

Ordinarily Available Provision 2022

Information for professionals and parents/carers

Provision that the local authority expects to be made available for children and young people with special educational needs and/or disabilities in early years settings, schools and colleges.



Introduction

Portsmouth is a needs-led city:

Any provision or support should be provided in line with the needs of the child or young person and is not dependent on any formal diagnosis.

This document has been co-produced with SENCOs following extensive consultation with head teachers and partners.

Terminology used in this document

Throughout this document we will refer to:

- children and young people as **CYP**
- adults who support CYP as **staff**
- educational placements including early years provision, schools and colleges as **settings**
- special educational needs and/or disabilities as **SEND**

For details of services and support please visit:

www.portsmouthlocaloffer.org

www.portsmoutheducationpartnership.co.uk



Section One: Expectations of all settings

This section outlines the expectations on all educational settings, according to the needs of the CYP.

All settings must apply the principles underpinning the [SEND Code of Practice 0 to 25 years](#) and have regard to the Equality Act 2010 [Equality Act 2010: guidance](#)

The key principles of the SEN Code of Practice should be applied in all settings and throughout the CYPs learning journey.

- The views, wishes and feelings of the CYP and the child’s parents.
- The importance of the CYP and parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the CYP and the child’s parents in order to facilitate the development of the CYP and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. [\(SEND Code of Practice\)](#)

Broadly speaking much of this section will be an integral part of the setting’s provision for all children. It outlines some of the practices and adaptations that are part and parcel of quality first teaching. The provision and strategies outlined in this section may be required for CYP with SEN and/or disabilities but will undoubtedly be of benefit to many of the CYP in the setting.

	Expectations of all settings	Strategies
Partnership with CYP and parents/carers	The setting works in partnership with parents/carers and CYP in decision making.	<p>The school SEND information report is co-produced with parents/carers.</p> <p>Parents/carers are signposted to www.portsmouthlocaloffer.org. This is referenced on the setting’s website.</p> <p>Parents/carers are aware of the range of communication channels available for sharing information about their child.</p> <p>Parents/carers are aware of the SEN status of their child and the provision to support, including any individually tailored interventions in place. They are involved in setting and reviewing targets for their child.</p> <p>Formal and informal events take place to seek views in relation to SEN provision in the settings e.g. CYP and parent/carer surveys, coffee mornings.</p> <p>Use of a home and setting diary / book bag / messaging and social media to support communication directly with parents/carers in addition to communication given via CYP.</p>

Expectations of all settings	Strategies
<p>An effective partnership with CYP and parents/carers is evident through their participation.</p>	<p>CYP are involved in the Graduated Approach; assess, plan, do, review, process: setting and reviewing targets and identifying their own learning strategies.</p> <p>CYP are helped to understand their own barriers to learning and the strategies that can support them.</p> <p>CYP are supported to value and celebrate their achievements.</p> <p>CYP understand and are able to contribute to the targets they are working to achieve.</p>

Expectations of all settings	Strategies
<p>A regular cycle of Assess, Plan, Do, Review is used to ensure that CYP with SEND are making progress.</p>	<p>CYP's strengths and difficulties in learning and behaviour are observed and monitored in a range of environments to inform planning.</p> <p>Staff are aware of CYP's starting points so that expected progress is made and can be measured.</p> <p>Observation and assessment are used to inform planning and interventions starting from their strengths, interests and what they can do.</p> <p>Consideration is given for individual CYP's unique journey. Case studies may be used to demonstrate holistic progress.</p>
<p>Staff ensure that formative assessment and feedback are a feature of teaching and learning.</p>	<p>A wide range of assessment strategies and tools are used to ensure a thorough understanding of CYP.</p> <p>CYP have regular opportunities to evaluate their own learning. Self-assessment is routinely used to inform individual targets.</p> <p>The impact of provision and interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the CYP.</p>
<p>Expertise is in place to manage reasonable examination arrangements (access arrangements) for assessments, national tests and public examinations.</p>	<p>Settings make adaptations to assessment arrangements based on the CYP's normal way of working and reasonable adjustments used to enable the CYP access their learning.</p> <p>Please refer to the relevant exam board guidelines. Arrangements could include:</p> <ul style="list-style-type: none"> • Rest breaks • Use of a reader, scribe or laptop • Extra time <p>Adapted resources are used in class and assessments.</p>

