintain interest and attention.
- Written checklists/task lists for older students so they can tick off the steps of the task as they complete them.
]
- Use of timers, so they know they only have to focus for a comfortable amount of time and to help the child transition between activities of high interest.

Further resources:

Signposting parents to the Local Offer/connect to support and supporting them with applying for parenting courses, e.g. Cygnets and Early Bird.

Signposting families to local support groups for example:

Hillingdon Autistic Care and Support - www.hacs.org.uk

Centre for Autism and ADHD Support: <https://adhdandautism.org/>

National Autistic Society - www.autism.org.uk

Training, resources, advice sheet and videos on the Hillingdon Talks, Moves and Plays website: <https://www.cnwl.nhs.uk/children-integrated-therapy-service>

Area of Need: Executive Functioning/ Working Memory

Definition

Executive functions can be thought of as the 'conductor' or 'air traffic controller' of the brain. Executive functions arise from a range of different brain areas which work together to allow people to display a wide range of skills, including a set of '**cognitive**' (e.g. organising, planning, task monitoring, working memory, etc.) and '**regulatory**' (e.g. emotional processing and regulation, inhibition of impulsive behaviours, etc.) processes. Executive functions are key to higher order thinking and learning. In everything we say and do, our executive functions are at play, to some degree. As such, they can be thought of as a 'meta' area of development, with the strengths and needs of this area being very likely to have implications and need consideration in all other areas outlined in this document. Indeed, there are some areas of Executive Functioning which are of such importance, that they have been given their own sections in this document:

- **Attention and Concentration**, which outlines the executive function skill of being able to regulate attentional control towards different learning opportunities, which can be accessed [here](#);
- **Emotional and Behavioural Regulation**, which outlines the executive functions that allow individuals to inhibit impulsive drives, to understand and digest their emotions, and prevent individuals from acting on emotions rather than logic. These skills have been interweaved in the Social, Emotional and Mental Health section, which can be accessed [here](#), as they highly correlate and often are linked to SEMH needs.

In this section, we focus on the '**cognitive**' executive functions including working memory, organisation, planning, time keeping and self-evaluation of their performance on task.

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This is considered more bespoke support that may take place in a small group, that has been individualised for CYP, in consultation with external advice, provided by, for instance, SLT/OT/EP/SAS, as required.

Quality First Teaching	SEN Support QFT plus the following:	SEN Support + QFT & SEN Support plus the following:
Identification and assessment of the CYP needs - School staff to be able identify and respond to CYP at risk of executive functioning needs, e.g. ACES, Autism, ADHD, PDA, FAS, Brain Injury. - The setting recognises, and responds to, the need for learning support for pupils with SEND, taking into consideration individual needs and other relevant contextual circumstance. - School staff have access to and engage with relevant training that provides skills and knowledge for them to be able to identify and support CYP with learning difficulties, i.e. Precision Teaching, TEACCH, Working Memory. - School staff to have access to a range of concrete materials to establish CYP learning skills.	- Greater personalisation of curriculum and outcomes (refer to outcomes relating to earlier aspects of the curriculum) to provide the child with the experience of success. - Specialist advice and input for school staff on how to enable full access to the curriculum and provide support for curriculum or skill areas and/or task analysis. - Staff plan interventions and monitor progress and engage with the CYP and parents. Timed to be reviewed. - Grouping of CYP with exec functioning needs to be supported by adult during learning activities through prompting, modelling, 'think alouds', differentiated tasks, etc.	- Personalised curriculum provides a high level of opportunities for repetition, over learning and consolidation of skills. To be reviewed regularly and amended as needed. - Personalised planning for delivery of information shared in classrooms, e.g. simple language with instructions chunked. All communication modes actively incorporated into planning. - Individualised, effective one to one support. This will initially support the CYP in developing an awareness of personalised learning strategies they can use to remove barriers to learning, before adaptations can then be reduced and their independence is able to increase. Support to be reviewed s part of plan do review with a view to reducing as needed.

- Observational assessments of learning and emotional responses to different learning contexts.
- Assessment over time, using structured and concise programmes to develop skills.
- Staff identify and help the C/YP to understand their learning strengths and weaknesses.

Environmental support and adaptations

- Adaptive teaching is planned for and executed through content, process, product and learning environment.
- School staff identify and support CYP to understand their learning strengths and areas of development.
- Learning environment - low arousal, which is structured, distraction free and organised for easy access, to create independent learning, and provide regular opportunities for sensory/movement breaks.
- School staff to have access to multi- sensory e.g. sight, sound, touch, smell, teaching approaches and embed those when necessary.
- Emphasis on visual teaching aids to support learning when necessary.
- CYP to have access to reference tools: posters, dictionaries, written instructions, and lists of procedures.

Approaches and strategies

- Class and subject teachers understand approaches to meeting the needs of child or young person with attention or concentration needs, and the use of multi-sensory teaching approaches.

- There is use of a structured approach using task analysis that ensures one skill is taught at a time, mixing new and old learning to minimise forgetting and increase confidence (this is called interleaved learning).
- Ensuring children are fully informed about what the intervention is and why they are doing it and including them in the monitoring of their progress and achievements (to develop meta-cognitive thinking skills).
- Providing opportunities for children to generalise teaching from their intervention sessions throughout the day, ensuring that there are connections between the out of class intervention learning and classroom teaching.
- Use of a structured approach using task analysis that ensures one skill is taught at a time (e.g. targeting the reading of certain word rather than targeting both reading and spelling at the same time), mixing new and old learning to minimise forgetting and increase confidence (this is called interleaved learning).
- Distributed practice is implemented: a 'little and often' approach which uses short frequent teaching sessions. Sessions should be regular and maintained over a sustained period, with careful timetabling to ensure consistent delivery.
- Activate the student's previous knowledge. Make explicit links to prior learning by reminding the child / young person of past events, activities or experiences. Displaying photographs or sharing individual learning journals to support this.

- School staff embed CYP's individual and specific interests into the curriculum to adapt for individual needs.
- Teaching Assistants (TAs) supported to develop skills and monitored by the SENCO in delivering daily programmes.

School staff to use strategies and support materials to help compensate for weaker executive functioning.

- Use of visuals to support a student to process information, i.e. highlighters, task analysis, task board/checklist, timer used in corporation with a positive behaviour management system, 'to do' and 'finished' trays, differentiated work which is shorter and has more opportunities for movement breaks (i.e. a little and often approach).
- External aids that sum up key information on a given subject; the student can refer to the memory aid as needed. Use of memory aids to support working memory and attention, e.g. acronyms and mnemonics.
- A memory aid can take the form of a schedule for the day, a list of criteria for completing a task such as a long-term project, a flow chart for completing a writing assignment, a digital timer, a clock face showing the time that a student has to complete a task or even a poster that is displayed in the classroom. - explicitly teach how to use a range of memory aids and allow the CYP to use their preferred method, repetitive practice and motivate CYP.
- CYP have access to key information on a given subject, pre-teaching, providing key vocabulary.

Providing a list of high frequency words and/or a word bank of topic words from the lesson that can be referred to when writing.

- School staff repeat information, Spiral Curriculum, revisit key information and make connections to other learning concepts during teaching. Break the information into smaller instructional units.
- Backward chaining – chain parts of the task together (for example, 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)
- School staff support making the implicit explicit, explaining links to other topics, providing scaffolded opportunities to reflect on performance and identify strengths and 'even better ifs' in work.
- School staff to reduce volume of work (quality vs quantity) with a focus on most important learning tasks.
- School staff to present concepts in a variety of forms, using visual and auditory support and auditory memory games where needed.
- Concepts to be clearly explained, point by point, or chunking
- Present learning concepts in a variety of different ways, using visual aids that allow encoding i.e. Mind Maps.
- School staff facilitate over-learning and revision to support CYP personal organisation skills.
- Reword instructions, using short sentences. Give instructions in the order they are needed to be completed.

- Ask the student to repeat back what they have just heard; fill in any blanks.
- Allow periods of time for pause, think, review.
- Personalise reference tools, memory aids, and routines.
- Repeat information in a variety of ways (visual, verbal, figure, checklist), making connections to other concepts and visual supports.
- Keep new information brief and direct; repeat it concisely.
- Provide oral clues for problem-solving, writing out key words;
- Support group work linked to learning areas.
- Support practical work with concrete/visual materials to establish concepts
- Support over-learning and revision to support child or young person who has difficulty with recording to develop personal organisation in response to timetabling/managing equipment/independence skills.
- Ensure tasks are relevant, builds on previous learning and is differentiated so that CYP are challenged sufficiently but are working within their 'zone of proximal development' and can make expected progress.
- Promote self-esteem, resilience and ambition through opportunities to engage in learning tasks

and activities that CYP can succeed in, and their achievements are celebrated.

- Utilisation of Metacognitive Strategies and skills (e.g. self-evaluation of learning strengths and needs, learning techniques/tools [e.g. mnemonics], etc.)
- Use of lists/ menus/templates/ outlines/routines for supporting organisation skills.
- Provide specific meaningful praise and feedback when a child perseveres and/or achieves something new. Staff should praise the child for the process of engagement and learning and 'having a go' rather than the outcome.
- Give time to process information before a response is needed.
- Use of strategies such as think, pair, share to support learning.