	Expectations of all settings	Strategies
Pastoral	<p>The setting recognises, and responds to, the need for pastoral support for CYP with SEND, bearing in mind the individual's social and emotional needs and other relevant contextual circumstances.</p>	<p>There is a calm and purposeful climate for learning where CYP feel they belong, and their contributions are valued.</p> <p>CYP can identify an agreed safe space.</p> <p>Language used demonstrates unconditional positive regard for CYP (e.g. Relational Approaches).</p> <p>Awareness that CYP with SEND are vulnerable to bullying and an appropriate level of support and monitoring is in place.</p> <p>Aspects of the curriculum are used to develop wellbeing and resilience.</p> <p>Peer awareness and sensitivity towards difference (including SEND) are raised at a whole setting level. Work is done with classes and groups regarding specific needs or conditions as appropriate.</p>
	<p>CYP feels safe and valued. They know that they can approach staff and that their opinions and concerns are valued.</p>	<p>A named adult/key person provides a stable point of reference when required.</p> <p>Negative attitudes, beliefs and perceptions towards individuals and groups are challenged.</p> <p>CYP voice is encouraged and acted on.</p>

	Expectations of all settings	Strategies
The physical and sensory environment	<p>The physical environment is adapted to meet the needs of CYP.</p>	<p>The physical accessibility of the building and individual learning spaces are assessed. The accessibility plan is on the website and “reasonable adjustments” are made according to individual needs.</p> <p>The furniture is the appropriate size/height for the CYP.</p> <p>Extra-curricular activities and educational visits are planned to fully include CYP with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. “Reasonable adjustments” are made.</p> <p>CYP’s views are routinely sought and are used to inform planning for physical or sensory adaptations that they may require.</p>
	<p>Staff are aware of sensory needs and issues that may impact on CYP.</p>	<p>CYP sensory needs are known and used to plan the environment, including seating arrangements and movement breaks.</p> <p>Left and right-handed CYP are able to use equipment comfortably and seated so that they don’t knock each other as they write/draw.</p> <p>CYP who wear glasses and/or hearing aids wear them and are seated in the optimum position.</p> <p>Displays are meaningful and visually accessible to reduce sensory overload.</p> <p>Staff are aware of lighting in the room e.g. use of natural light, glare from the board, where you stand in relation to the light.</p> <p>Use of pale background and accessible font styles on the whiteboard.</p> <p>Staff are aware of smells and noise in the room and any particular individuals who may be significantly impacted by these. E.g. room next to the canteen or music room.</p>

	Expectations of all settings	Strategies
Teaching and learning strategies	<p>Staff are aware of the additional needs of their CYP, understand the nature and impact of these and how to respond to them.</p> <p>Planning incorporates more detailed specialist advice.</p>	<p>Aspects of structured teaching are used according to CYP needs e.g. visual timetables, clear concise instructions with written or visual prompts (e.g. now and next cards), particularly during transitions.</p> <p>CYP are given time to process information before being asked to respond.</p> <p>Tasks are broken down into small manageable steps. These steps are shown explicitly.</p> <p>The pace and order of activities is varied to maintain interest and attention of all CYP.</p>
	<p>Staff differentiate to provide suitable learning challenges and cater for different learning needs and styles.</p> <p>Use of success criteria or similar to promote independence, scaffold and support.</p>	<p>Modelling, cueing, prompting, and self-scaffolding is used to aid understanding and promote independence.</p> <p>Visual/audio demonstrations and visual cues/audio commentary are used. Key vocabulary is displayed with visuals.</p> <p>Alternatives to written recording are used routinely.</p> <p>Skills to promote independent learning and/or study skills are explicitly taught. CYP have access to homework clubs, or additional support with homework.</p> <p>Homework is differentiated appropriately for CYP.</p> <p>Staff handwriting on the board, working walls and in CYP's books is clear and legible.</p> <p>Technology e.g. interactive whiteboard, tablets etc are used to effectively promote engagement and scaffold the learning.</p>
	<p>Staff ensure that CYP have opportunities to work in different ways e.g. independently, in a variety of small groups and/or in pairs.</p>	<p>Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately differentiated resources.</p> <p>Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role-models, mixed-ability groups, structured opportunities for conversation and sharing of ideas and access to additional adults where they are available.</p> <p>Use of additional adults is planned to maximise their impact on learning.</p> <p>CYP are explicitly taught appropriate skills to manage routines and independence.</p>
	<p>Staff provide opportunities for collaborative learning and peer support.</p>	<p>Relational practices are used to build and maintain positive relationships across the whole setting community.</p> <p>There are opportunities to develop peer awareness/sensitivity and support for different needs and disabilities both in and out of the classroom.</p>

	Expectations of all settings	Strategies
Resources	Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support is reviewed.	<p>Resources are within easy reach of CYP to promote independence and reduce stigma.</p> <p>CYP have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, and weighted blankets.</p> <p>Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate. Coloured backgrounds and paper are used to reduce visual stress.</p> <p>Physical resources such as PE and Maths equipment are adapted to promote independence e.g. different size balls.</p>
	<p>Specific resources and strategies are provided to overcome potential barriers to learning.</p> <p>Increased use of ICT resources.</p>	<p>Tangible apparatus and adapted resources are available for those CYP who require it.</p> <p>CYP are taught how to use these resources effectively.</p> <p>Technology is used to support alternatives to written recording and to promote independent learning.</p> <p>The skills to use specific resources are taught e.g. touch typing.</p>

	Expectations of all settings	Strategies
Staff skills and training	All staff make a positive contribution to progress.	<p>Additional adults are deployed proactively and their impact on the CYP is monitored carefully to ensure progress is supported and maintained.</p> <p>Grouping/seating arrangements and additional support are used to promote independent learning as far as possible.</p> <p>Strategies taught and used in interventions are integrated into teaching so that CYP can sustain progress within the classroom.</p>
	There is a plan for ongoing Continuing Professional Development (CPD) in relation to the needs of the CYP.	<p>There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments.</p> <p>Best practice is shared within the setting and with other settings in the city via the Portsmouth Education Partnership and its networks.</p>
	Staff collaborate and have effective links with other relevant outside agencies and specialists.	<p>Staff know when and how to refer for extra support or advice.</p> <p>The setting is aware of and regularly communicates with any other professionals who are involved with each CYP.</p> <p>Advice received from other professionals is used to inform teaching and learning.</p>

Expectations of all settings	Strategies
<p>Support is in place for routine and life transitions when required.</p>	<p>Transitions include:</p> <ul style="list-style-type: none"> • moving around the setting • preparing for weekends, the start of holidays and beginning of term • moving from lesson to lesson • changing from structured to unstructured times • moving from one activity to the next within a lesson • changes of staff - permanent and temporary • special events: visitors, visits, celebrations • life events: birth of a sibling, change in parenting arrangements e.g. change in parent/carers relationship status, loss and bereavement or contact visits • puberty <p>Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. This includes CYP who:</p> <ul style="list-style-type: none"> • have insecure attachment, including but not limited to Looked After Children, Children who are subject to Child in Need or Child Protection Plan and Service Pupils • have social communication difficulty • are neuro-diverse (ND) • suffered trauma, loss, or bereavement • are anxious <p>Safe spaces are available within the room or an identified area.</p> <p>Visual timetables are used, events are removed or ticked off when finished. These may also include an "oops" for when things change unexpectedly.</p> <p>Timers are used to show CYP how long they have to work for/how long they have to finish.</p> <p>Opportunities for periods of respite using withdrawal to smaller groups. This might include self-directed/individual time-out.</p> <p>Plans are made for unstructured times: safe spaces are available; there are structured alternatives such as games club or use of the library for vulnerable CYP.</p> <p>Alternative activities, structures or routines are in place dependent on individual needs.</p>