Further resources:

Targeted small group interventions to enhance executive functions (e.g. using working memory games, metacognitive interventions etc,)? List here: <https://developingchild.harvard.edu/resources/activities-guide-enhancing-and-practicing-executive-function-skills-with-children-from-infancy-to-adolescence/>

Signposting parents to the Local Offer/connect to support and supporting them with applying for parenting courses, e.g. Cygnets and Early Bird.

Signposting families to local support groups for example: Hillingdon Autistic Care and Support www.hacs.org.uk

Centre for Autism and ADHD Support <https://adhdandautism.org/>

National Autistic Society www.autism.org.uk

A Guide to Executive Function - Center on the Developing Child at Harvard University - <https://developingchild.harvard.edu/guide/a-guide-to-executive-function/>

Area of Need: Hearing Impairment (HI)

Definition

Hearing impairment is a term that can describe any degree of hearing loss in a CYP, from mild to profound, including deafness and hard of hearing. It can be permanent or fluctuating, and it can negatively impact a child's ability to learn.

This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of children and young people with HI

Much of the provision in this section **SEN support** will be integral to a school or setting's offer for **all** children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the setting.

Provision that the local authority expects to be made available for children and young people with Special Educational Needs (SEN) and/or disabilities.

Provision

What is meant by Quality First Teaching?

Quality First Teaching is teaching that emphasises high quality, inclusive teaching for all pupils in a class. This is considered support provided within a classroom by the class teachers and those supporting them.

What is meant by SEN Support?

This is considered to be targeted SEN strategies that might take place within or outside of the classroom. This may include group work, targeted at those who need extra help.

What is meant by SEN Support Plus?

This is considered more bespoke support that may take place in a small group, that has been individualised for CYP, in consultation with external advice, provided by, for instance, SLT/OT/EP/SAS, as required.

Quality First Teaching

SEN Support

QFT plus the following:

SEN Support +

QFT & SEN Support plus the following:

Identification/assessment of the Child/young person's needs Staff understand hearing loss and the impact on the DCYP and promote strategies to support these areas: • educational progress • attention and focus • communication skills • access to the educational environment • social interaction with others • self-esteem and emotional well-being. Staff may refer to the Universal Training Offer, found on the council website, for CPD opportunities in Deaf awareness. Additionally the NDCS provides 'Here to Learn' videos for staff reference: Videos Here to Learn (ndcs.org.uk) Staff are proactive liaising collaboratively with Hillingdon Hearing Support linked advisor: see SAS Localities List Where there is a concern that a child has a suspected hearing need. Please refer to the Indicators of a Hearing Loss Checklist	Identification/assessment of the Child/young person's needs Staff further develop understand hearing loss and the impact on the DCYP through engagement with the NDCS online modules: • Deaf-friendly online learning Information for professionals (ndcs.org.uk)	Identification/assessment of the Child/young person's needs Hillingdon Hearing Support linked advisor will deliver in-person, bespoke, training with schools. Individualised, specific assessments may also be provided by the Hearing Support
Environmental support and adaptations Listening environments Staff understand the importance of preferential listening environments and are proactive in implementing strategies to promote this. Minimising classroom noise Addressing external noise sources Identifying the acoustic properties of a room Ensuring DCYP are taught in the most acoustically preferable rooms available	Environmental support and adaptations Listening environments Challenging listening environments are identified, and steps taken to minimise the impact of background noise, for example rubber tips/ tennis balls on the base of chair/ table legs, carpeted flooring, working blinds at windows. Use of additional specialist equipment including Personal Assistive Listening Devices (PALDs)	Environmental support and adaptations Listening environments Where challenging, listening environments are identified, steps taken to improve, such as sound proofing of rooms or providing suspended ceiling. Use of specialist equipment (Bone Anchored Hearing Devices, BAHD /Cochlear Implants, CI) including Personal Assistive Listening Devices (PALDs)

Classroom positioning Staff understand the benefits and importance of positioning the DCYP to maximise their access. Within 2 metres of the main speaker Facing the main speaker Ensuring good lighting and avoiding silhouettes to assist lip-reading Use of hearing aids (Behind the ear, BTE/ Bone conduction, BC) Staff have a positive attitude towards the use of amplification equipment such as hearing aids. A protocol is in place so that the use of hearing aid technology is monitored - kept safely and securely and maintained appropriately (for instance if batteries need to be replaced or equipment needs charging). Staff understand the limitations of hearing aids, e.g. does not enable the DCYP to be 'hearing', works best within 2 metres, in a quiet listening environment. Provide visual aids and materials alongside auditory information, including visual timetables, written instructions, and graphic organizers.	Staff understand the importance of Personal Assistive Listening Devices (PALDs) such as Radio Aid systems or remote microphones in supporting hearing and listening alongside hearing aid use. Staff use PALDs effectively and consistently throughout the school day and know what to do if there is a fault with the equipment. Staff have a positive attitude towards the use of PALDs. Staff encourage the DCYP to use and manage the PALD appropriately, effectively, and consistently. A protocol is in place, so the use of the PALD is monitored, kept safely and securely and maintained appropriately with guidance from Hearing Support specialists.	Staff have knowledge and understanding of Bone Anchored Hearing Devices, Cochlear Implants and associated PALDs through training provided by linked Hearing Support specialist. Staff have a positive attitude towards the use of specialist equipment and associated PALDs. Staff are confident in the checking and maintenance of this specialist equipment and know what to do if there is a fault with this. Staff understand and implement specific health & safety guidelines related to cochlear implants users provided by linked Hearing Support specialists. The purchase of further additional specialist equipment or software, for example, a sound field system or subtitling software is considered with guidance from the linked Hearing Support specialist.
Approaches and Strategies Communication strategies • Staff understand the importance of appropriate communication strategies for the DCYP and promote these in their day-to-day interactions, e.g. eye contact before communication' to make it relevant for all forms of communication. • Check that a task has been understood before the DCYP begins, for example 'tell me/show me what you have to do'.	Approaches and Strategies Educational Progress DCYP are given access to ongoing small group work targeted at those with need for intervention in literacy and numeracy. • Staff understand the importance of pre-teaching vocabulary and concepts and support the DCYP's access to this through targeted small group teaching. • Staff understand the importance of visual aids and timetables to support a DCYP's learning and	Approaches and Strategies Personalisation of outcomes across the curriculum. • Individual/ small group intervention to reinforce new concepts and language and to target areas of concern such as speech and language, vocabulary, and phonics in a quiet environment. These will be more frequent. • Additional support from a key adult with appropriate training to prepare for and reinforce lesson content, support language development which may include the use of signed approaches, e.g. Cued Speech,

- Ensure that the DCYP has access to what the other pupils say, such as repeat/rephrase the answers given by others or ask them to speak at the front.
- Recap the main points at the end of a task/lesson and provide an opportunity for the DCYP to show that they have understood.
- Get feedback from the DCYP regularly to monitor their access to lessons.
- Access to Deaf representation in media and resources used in classrooms.

Staff are also reminded to access Hillingdon, Talks, Moves, Plays for advice and guidance in this area.

[Advice sheets and videos: Central and North West London NHS Foundation Trust \(cnwl.nhs.uk\)](#)

Attention and Focus

Access to the educational environment

- Planning should involve consideration of:
 - language used in discussions/teaching
 - Position of DCYP for different activities
 - acoustic and sound properties in school.
 - Adapted classroom activities to reflect the pupil's individual needs
- Ensure that the delivery of the curriculum is accessible for the pupil with a hearing loss.
- Peer support and sensitive grouping/pairing for a range of activities

Access Arrangements

Staff consider the needs of the CYP in all exams/assessments, ensuring that extra time and readers are planned into classroom assessments in order to make these access arrangements Ordinary Way of Working. Refer to Joint Council for Qualifications Guidelines: [Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

include these in the planning and delivery of activities. Staff ensure learning resources reflect disability and diversity by including and using those which celebrate positive role models.

Social Interaction with others

Staff encourage and facilitate social interaction with peers, explaining to other pupils, if necessary and appropriate, how they can ensure their peer can hear and understand what they are saying. Settings may facilitate communication between pupils in a modified or adjusted manner.

Cued Articulation, Signed Supported English (SSE), British Sign Language (BSL)

Self-esteem and Emotional Well-being

Specific targets related to Deafness

Deaf Identity

- DCYP have regular opportunities to develop their identity as a person with hearing loss. This may be through classroom activities or with support from the SAS: Hearing Support team.

Topics may include:

- Deaf culture and history
- Different perspectives on deafness
- Meeting other DCYP and adults

Health & Safety of the DCYP

Staff will ensure that DCYP are considered in their fire and lockdown procedures.

External visits

Staff consider the participation of the DCYP in activities taking place outside the setting environment and take appropriate steps to ensure their safety at these times.

Think about:

- Where is the activity happening?
- Are there appropriate visual adaptations for fire/safety alarms?
- What is the listening environment going to be like?
- Will there be additional listening challenges for the DCYP.
- Will the CYP with HN be able to use their amplification equipment/ PALD effectively to support listening? If not, what additional strategies are in place to support this?

Health & Safety of the DCYP

< Refer to SEN Support guidance

Health & Safety of the DCYP

< Refer to SEN Support guidance with particular reference to health and safety guidelines for cochlear implant users and

Further links and useful resources (such as guidance, parent/family support, websites)

The NDCS (National Deaf Children's Society) provides information, advice and support for deaf/hearing impaired C/YP, their families and settings.

- Further helpful information for C/YP can be found at: [Information for young deaf people | Support for young people \(ndcs.org.uk\)](https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-young-people)
- Further helpful information for families can be found at: [Services for families | National Deaf Children's Society \(ndcs.org.uk\)](https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/services-for-families)
- Further helpful information for education professionals can be found at: [Resources for education professionals | Information for professionals \(ndcs.org.uk\)](https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals)

Recommended NDCS written resources for education professionals:

- [Teaching deaf children | Resources early years, primary, secondary \(ndcs.org.uk\)](https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/teaching-deaf-children)
- [Early years education | Information for professionals \(ndcs.org.uk\)](https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/early-years-education)
- [Primary education | Information for professionals \(ndcs.org.uk\)](https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/primary-education)
- [Secondary education | Information for professionals \(ndcs.org.uk\)](https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/secondary-education)
- [Professional post-14 resources | Information for professionals \(ndcs.org.uk\)](https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/professional-post-14-resources)

The 'Here to Learn' video playlist is available to help education professionals meet the needs of deaf/hearing impaired C/YP in their setting.

www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/here-to-learn/watch-our-here-to-learn-videos/

Area of Need: Multi-Sensory Impairment (MSI)

Definition

Multi-sensory impairment (MSI) is a condition that affects a child or young person's sight and hearing. MSI is also known as dual sensory impairment or deaf blindness.

This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of children and young people with MSI.

Much of the provision in this section **SEN support** will be integral to a school or setting's offer for **all** children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the setting.

Provision that the local authority expects to be made available for children and young people with Special Educational Needs (SEN) and/or disabilities.

Provision

What is meant by Quality First Teaching?

Quality First Teaching is teaching that emphasises high quality, inclusive teaching for all pupils in a class. This is considered support provided within a classroom by the class teachers and those supporting them.

What is meant by SEN Support?

This is considered to be targeted SEN strategies that might take place within or outside of the classroom. This may include group work, targeted at those who need extra help.

What is meant by SEN Support Plus?

This is considered more bespoke support that may take place in a small group, that has been individualised for CYP, in consultation with external advice, provided by, for instance, SLT/OT/EP/SAS, as required.

Quality First Teaching

SEN Support QFT plus the following:

SEN Support + QFT & SEN Support plus the following:

- The physical environment is adapted to meet the needs of learners.
- Careful consideration is given to the position of CYP with MSI in the classroom to allow for maximum independence of movement/access to resources and equipment.
- Learning areas and resources that are clearly defined and labelled with pictures and words.
- Learners' views are routinely sought and are used to inform planning for physical or sensory adaptations that they may require.
- Space for privacy/quiet areas that can be used for 'down time', smaller group activities and provides a less visually distracting area.
- Tasks are broken down into small manageable steps. These steps are shown explicitly.
- The pace and order of activities is varied to maintain interest and attention of CYP with MSI.
- Use of steps-to success or similar, to promote independence, scaffold and support learners.
- Sensory zone/space/room.
- Consistent whole school staff approach.

- The physical accessibility of the building and individual learning spaces is assessed.
- Specific assessments are undertaken to establish the degree of potential implications for and impact on curriculum access.
- Visual/audio demonstrations and visual cues/audio commentary are used.
- Specialist advice for school staff on how to enable full access to the curriculum and provide support for curriculum or skill areas and/or task analysis

- To liaise with MSI teacher/service to meet the needs of children with complex needs.
- Expected access arrangements to support learning.
- On-going personalised advice and training from the sensory team

- Access to additional handwriting sessions or handwriting groups based on level of handwriting skill development.

Strategies

- incorporates more detailed specialist advice.
- Individualised and/or small group planning and programmes in more than one curriculum area.
- Specific assessments are undertaken to establish the degree of potential implications for and impact on curriculum access.
- Assessments may include:
 - Physical disability: scope of disability, physical restriction, mobility, independence, self-care, communication, therapy needs.
 - Learners' views are routinely sought and are used to inform planning for physical or sensory adaptations that they may require.
- The physical environment is adapted to meet the needs of learners.
- The physical accessibility of the building and individual learning spaces is assessed. The accessibility plan is on the school's website and "reasonable adjustments" are made according to individual needs.
- Careful consideration is given to the position of child or young person with MSI in the classroom to allow for maximum independence of movement/access to resources and equipment.
- Learning areas and resources that are clearly defined and labelled with pictures and words.
- Space for privacy/quiet areas that can be used for 'down time', smaller group activities and provides a less visually distracting area.
- Individualised and/or small group planning and programmes in more than one curriculum area.
- Use of steps-to success or similar to promote independence, scaffold and support learners.
- Small group work facilitated by an adult, within the classroom or on a withdrawal basis.
- Visual/audio demonstrations and visual cues/audio commentary are used.
- Tasks are broken down into small manageable steps. These steps are shown explicitly.
- The pace and order of activities is varied to maintain interest and attention of all pupils.

Further links and useful resources (such as guidance, parent/family support, websites)

- SENSE provides information, advice and support for Multi-Sensory Impaired C/YP, their families and settings. Further helpful information for C/YP can be found at: www.sense.org.uk/
www.sense.org.uk/get-support/information-and-advice/
- Council for disabled children
<https://councilfordisabledchildren.org.uk/>

Area of Need: Physical Difficulties (PD)

Definition

A physical disability is defined as a “limitation on a person’s physical functioning, mobility, dexterity or stamina” that has a 'substantial' and 'long-term' negative effect on an individual’s ability to do normal daily activities. (Equality Act,2010)

This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of children and young people with PD.

Much of the provision in this section **SEN support** will be integral to a school or setting’s offer for **all** children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/or disabilities.

Provision that the local authority expects to be made available for children and young people with Special Educational Needs (SEN) and/or disabilities.

Provision

What is meant by Quality First Teaching?

Quality First Teaching is teaching that emphasises high quality, inclusive teaching for all pupils in a class. This is considered support provided within a classroom by the class teachers and those supporting them.

What is meant by SEN Support?

This is considered to be targeted SEN strategies that might take place within or outside of the classroom. This may include group work, targeted at those who need extra help.

What is meant by SEN Support Plus?

This is considered more bespoke support that may take place in a small group, that has been individualised for CYP, in consultation with external advice, provided by, for instance, SLT/OT/EP/SAS, as required.

Quality First Teaching

- All staff, including supply and new staff, are informed about the needs of students with PD and medical needs through an induction programme, ensuring that these staff know how to support the needs of child and young person with PD.
- To initiate and review a health care plan to address the student's needs and emergency procedures.
- Settings provide accessible policies that are reviewed regularly and communicated/distributed effectively to meet the PD needs of their community.
- Schools Access Plan in place with clear identified actions and reviewed accordingly. Access Audits completed. Up-to-date Access Plans are available on the school's website.
- Furniture organised to allow ease of wheelchair access and appropriate proximity to technology.
- Reasonable adjustments and adaptations are made to the curriculum and the school environment including specialist equipment such as seating and/or tables.
- Supervision during unstructured times.
- Personal needs are met such as toileting and feeding.
- Clearly defined spaces for personal equipment.
- Careful consideration where to position CYP within the classroom.

SEN Support

QFT plus the following:

- Access is available to specific training for support staff in implementing therapy programmes (within the holistic approach) Administration of medicine.
- Awareness of the additional teacher/therapist liaison is required to ensure appropriate balance between educational and direct therapy objectives (linked to developing holistic goals/outcomes).
- Environmental adjustments, e.g. ramps, rails.
- Specific assessments are undertaken to establish the degree of potential implications for and impact on curriculum access. Assessments may include: Physical disability: scope of disability, physical restriction, pain, mobility, independence, self-care, communication, and sensory needs.
- Input at class and whole school level to raise peer awareness of the nature of different impairments and the support they can offer. Pupils and parents are actively engaged in decision making and planning for ongoing provision.
- Additional access to ICT, specialist aids and adaptation to facilitate access to the curriculum. Pace of lessons adjusted with rest breaks built in as required.
- School staff to be available during therapy reviews to be trained and informed of the care plans.
- School staff to carry out the therapy plans/strategies as advised by therapy staff to work towards the child and young person's targets.
- Responsibility to meet the needs of pupils with delayed personal development; children with personal care needs should be included in any activity regardless of

SEN Support +

QFT & SEN Support plus the following:

- To liaise with specialist support services to meet the needs of children with complex needs.
- Expected access arrangements to support learning.
- On-going personalised advice and training from the CITS therapy team
- Adult support is needed for transferring resources between lessons.