Expectations of all settings	Strategies
<p>Procedures are in place for ensuring smooth progression within and between settings, particularly during all transition phases, including on entry and exit.</p>	<p>Information is actively sought and shared about CYP to support successful transitions and manage change both within the setting and beyond.</p> <p>This information is available for the CYP's parents/carers, other colleagues within the setting and receiving or previous settings as required.</p> <p>Staff are aware of CYP who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/classroom with a familiar trusted adult, creating social stories.</p> <p>For CYP with additional needs, a <u>SEND Transition Plan</u> should be co-produced by the exiting and receiving setting and parent/carer and CYP.</p>

Section Two: Support for broad areas of need

This section is separated by the four areas of need set out in the Code of Practice.

Many CYP may have needs across more than one category and certain conditions may not fall neatly into one area of need. When reviewing and managing special educational provision, the four broad areas of need may be helpful as a guide to ensure you can provide support across these areas.

Communication and Interaction

This provision should be in addition to the expectations in section one.

Approaches and Strategies	Resources, Advice and Consultation Available
<ul style="list-style-type: none">• Whole setting awareness and understanding of communication and interaction needs• CYP will access strategies and resources typically available, with an emphasis on visual teaching aids to support learning and social activities• Tasks may need to be differentiated by level/ outcome/pitch/pace and grouping. Aspects of structured teaching might be helpful• Staff are skilled in adjusting the pace and order of activities to maintain interest and attention• Use of the neuro-diversity (ND) pathway to fully understand needs and celebrate the strengths of each CYP	<ul style="list-style-type: none">• Educational Psychology Team, email contact• Children's Therapy Services (Speech & Language Therapy, Occupational Therapy, Physiotherapy)• Solent Therapies Pack• Solent Developmental Checklist• Inclusion Outreach Service• MABS• Early Years Inclusion Team• Early Years Resources Early Years and Childcare• Health Visiting• Portage and Portage Plus• I CAN, the children's communication charity• Ambitious about Autism, National charity for autistic children and young people• National Autistic Society (autism.org.uk)• Afasic, Voice for Life• Council for Disabled Children• NASEN (National Association of Special Educational Needs)

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Difficulties saying what they want to, and being understood.	<ul style="list-style-type: none"> • Modelling language • Small group or individual language sessions • Language programme devised by a SALT or via use of Solent Therapies Pack • Allow time for child to process and respond (10 second rule) • Introduce a variety of language through rhymes, songs, good quality texts • All attempts to speak are supported and valued • Providing an additional method of communicating e.g. use of technology, symbol communication (e.g. Makaton, PECS, Aided Language Boards) • Selective mutism is a communication difficulty that has anxiety at its core. Support should be provided under the SEMH umbrella. See SMiRA (Selective Mutism Information & Research Association) for further information.
Difficulties understanding what is being said to them.	<ul style="list-style-type: none"> • Check you have engaged the CYP's attention before talking to them, use their name • Consider how many information carrying words a CYP can manage when giving instructions • Tailor delivery style according to the CYP needs e.g. assertive language (give name and clear short instruction) or language modification techniques • Provide visual prompts including key vocabulary and visual timetables • Allow extra time to process what has been said • Review and adapt the environment and limit any distractions • Check that hearing has been tested • Pre-teaching of key vocabulary • Use of first, then, next... • Access to an oral language modifier for assessments
CYP does not understand or use social rules of communication.	<ul style="list-style-type: none"> • Modelling/role play • Small group sessions (e.g. circle of friends, Time to Talk, Socially Speaking etc) • Social stories • Prompts – symbols, signing systems • Now (you are doing this) and Next (you are going to be doing that) boards