- Review seating arrangements to ensure good posture in classroom, remember areas away from main class such as dining/outside area, etc.
- CYP must have full access to school trips and learning outside of the classroom.
- Fire evacuation and medical emergency plans
- Reasonable adjustment in lessons such as PE, e.g. differentiated lessons and equipment, personalised curriculum in such a way that is accessible to CYP.
- Adults to look for signs of fatigue, building in rest breaks as required.
- Consistent whole school staff approach.
- Access to additional handwriting sessions or handwriting groups based on level of handwriting skill development. Training, resources, advice sheet and videos on the Hillingdon Talks, Moves and Plays website: <https://www.cnwl.nhs.uk/children-integrated-therapy-service>
- Facilitate and model strategies to develop positive peer interactions, especially during unstructured times such as the lunch break.
- The curriculum actively promotes positive attitudes to disability. Alternative ways of recording are used across the curriculum including the daily use of laptop/tablets.

incontinence status, should have changing/toileting needs managed within school facilities and by school staff.

- Some pupils may require tube feeding. For these children, staff need to be trained in how to tube feed, ensuring they are following the health and safety and hygiene standards.
- Intimate care policy is in place to support.
- Flexible support available; staff who provide intimate care are trained in personal care (e.g. health and safety training in moving and handling) according to the needs of the pupil.
- There must be careful communication with each pupil who needs help with intimate care in line with their preferred means of communication (such as verbal, symbolic) to discuss their needs and preferences. Permission for intimate care should always be sought at an age/developmental appropriate level before starting an intimate procedure.
- Any adults assisting with intimate care should be employees of the school. Trained staff should be available to cover for absences.
- Introduction of items such as specialist seating, height adjustable work benches, manual handling equipment to facilitate access.
- Staff should be fully aware of best practice regarding infection control, including the requirement to wear disposable gloves and aprons where appropriate.

Further links and useful resources (such as guidance, parent/family support, websites)

- Hillingdon Talks Moves and Plays: Children's Integrated Therapy Service
<https://www.cnwl.nhs.uk/children-integrated-therapy-service>
- Council for disabled children
<https://councilfordisabledchildren.org.uk/>

Area of Need: Social, Emotional and Mental Health (SEMH)

Definition

The term Social, Emotional and Mental-Health (SEMH) arose from the SEND Code of Practice: 0-25 Years (DfE, 2015) statutory guidance, which outlined that SEMH:

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

-SEND Code of Practice, 2015, para 6.32.

This definition outlines many aspects of SEMH but for simplicity here we will conceptualise SEMH as the absence of positive behaviours, experiences and beliefs about an individual's relationships with others, their emotional wellbeing, conduct, and their capacity to keep themselves safe. As outlined in the DfE's definition, SEMH can present in many ways, including as 'behaviours that challenge' (BTC). It is important to recognise that BTCs are likely to indicate and/or arise from underlying, and often unrecognised, needs in other developmental areas. For example, a pupil may present with the following behaviours:

- Not following instructions;
- Not engaging with work or listening to the teaching;
- Continually running out of the classroom and away from staff;
- Showing frequent periods of dysregulation, characterised by screaming, hitting, spitting, etc.;
- Not engaging socially with peers or staff.

These can quickly be seen as being entirely arising due to SEMH needs, however there may be many other needs that can result in these behaviours. The table below shows just a few of the large number of potential underlying needs in different developmental areas that could result in the above behaviours:

Potential Speech, Language and Communication Needs • The child may have language needs that are making the discourse of both the classroom and social interactions challenging for them to access; • The child may have speech formation needs meaning that they lack confidence verbalising in front of others; • The child may have social communication differences that mean they cannot identify and respond to the subtle non-verbal communications of others (e.g. body language, emotions, facial expressions, etc.).	Potential Cognition and Learning Needs • The child may have difficulty regulating their attention and engagement, leading to them becoming frequently distracted and off task, and subsequently feeling targeted as teachers attempt to reengage them; • The child may have difficulties with their processing speed (i.e. how quickly they can process information), making the speed of lessons overwhelming and/or too difficult to follow; • The child may be missing key foundational learning which is making the current teaching difficult for them to access.
Potential SEMH Needs • The child may be lacking a trusting and secure relationship with key adults in the school environment, making the school a worrying environment; • The child may have low self-efficacy (i.e. belief in their own capacity to achieve), meaning they feel they are unlikely to achieve in learning and in turn making learning tasks provoking for them; • The child may have a large level of anxiety, making many of the usual difficulties experienced by every child in school too provoking for them.	Potential Sensory Processing Needs • The child may have hypersensitivities, making the typical classroom environment alarming to the individuals and resulting in them trying to flee the environment; • The child may have an 'auditory processing deficit', meaning that they are not able to follow the discourse of the school environment and accurately distinguish instructions and language from miscellaneous sounds;

This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of children and young people.

Much of the provision in this section **SEN support** will be integral to a school or setting's offer for **all** children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the setting.

Provision that the local authority expects to be made available for children and young people with Special Educational Needs (SEN) and/or disabilities.

Provision

What is meant by Quality First Teaching?

Quality First Teaching is teaching that emphasises high quality, inclusive teaching for all pupils in a class. This is considered support provided within a classroom by the class teachers and those supporting them.

What is meant by SEN Support?

This is considered to be targeted SEN strategies that might take place within or outside of the classroom. This may include group work, targeted at those who need extra help.

What is meant by SEN Support Plus?

This is considered more bespoke support that may take place in a small group, that has been individualised for CYP, in consultation with external advice, provided by, for instance, SLT/OT/EP/SAS, as required.

Quality First Teaching	SEN Support QFT plus the following:	SEN Support + QFT & SEN Support plus the following:
Identification and assessment of CYP's needs • School staff have access to and engage with relevant training that provides skills and knowledge to be able to identify and support CYP with social, emotional, and mental health needs; • School staff are aware of how to support CYPs' wellbeing using appropriate resources, including provision to foster positive mental wellbeing and belonging; • The setting recognises and responds to the need for pastoral support for pupils with SEND, taking into consideration individual needs and other relevant contextual circumstances; • Where 'behaviours that challenge' are present, school staff engage in a holistic assessment to explore potential unrecognised needs in other developmental areas (e.g. Cognition and Learning, Sensory and Physical, etc.); • Regular (e.g. at least every 6 weeks) review of strategies and intervention through the Assess, Plan, Do, Review process;	Identification and assessment of CYP's needs • Review previous interventions and identify those that have been beneficial and can be enhanced, and those that require modification to provide appropriate support; • Compilation of findings and reports from other professionals and triangulation into a formulation of need and updated support plan; • Arrange a TAC meeting with all relevant professionals, the CYP and their family to collaboratively formulate an appropriate support plan; • Production of Risk Assessments where appropriate; • Utilisation of assessment tools and programmes, such as The Boxall Profile (SEMHS Assessment & Emotional Behavioural Toolkit for Children - Interventions & Strategies (boxallprofile.org)),	Identification and assessment of CYP's needs • Assessment by specialist professionals (e.g. Educational Psychologist, Clinical Psychologist, Counsellor, etc.); • Review previous interventions and identify those that have been beneficial and can be enhanced, and those that require modification to provide appropriate support; • Compilation of findings and reports from other professionals and triangulation into a formulation of need and updated support plan; • Arrange a TAC meeting with all relevant professionals, the CYP and their family to collaboratively formulate an appropriate support plan. Environmental support and adaptations

- Relevant school staff (e.g. those involved in the 'team around the child') have knowledge of applicable referrals made to external agencies;
- Awareness that pupils with SEND are at an elevated risk to a number of SEMH needs, such as bullying, 'behaviours that challenge', etc., and ensuring that an appropriate level of pro-active and preventative monitoring and support is in place.
- Strong rapport building between a specified educational staff and the CYP's family/carer, regular contact/communication and exploration of any potential factors to behaviour in the home context (e.g. ill-health of significant relation, change in employment status of significant relation, degradation of relationship with significant family member, etc.);
- Utilisation of an appropriate approach to record, track and analyse behaviours, such as an Antecedent, Behaviour and Consequence Charting to explore the potential factors propagating behaviours. More information at: [ABC Chart for Challenging Behaviour | Free Template \(highspeedtraining.co.uk\)](#)
- Collaborative development of a clear 'One Page Profile' to clearly outline the CYP's strengths, needs, communication style (e.g. what their behaviour might communicate) and beneficial strategies for all individuals working with them. More information at: [Good Practice Guide Options for Schools - Leap \(hillingsdon.gov.uk\)](#);
- Systems and structures are in place to explore the SEMH of the population and to gather and act upon the views of CYP (e.g. whole school surveys, school council, etc.)

Environmental support and adaptations

- There are opportunities for CYP to share opinions and concerns in a safe environment (e.g. an 'if my teacher knew ...' box, worry box, etc.);

The Thrive Approach ([Thrive-Online | The Thrive Approach](#)), etc.

- Utilisation of assessment techniques (e.g. those from 'A Therapeutic Treasure Box for Working with Children and Adolescents with Developmental Trauma' by Dr K Triesman) and tools (e.g. card decks such as Mood Cards, Helping Teenagers Talk About Their Lives, A Therapeutic Treasure Deck of Feelings and Sentence Completion Cards, etc.);
- Seek consultation from the Educational Psychology Service.

Environmental support and adaptations

- Timetabled opportunities for sensory and movement breaks in a discreet setting;
- Provision of a bespoke 'calming box' containing resources to support the CYP engaging in their emotional regulation strategies of choice;
- Provision of a calming area in the classroom the CYP can withdraw to when dysregulated.

Approaches and Strategies

- Utilisation of the LB Hillingdon's Link Counselling Services. More information at: [Targeted programmes for children and adolescents - Hillingdon Council](#);
- Seek support through the LB Hillingdon's Children's Integrated Therapy Service (CITS) to explore potential other underlying needs (where appropriate) from Physiotherapy, Occupational Therapy, and Speech and Language Therapy Services. More information at [Hillingdon Talks](#).

- Consider a reduced timetable to reduce demands and slowly increase this over time in line with the CYP's capacity to manage these;
- Provision of a regulation space the CYP can withdraw to when dysregulated.

Approaches and Strategies

- Refer to the Child and Adolescent Mental Health Service (CAMHS). More information at: [CNWL Child and Adolescent Mental Health \(CAMHS\) service](#)
- Consider a referral to the CNWL's Behaviour and Family Support Team by having parents speak to their GP. More information at: [Behaviour and Family Support Team \(BFST\) :: Central and North West London NHS Foundation Trust \(cnwl.nhs.uk\)](#);
- Arrange regular TAC meetings with all relevant professionals, the CYP and their family to collaboratively formulate an appropriate support plan, review progress and update this via the APDR process;
- Consider a 'Managed Move' or 'Off Site Direction' should all other avenues of support be exhausted and agreed in an appropriate review meeting (e.g. a TAC meeting) by parents/carer. More information at: [Good Practice Guide Options for Schools - Leap \(hillingsdon.gov.uk\)](#);
- Exploration of short-term commissioned placement at an Alternative Provision (e.g. The Skills Hub);
- Exploration of potential alternative subjects that align more with the CYP's interests and skills (e.g. vocational courses, etc.);

- Language used in classroom is focused on CYP's strengths and helps to promote aspirational outcomes (e.g. Growth Mindset language, etc.);
- Breaches of school policies are addressed using non-emotive and non-evaluative language, with reference to the rule breached (e.g. "You have called out, the rule is to put your hand up", etc.);
- The learning environment is structured, free of unnecessary distractions, calm and settled to reduce distractions and overwhelming stimulation;
- The Behaviour Policy, Attendance Policy and Anti-Bullying Policies are clear and concise and the systems and processes within are accessible to CYP and their families, whilst also providing flexibility in approach and provision for those with SEN;
- Desired behaviours are proactively taught and practiced as part of a 'behaviour curriculum';
- Visual aids to support emotional literacy and regulation are consistently used throughout the learning environment;
- Sensitivity and awareness to difference and a positive attitude to Equality, Diversity and Inclusion are promoted to staff and pupils in assemblies, PSHCE and/or SMSC, as well as incorporated into policies;
- Visuals signposting CYP to appropriate staff and services are on display and promoted across the educational setting, as well as highlighted in assemblies, PSHCE and/or SMSC
- All classrooms have access to an appropriate 'safe space' for CYP to withdraw to and co/self-regulate.

Approaches and Strategies

- There is frequent use of praise and rewards systems for desirable and model behaviours, as well as clearly, proportionally and consistently implemented consequences;
- Development of 'scripts/routine phrasing' to address 'behaviours that challenge' (e.g. "I can see you are finding

[Moves, Plays: Children's Integrated Therapy Service \(CITS\) \(cnwl.nhs.uk\);](#)

- If available in your provision, referral of CYP to Mental Health Support Team (MHST). More information at: [Mental Health Support Teams \(MHST\) \(cnwl.nhs.uk\);](#)
- Referral to the LB of Hillingdon's Stronger Families Hub for early help and preventative support to safeguard children and their families, where appropriate. More information at: [Stronger Families - Hillingdon Council](#)
- Referral to the P3 Charity at: <https://www.p3charity.org/get-help/service-results?location=hillington>
- Utilisation of a person-centred Pastoral Support Programme with clear SMART targets: [Pastoral Support Programme - Good Practice Guidance - Leap \(hillington.gov.uk\);](#)
- Utilisation of group level social interventions (e.g. Circle of Friends);
- Utilisation of group level emotional literacy interventions (e.g. Zones of Regulation, Cool Connections, Think Good Feel Good, etc.);
- Short-term intervention sessions with the ELSA;
- Utilisation of Restorative Approaches to behaviour management.

In addition to the above, the following OAP is pertinent to the following areas of need within the SEMH developmental area, but are by no means restrictive to these needs and can be used for all CYP:

- **Attachment, Relational and Trauma Related Needs:**

- Movement away from punitive behaviour management strategies and predominant reliance on Regulatory, Relational, Reflective and Restorative (RRRR) approaches.

In addition to the above, the following OAP is pertinent to the following areas of need within the SEMH developmental area, but are by no means restrictive to these needs and can be used for all CYP:

- **Attachment, Relational and Trauma Related Needs:**
 - Therapeutic interventions such as Play Therapy, Psychotherapy, Acceptance and Commitment Therapy, etc.
 - Time to engage in 'attachment play' activities with a consistent Emotionally Available Adult/Key Person;
 - Predominant use of Regulatory, Relational, Reflective and Restorative (RRRR) approaches, where 'Connection before Correction' is consistently used;
- **EBSNA:**
 - Regular (e.g. a minimum of weekly) progress reviews with CYP's Parent/Carer;
 - Therapeutic interventions from qualified professionals to address underlying emotional responses towards school (e.g. CBT, Psychotherapy, etc.);

this really frustrating, take a few minutes outside to regulate and we can resolve this at the end of the lesson”); • Language used to address behaviour is non-evaluative (i.e. it lacks the emotional judgement; e.g. “you are talking” instead of “why are you talking?”); • Rehearse and revise the ‘behaviour curriculum’ (i.e. a teaching program that encompasses the routines, rules and behaviours wanted from CYP) and the routines/expectations within this; • All school staff promote self-esteem, confidence, resilience, emotional regulation and a sense of belonging for CYP through explicit teaching on such topics embedded within the PSHCE or SMSC curriculum; • All CYP are regularly informed of and signposted (e.g. in PSHCE/SMSC) to the relevant adults, external services and sources of information (e.g. trusted websites, etc.) who are there to support them with SEMH needs including (but not limited to) healthy and unhealthy relationships, exploitation, sexual health and behaviours, emotional needs, self-esteem, mental-health needs; • Allocation of a ‘mentor’ who can build a strong and secure relationship with the CYP to explore their difficulties during weekly mentoring sessions. Mentoring can be sought from the LB of Hillingdon’s Adolescent Development Service at Adolescent Development Services - Targeted Programmes - Access request Form (Page 1 of 7) (office.com) • Collaborative formulation of a Pastoral Support Plan (PSP) with CYP and their family/carer which outlines the desired goal behaviours, a structured plan to achieve these, and a proactive and preventative approach to behaviours that challenge. More information at Pastoral Support Programme - Good Practice Guidance - Leap (hillingdon.gov.uk); • Utilisation of LB Hillingdon’s free KOOTH Counselling Services. More information at KOOTH online mental wellbeing community Hillingdon Directory	○ Consistent use of a Trauma Informed and Relational Approach (e.g. PACE, etc.); ○ Attachment Play activities; ○ Use of Restorative Approaches to address incidents where conflict and harm have occurred; ○ Individual opportunities for ‘connection’ with a key member of staff to engage in preferred activities (e.g. Golden Time); ○ Careful planning of transitions and endings. Where possible for key attachment figures to ‘traverse’ with the CYP through academic years. ○ Permission to have transition items that remind CYP of a key attachment figure from outside of school. - EBSNA: ○ Utilisation of reduced timetables to provide realistic targets for attendance goals, when necessary; ○ Potential removal of non-core subjects that are proving to be too provoking or the removal of which will provide a more feasible level of demand on the CYP; ○ Targeted tuition in key subjects where the removal of the lesson in school or additional support provided reduces the CYP’s perceived demands to more tolerable levels; ○ Increased flexibility in school expectations (e.g. time of arrival, attendance to all lessons, etc.) to allow CYP to attend school (e.g. permission to spend longer than usual times in the library, SEN office, etc.).	○ Removal of some non-core lessons to reduce academic demands on CYP; ○ Greater tolerance in school start and finish times to support attendance and reduce anxiety from start times - Emotional Regulation and Uncomfortable Feelings (e.g. anger, anxiety, etc.): ○ Individual emotional literacy interventions following a manualised approach (e.g. Starving the Anger Gremlin, Banish Your Body Image Thief, etc.); ○ Daily practice of 2-3 of the CYP’s preferred emotional regulation strategies; ○ Daily practice of executive function building activities; ○ Individual/group level therapeutic intervention for underlying emotions by appropriately qualified professionals (e.g. Cool Connections, Think Good Feel Good, Counselling, CBT, etc.); ○ Consistent utilisation of the Playfulness, Acceptance, Curiosity and Empathy (PACE) model to respond to emotional dysregulation; ○ Regular review of triggers and attempts to remove/reduce these.
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- Utilisation of relevant applications (e.g. Headspace, Tide, WOOP, etc.)
- Utilisation of appropriate 'advice sheets' from Children's Intergrated Therapy Services for relevant identified needs, available at [Advice sheets and videos :: Central and North West London NHS Foundation Trust \(cnwl.nhs.uk\)](#)
- Refer to the LB Hillingdon's SEND Advisory Service who can provide early intervention support and advice for CYP who present with SEN. More information at: [Support and resources for children and young people with SEND and their families - Hillingdon Council](#)
- Refer to the 'School Nursing Service' who have developed and offer a range of interventions to support CYP displaying 'persistent disruptive behaviour'. More information at: [School Nursing Service :: Hillingdon Families 0-19 \(cnwl.nhs.uk\)](#). Referral information at: ['Children at Risk of Exclusion Referral' to School Nurse - Leap \(hillington.gov.uk\)](#);
- Refer to relevant charity sector support services, such as P3 ([Hillingdon Health & Wellbeing Navigator - P3 \(p3charity.org\)](#)), The Children's Society ([Information for professionals | The Children's Society \(childrenssociety.org.uk\)](#)) or YoungMinds ([YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#));
- Refer parents to 'Brilliant Parents', a parenting support programme which upskills parents in different parenting techniques, where appropriate. More information at: [Brilliant Parents - Local Authorities - Hillingdon | Brilliant Parents](#);
- Refer parents to the Hillingdon Autistics Care and Support (HACS) organisation, who can provide guidance, support and information for parents, where appropriate. More information at: [Home | HACS Charity](#)
- Consider changing classes, subjects or curriculum if this is considered to be a potential factor to their SEMH needs;
- An 'Exit Pass/Time Out Card' to allow CYP to safely communicate they need a short break from the classroom at

- **Emotional Regulation and Uncomfortable Feelings (e.g. anger, anxiety, etc.):**

- Short (e.g. 10-20 min) daily opportunities for practicing emotional regulation techniques (e.g. breathing exercises, mindfulness, etc.);
- Use of a 'time out' card for CYP to exit a provoking environment and engage in emotional regulation techniques in a 'safe space';
- Identify a centralised key member of staff for those with emotional regulation needs to withdraw to and seek support to 'co-regulate' (e.g. ELSA, SENDCo, etc.).

times they are having difficulty maintaining their self-regulation in the classroom; • A 'Report Card' which includes both achievements and evaluation of conduct in the CYP's lessons; • Develop a 'Transition Support Plan' to support CYP with transitioning to new environments; • Basic psychoeducation on emotional literacy so that CYP can identify 'what' they are feeling and 'why' • Discourse in the classroom actively promotes a sense of 'belonging' (e.g. words like "we", "our" or specific statements such as "you are a valued member of this class", "we really want you here", etc.); • Belonging of CYP is fostered through daily greetings and welcoming of all CYP individually, providing spaces and opportunities for collaboration between peers and adults, reflection of the demographic make-up of the school community in the environment, resources and curriculum, and opportunities for CYP to explore, understand and celebrate the diversity of the school community. • Utilisation of a Positive Behaviour Management Strategy (e.g. Token Economies) to foster extrinsic motivation when CYP have limited intrinsic motivation and/or are likely to respond negatively to consequences and punishments due to their needs (e.g. those with autism, trauma, etc.); • Utilisation of Positive Psychology Tools and approaches to foster positive affect and mental wellbeing (e.g. a Gratitude Journal, Gratitude Letters/Visits, Negative Visualisation, Solution Focussed Approaches, 5 Ways to Wellbeing, etc.); • Opportunities to build social relationships naturally as part of the school day, such as shared interest clubs or activities. In addition to the above, the following OAP is pertinent to the following areas of need within the SEMH developmental area, but is by no means restrictive to these needs and can be used for all CYP: - Attachment, Relational and Trauma Related Needs:		
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- Consultation with the school's Attachment Lead where one has been trained;
- Availability to form a secure attachment/relationship with an 'emotionally available adult' (i.e. an adult who has the capacity to maintain the relationship and empathise with the CYP's needs and see past the behaviours that can challenge);
- Provision of a 'safe space' for CYP to withdraw to when becoming dysregulated;
- All staff working with CYP to follow a 'connection before correction' approach where empathising with a CYP's emotional state is prioritised over addressing the behaviour and where possible use of positive behaviour management practices to enforce school rules;
- Use of reflective and/or restorative approaches to address behaviours and incidents where conflict or harm has been caused;
- Frequent opportunities to practice and strengthen executive function skills, particularly those related to emotional regulation (e.g. through the Zones of Regulation or Incredible 5-Point Scale approach);
- Utilisation of Solution-Focussed Approaches to promote change towards a more positive future (more information at <https://learning.nspcc.org.uk/research-resources/2015/solution-focused-practice-toolkit/>);
- Structured sensory breaks where CYP can engage in an adult led sensory circuit at numerous points throughout the day. Where necessary, ensure that the plan is tailored to any sensory processing differences identified;
- Frequent (at least monthly) meetings of the 'team around the child' to review progress and necessary additions to the intervention plan;

○ Respond to incidents with Playfulness, Acceptance, Curiosity and Empathy (PACE; https://ddpnetwork.org/about-ddp/meant-pace/) and a 'connection before correction' approach where empathising with the CYP's emotional distress and supporting their regulation is prioritised before providing positive correction; ○ Provision of a transition toy/item that reminds the CYP of a loved one. - EBSNA: ○ Utilisation of the London Borough of Hillingdon's EBSNA resources and protocol; ○ Regular review of attendance data to identify early signs of EBSNA; ○ Frequent supportive and positive contact with families to explore progress and evolving context of EBSNA; ○ Assessment of 'push' and 'pull' factors that facilitate and hinder school attendance using a range of different assessment/pupil voice gathering techniques, appropriately differentiated where needed; ○ Formulation of barriers to attendance and development of an appropriate intervention plan and SMART targets to systematically increase attendance; ○ Intervention plan to reduce the uncomfortable emotions that may be posing as barriers to attending school, such as the use of a 'Subjective Units of Distress (SUDS) hierarchy and gradual exposure; ○ All school staff are notified of individual's with EBSNA, their intervention plan and how they should all support this.		
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- **Emotional Regulation and Uncomfortable Feelings (e.g. anger, anxiety, etc.):**

- Explicit psychoeducation on the 'fight, flight and freeze response' and how bodily reactions, behaviours, feelings and thoughts can arise and interact with each other in different contexts. This may be through a manualised emotional regulation intervention, such as the Zones of Regulation;
- Use of a scaffolded approach to support CYP in communicating their emotional states, such as through the Zones of Regulation or Incredible 5-Point Scale;
- Frequent opportunities to practice somatic quieting and calming techniques to be embedded through the school week;
- Reasonable adjustments to reduce anxiety provoking stimuli in the school environment (e.g. reducing sensory demands on those with hypersensitivities, etc.);
- Opportunities for gradual exposure/transition towards an anxiety provoking stimulus that cannot be removed (e.g. a staggered transition into the secondary school environment, to assemblies, to exam conditions, etc.)

Further links and useful resources

Place2Be www.place2be.org.uk

P3 Charity www.p3charity.org

Young Minds www.youngminds.org.uk

Anna Freud www.annafreud.org

Nip in The Bud www.nipinthebud.org

Action for Happiness www.actionforhappiness.org

Headspace <https://www.headspace.com/>

Papyrus www.papyrus-uk.org

Beacon House <https://beaconhouse.org.uk/>

Kooth <https://www.kooth.com/>

LB Hillingdon's SEND Information, Advice and Support Service (SENDIASS) [Welcome to the Hillingdon SENDIASS website - Sendiass](#)

Area of Need: Speech, Language and Communication (SLCN)

Definition

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

This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of children and young people.

Much of the provision in this section **SEN support** will be integral to a school or setting's offer for **all** children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the setting.

Provision that the local authority expects to be made available for children and young people with Special Educational Needs (SEN) and/or disabilities.

Provision

What is meant by Quality First Teaching?

Quality First Teaching is teaching that emphasises high quality, inclusive teaching for all pupils in a class. This is considered support provided within a classroom by the class teachers and those supporting them.

What is meant by SEN Support?

This is considered to be targeted SEN strategies that might take place within or outside of the classroom. This may include group work, targeted at those who need extra help.

What is meant by SEN Support Plus?

This is considered more bespoke support that may take place in a small group, that has been individualised for CYP, in consultation with external advice, provided by, for instance, SLT/OT/EP/SAS, as required.

Assessment

The use of an assessment tool which highlights the strengths and needs of the child/young person, enables the school to provide appropriate support and strategies and monitor progress.

Assessment tools appropriate for this area of need include:

- Language Link – Infant
- Language Link – Junior
- Language Link - Secondary
- Speech Link
- The Speech and Language Development Tool (pre-school/nursery-aged children) (available on <https://www.cnwl.nhs.uk/children-integrated-therapy-service>)
- Blacksheep Press screen Pupil Language Profile (school nursery)
- Ages and stages on ICAN's Talking Point (link on Hillingdon Talks website: <https://www.cnwl.nhs.uk/children-integrated-therapy-service>)
- Speech and Language UK Progress Checker - Child's Progress checker - Speech & Language UK (speechandlanguage.org.uk) - 6 months to 11 years

General Classroom Strategies

- Adults to allow time for CYP to process language and respond – for up to 10 seconds.
- Adults to simplify their language to match the CYP's level
- Adults to use CYP name before giving an instruction to help gain their attention
- Instructions to be given in order of completion – and may need to be given one step at a time
- Adults to repeat key information
- Adults to use lots of visual support, e.g. gestures, pointing, objects, photos, diagrams, practical demonstrations
- Adults to allow additional pauses to help the child process what has been said
- Setting staff to use accessible resources, e.g. story planners, writing frames, sentence starters, whole class visual timetables, task planners and help boxes
- Adults to increase commenting about what the CYP is doing and reduce questioning

School Led Interventions

- Use pre-teaching to embed core concepts used, in specific lessons.
- Attention Hillingdon!
- Language Link groups – infant, junior and secondary
- Box Clever (nursery)

School Led Intervention sessions which school staff are able to run after modelling from SLT/SAS such as:

- Lego therapy groups
- Narrative groups such as Blacksheep Press Speaking and Listening Through Narrative, Blacksheep Press Nursery Narrative, Story Mountain planner (see School Talk Packs)
- Auditory memory strategies, such as School Talk packs, Blacksheep Press Auditory Memory
- Verbal reasoning skills, such as Language for Thinking (junior) and Language for Behaviour and Emotions (older junior and secondary)
- Attention and listening, such as Attention Hillingdon!/Bucket Time
- Vocabulary groups, such as word maps/webs, Word Aware
- Key word language groups (1 Information Carrying Word, 2 ICW, 3 ICW) (School Talk Packs)
- Reading comprehension strategy groups (junior and secondary) (School Talk Packs)
- Higher level language groups, e.g. idioms, jokes, similes (top end junior and secondary)

Play

- Use adult - child interaction principles – following the child's lead in play, getting down to the child's level and commenting on what is happening
- Offer choices in play, using spoken words and objects/photographic or visual supports, e.g. "Ball or car?", e.g. "More tickle or finish?"
- Comment in play, and adjust communication to meet child's level of understanding, e.g. single words, short phrases, e.g. "car", "big car", "cars crashed!"
- Simple turn-taking games with an adult/peer – use simple language to prompt, e.g. "Hari's turn", "Mandeep's turn", e.g. rolling a ball, building a tower, Pop-Up Pirate.
- Modelling simple pretend play, e.g. pretending to have a drink using a tea set, pretending to wash teddy – use commenting to talk about what is happening, e.g. "washing teddy's feet", "splash, splash"
- Extending any pretend play, e.g. washing teddy and then brushing his teeth, and putting him to bed

Understanding and Expressive Language

- Make use of Adult Child Interaction skills, e.g. getting down to the child's level, watching the child and talking about what they are doing (nursery and Infant).
- Create opportunities for communication, e.g. putting favourite toys in a clear box or on a high shelf so that child needs to ask, e.g. offering choices at snack times, e.g. making deliberate mistakes and seeing how the child responds, e.g. not giving the child a paint brush
- Model language – using lots of commenting about what the child is doing while they are playing and doing tasks in the class - and reducing questioning (nursery and primary).
- Repeat back and re-phrase what the child has said using the correct grammar/vocabulary (re-casting) (primary).

Play

- Access to items/objects that are in line with the child's stage of development/interests, e.g. cause/effect, sensory/exploratory, relational, simple pretend play, role play, etc.
- Create opportunities to share attention using items/objects:- hold objects at eye level and wait for the child to respond (e.g. bubbles, cause and effect toy), stop and wait for the child to respond before continuing with activity, e.g. read a book and take turns to turn pages of the book, e.g. stop/go games with a motivating object
- Create opportunities for shared interactions, e.g. people games that include anticipation such as chase, ready steady go, tickling, peek-a boo
- Encourage parallel play; adult supporting child to play alongside peers, and showing an interest in play they are engaging in.
- Teaching playground games explicitly, e.g. Stuck in the Mud, What's the Time Mr Wolf, Four Square

Understanding and Expressive Language

- Provide visual support to go alongside verbal information including key vocabulary, visual timetables, signing, symbols, gestures, pictures, photos, practical demonstration, objects, Google images, YouTube clips.
- Use of task planner for individual CYP with the tasks broken down into even smaller steps –which can be ticked off as they are completed
- Now and next boards as needed for individual CYP.
- Use writing frames to help structure written work – with paragraph headings, points to include, key vocabulary (junior and secondary).
- Use story planners to help plan and structure story writing, e.g. Story Mountain, e.g. Blacksheep Narrative Pack.

- Transition groups for Year 6, such as Blacksheep Press Secondary School Readiness – Transition to Secondary School

Understanding and Expressive Language

- Use Colourful Semantics/Shape Coding to help develop grammar/sentence structure (the SLT/SAS service would be able to offer support).
- Include the CYP in school led language groups which have been modelled by SLT/SAS service – including CYP who do not meet the threshold for direct support from these services or who have been discharged back to school
- Run follow up language sessions as advised and modelled by the SLT service – for CYP on the SLT caseload

Vocabulary

- Pre-teach class vocabulary using where possible using hands on experience, pictures, photos, Google Images, You-Tube clips, etc.

- Repeat back and add an extra word or two to help the child extend their sentences (primary).
- Simplify your language and use short sentences
- Repeat key instructions as needed.
- Break down tasks into step by step written and numbered instructions for the whole class and tick things off as you go (junior and secondary).
- Break down instructions into chunks
 - and give only 1 or 2 steps at a time.
- Be aware of the level of questioning that you are using – what and who questions are easier to understand than how and why questions. (Blanks levels)
- Use differentiated questioning and a “hands down” approach so that all CYP have an opportunity to answer questions at their own level and can achieve success (junior and secondary)
- Be aware that understanding things in the “here and now” is easier than understanding things which might have happened in the past/in the future.
- Allow the child extra time to process what has been said.
- Give CYP in the class frequent opportunities to talk through answers, stories, etc., before being asked to write them down – in order to formulate, refine and develop ideas and sentences (junior and secondary)
- Regularly check on CYP during the lesson to ask them what they are doing and to offer further support as needed (junior and secondary)
- Sit the CYP with supportive peers - usually near the front of the class.
- For group work, then adult to put the CYP in groups – please do not ask the class to get themselves in groups as these CYP are often then left out.
- Encourage and praise all CYP in the class for asking for help/ clarification. View this as positive “growth mindset” thinking.
- Use visual timetables in classrooms and refer to these during lessons.
- Use a written and numbered outline of what is going to happen in the lesson for the whole class. Tick

- Use differentiated homework with additional information and instructions to ensure that CYP can succeed.
- Have “safe places” to go at break and lunch times for CYP who find interacting in the playground stressful, for example lunch clubs, monitor jobs such as tidying the library.
- Include the CYP in school led Language Link groups 2-3 times a week

Auditory Memory

- Write down instructions – which the CYP can then refer back to when they have forgotten what has been said (junior and secondary)
- Encourage the CYP to use the strategy card in the School Talk Secondary Pack to help remind them of key strategies- available on the Hillingdon Talks, Moves, Plays website www.cnwl.nhs.uk/hillingdon-talks-moves-plays

Speech Sounds

- Use Speech Link to screen the CYP’s speech sounds/use the information on ages and stages when sounds should be developing - available on the Hillingdon Talks, Moves, Plays website www.cnwl.nhs.uk/hillingdon-talks-moves-plays
- Look at the speech sounds hierarchy on the Hillingdon Talks, Moves, Plays website www.cnwl.nhs.uk/hillingdon-talks-moves-plays.
- Check that the CYP can hear/discriminate the difference between the target sound and the sound they are using (with advice from SLT)
- Practise saying the sound by itself – you can both look in a mirror to help (with advice from SLT)
- Move onto saying the sound in consonant-vowel words, e.g. sea, sore (with advice from SLT)
- Next move onto saying the sound at the beginning of simple words, e.g. sock, soap (with advice from SLT)

- Include the CYP in school led vocabulary learning intervention sessions, e.g. Word Maps (which have been modelled by SLT/SAS service)

Auditory Memory

- Include the CYP in school led auditory memory strategy interventions (which have been modelled by SLT/SAS service)

Speech Sounds

- Run follow up speech sound sessions as advised and modelled by the SLT service – for CYP on the SLT caseload

Stammering

- Include the CYP in school led stammering group where specific strategies can be practised – as modelled by SLT service
- Run follow up stammering sessions as advised and modelled by the SLT service – for CYP on the SLT caseload

Selective Mutism/Reluctant Communicator

- Make use of the advice in The Selective Mutism Resource Manual by Maggie Johnson and Alison Wintgens and seek advice from SLT/EP and at secondary age mental health services
- Run follow up sessions as advised and modelled by the SLT service – for CYP on the SLT caseload
- Consider referral to mental health services where the Selective Mutism is well established
- Talk to the CYP that they have Selective Mutism

Transitions

tasks off as they are completed (junior and secondary)

Vocabulary

- Use word maps/webs to teach whole class new vocabulary - which focus on the sound of the word as well as the meaning (see School Talk packs)
- Use simple glossaries and word banks in lessons – with pictures/photos if needed
- Encourage all CYP in the class to underline words that they do not understand in lessons (junior and secondary)
- Encourage all CYP to find out what a word means by asking an adult, asking a friend, looking the word up (often on a tablet – as using a dictionary is too challenging for CYP with language needs)

Auditory Memory

- Break down verbal instructions into short chunks.
- Repeat key instructions.
- Encourage the CYP to use coping strategies, e.g. asking for repetition, asking for instructions to be written down, asking for the instruction to be repeated one step at a time.
- Count on your fingers the number of things you are asking when you are giving the CYP an instruction, e.g. 1. Get your book out, 2. Write the date and the title, 3. Start the questions on the board
- Encourage the CYP to repeat back what you have said – and to count on their fingers too.

Speech Sounds

- Repeat back to the CYP what they have said – so that they can hear the correct sound
- Very slightly emphasise the sound when you say the word back

Stammering

- Allow the CYP to finish what they are saying – do not finish their sentences for them

Stammering

- Look at the information available on the Stamma website for advice and information about stammering <https://stamma.org/>
- Look at the information available on the Hillingdon Talks, Moves, Plays website www.cnwl.nhs.uk/hillingdon-talks-moves-plays

Selective Mutism/Reluctant Communicator

- Identify a key worker who can spend time several times a week doing fun activities with the CYP – and can build a rapport – therefore helping the CYP to feel more comfortable
- Help the CYP to identify strategies that help them to feel calm, e.g. Practise different calming breathing strategies such as lazy 8 breathing, finger breathing, square breathing
- Ensure that the CYP has a way of communicating any urgent needs, e.g. drink, toilet, feeling ill – maybe using a symbol or if older writing things down
- Encourage older CYP to write down answers to simple questions
- Use a home-school link book so that you can talk about what the CYP has been doing at home
- Talk to the CYP about how you understand that they can talk freely in other situations but in school they feel very anxious and are unable to talk. Reassure them that they will be able to talk when they are ready and feel more comfortable

Transitions

- Use visual timetables and now-next boards consistently to provide structure and predictability.

- Provide additional visits to support transitions to new settings, e.g. move to secondary school, e.g. move to next year group
- Use a transition book which includes photos of the setting and key people to help the CYP with transition and provide reassurance over the Summer holidays (this includes when moving to a new class at the end of the year). This can include information about “what will be the same?” “what will be a bit different?” “what can I do if I am feeling worried?”
- Make A Communication Passport/All About Me document to go with the CYP – which includes key information and useful strategies that have been found to work with the individual CYP
- Include the CYP in school led sessions to support with transition to secondary, e.g. using Blacksheep Press Secondary School Readiness – Transition to Secondary School

- Allow the CYP time to speak – and wait patiently, maintaining a relaxed facial expression and body language.
- Do not interrupt or allow others to interrupt
- Ensure that there is no teasing, bullying or negative comments – talk to the CYP and the class about how everyone talks differently, and stammering is just a different way of talking.
- Be aware that the stammer can be worse when there are heightened emotions, e.g. very excited, angry, upset, nervous – and so ask the CYP if they would rather wait before talking to you.
- Slow down your own rate of talking – as this will help the CYP to feel relaxed and to naturally slow down their own rate of talking.
- Reduce pressure on the child to speak, e.g. talking to the CYP about if they are happy to be asked to a question or if they are happy to read out loud or if they feel comfortable answering the register
- Talk to the CYP about their stammer and what they would like you to do when they stammer.

Selective Mutism/Reluctant Communicator

- this is an anxiety issue/phobia and the CYP is able to communicate normally in other settings/when feeling relaxed

- Reduce the pressure to talk- comment about what the CYP is doing and what is happening – reduce questioning to a minimum
- If questioning is needed then try framing this as a yes/no question or offering forced alternatives, e.g. Lego or Pop-Up Pirate?
- Ensure there is consistency and predictability in routine.
- Engage the CYP in what they are interested in and play alongside them/with them.
- Build a rapport through activities
- which don't rely on the CYP talking, e.g. cooking, water play, arts and crafts, outdoor play, board games, sport
- Use a Zones of Regulation approach with the whole class to talk about emotions and to identify

- Use timers and countdowns to help the CYP understand that an activity is coming to an end.
- Pre-warn of any changes to routine – which could be added as an “oops” card on the visual time-tale.
- Use Comic Strip Conversations to draw out what could happen in the new situation

tools/strategies that all CYP can use to help manage their emotions

- Reassure the CYP that they can talk in school when they are ready.
- Praise the CYP when they have attempted a task they were nervous about – to show how they can overcome things and do things they were scared of.

Transitions

- Make use of transition resources on the Hillingdon Talks, Moves and Plays website – which can be used with all CYP in the class – especially when transitioning to secondary school or between separate Infant and Junior School

Further Resources

Hillingdon Talks, Moves and Plays website:

[Hillingdon Talks, Moves, Plays: Children's Integrated Therapy Service \(CITS\) \(cnwl.nhs.uk\)](http://cnwl.nhs.uk)

Content on the website includes:

- Nursery Talk Pack
- School Talk – Infants Pack
- School Talk – Juniors Pack
- School Talk- Secondary Pack
- Let's Get Talking
- Videos
- Advice sheets for parents
- Advice sheets for teachers
- List of useful websites for setting staff and parents/carers including Stamma, Afasic,
- List of useful support groups for parent/carers
- Information on Developmental Language Disorder
- Training presentations for school staff and parents/carers

Language Link:

Schools are expected to be making use of Language Link to assess CYP and run follow up intervention sessions before making referrals to specialist outside services

- Language Link – Infant
- Language Link – Junior
- Language Link – Secondary

Other useful websites:

- Further evidence-based interventions can be accessed at the following websites:

<https://speechandlanguage.org.uk/educators-and-professionals/what-works-database/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

- BBC Tiny Happy People - <https://www.bbc.co.uk/tiny-happy-people>

Area of Need: Vision Impairment (VI)

Definition

A **vision impairment** is the term used to describe a decreased ability to see to a degree that causes problems not correctable by usual means (e.g. prescribed glasses or contact lens).

This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of VI children and young people.

Much of the provision in this section **SEN support** will be integral to a school or setting's offer for **all** children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the settings.

Provision that the local authority expects to be made available for children and young people with Special Educational Needs (SEN) and/or disabilities.

Provision

What is meant by Quality First Teaching?

Quality First Teaching is teaching that emphasises high quality, inclusive teaching for all pupils in a class. This is considered support provided within a classroom by the class teachers and those supporting them.

What is meant by SEN Support?

This is considered to be targeted SEN strategies that might take place within or outside of the classroom. This may include group work, targeted at those who need extra help.

What is meant by SEN Support Plus?

This is considered more bespoke support that may take place in a small group, that has been individualised for CYP, in consultation with external advice, provided by, for instance, SLT/OT/EP/SAS, as required.

Quality First Teaching

- Environment is planned taking consideration of vision impairment needs, e.g., playground and classroom layout, display, signage and lighting, use of blinds.
- CYP is not facing a window and blinds are drawn to avoid direct sunlight and glare.
- CYP and has a clear line of sight to the board – sat towards front of class.
- CYP must have full access to school trips and learning outside of the classroom.
- Consistent whole school staff approach.
- Learning materials are available in multiple formats, including large print, and electronic text, to accommodate different levels of visual impairment.

SEN Support

QFT plus the following:

- Provide enlarged/modified print considering paper size, contrast and font style.
- Use of electronic text.
- Reasonable adjustment in lessons such as PE, e.g., differentiated lessons and equipment.
- Examinations/Assessments access arrangements are considered in advance.

SEN Support +

QFT & SEN Support plus the following:

- On-going training, support and advice from the QTVI, tailored to the needs of the child, to enable setting staff to provide a fully inclusive curriculum.

Strategies

Lesson planning should include evidence of differentiation to meet the specific vision access needs of any CYP.

Advice and strategies provided by the QTVI (Qualified Teacher of the Visually Impaired) may be used or referred to when planning lessons and transition activities.

Awareness that some behavioural issues may be directly linked to reduced vision.

The following aspects should be monitored and recorded to evaluate the needs of the student, outcomes and progress:

- Appropriate seating and lighting within the classroom setting.
- Full inclusion within the National Curriculum.

- Additional needs to be met through delivery of the Expanded Core Curriculum.
- Provision, support and interventions provided by class teachers and LSAs.

An environmental audit to be conducted by a QTVI or habilitation officer and the report to be used by the school to ensure that C/YP with a VI are able to navigate the environment safely, for instance:

- Steps to have contrasted edges.
- Floors clear of obstructions.
- Blinds drawn to avoid direct light and glare.
- Mobility sessions with a habilitation specialist, as appropriate.
- Managing the visual environment both in the classroom and the educational setting.
- Ensuring appropriate lighting in all areas.
- Highlighting of potential hazards.
- Introduce yourself by name, especially to students who are severely sight impaired and address them by name so that they know they are being spoken to directly.
- Ensure that a C/YP with functional vision has a clear line of sight to the board whilst facing away from any windows.
- Use clear and measured verbal explanations and descriptions, particularly for images and diagrams.
- Use appropriately modified materials to ensure equitable access, having allowed time for prior learning and familiarisation.
- Promote independence within the classroom.

Further links and useful resources (such as guidance, parent/family support, websites)

- RSBC Family Support Service 020 3198 0225
enquiries@rsbc.org www.rsbc.org.uk
- For audio books:
Calibre Audio Library www.calibre.org.uk
- Further help for education professionals:
RNIB Bookshare www.rnibbookshare.org
- Further information for all stakeholders: RNIB
www.rnib.org.uk/advice/children-young-people-