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Difficulties with language Difficulties with communication	<ul style="list-style-type: none"> • Use the CYP's name first to draw their attention, followed by key word instructions e.g. Jamie, stop. • Simple instructions (avoiding idioms) • Using literal language (avoiding sarcasm and figures of speech) • Use of symbol communication such as Picture Exchange Communication System (PECS) • Be very aware of your own body language (70% of what we communicate is non-verbal) • Awareness of what would be an appropriate tone of voice (calm, not too loud) • Awareness of what would be an appropriate environment (noise, room temperature, lighting, room layout) • Ensure language use is developmentally appropriate for the CYP
Difficulties with imagination	<ul style="list-style-type: none"> • Role play and drama, use of props (e.g. puppets) • Modelling • Story telling • Photos used to talk through what might be happening
Difficulty with social communication and developing relationships	<ul style="list-style-type: none"> • Small group / 1 to 1 tasks and activities • Calm learning environment • Clear communication of expectations • See SEMH section
Anxiety in busy unpredictable environments	<ul style="list-style-type: none"> • Preparation for change of activity or routine • Small group / 1 to 1 tasks and activities • Calm learning environment • Clear communication of expectations • Regular mentor support, including adults or peers • Visual timetable to be used in setting/school • Social stories
Sensitivity to sensory stimuli	<ul style="list-style-type: none"> • Sensory breaks and snacks • Flexibility with uniform policy • Consideration to the environment e.g. noise, room temperature, visual stimuli, proximity • Flexible approach to transitions e.g. between lessons and to and from the setting • Access to a safe space • Sensory circuits and sensory rooms or resources

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Physical outbursts causing harm to others and/or to self and/or damage to property	<ul style="list-style-type: none"> • A consistent approach to managing individuals with reasonable adjustments made • Recognise that behaviour is a communication and understand the CYP unmet needs • Understanding the frequency and location of triggers • Communication with families about what might be happening at home (e.g. divorce, bereavement, illness), strategies that work/don't work and relaying this information to staff • Preventative strategies in place • Safe area/reflection room • Appropriate de-escalation and regulation strategies in place • Risk management plan • Reintegration plans • A clear plan of action, agreed with parents/carers with regard to physical intervention • See SEMH section
Limited attention span compared to developmentally appropriate milestones	<ul style="list-style-type: none"> • Regular, short breaks • Differentiation • Chunking, breaking tasks down • Visual timetables and prompts to gain/maintain attention • Backward chaining – break the task down into small steps and build the sequence so that the CYP completes the last part of the task so that they feel success and then gradually work back to increase more elements to complete the task • Named instructions • Asking the CYP to repeat back what activity they are going to do • Use of timers, so they know they only have to focus for a comfortable amount of time • Individualised timetables

Cognition and Learning

This provision should be *in addition* to the expectations in section one.

Approaches and Strategies	Resources, Advice and Consultation Available
<ul style="list-style-type: none"> • Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional dysregulation and promotion of appropriate interpersonal skills with other CYP. • Arrangements to support the use and delivery of approaches/materials for students with specific learning difficulties which may include multi- sensory teaching strategies, a focus on phonological awareness. • Effective use of technology equipment to support learning. • Staff are trained and skilled in supporting CYPs with general and specific learning difficulties. 	<ul style="list-style-type: none"> • Group consultation, with parents/carers, professionals and setting • Advice or support via Inclusion Outreach Service • Education Psychology Team • Evidence based literacy and numeracy interventions • Speech and Language Therapy Service • Portage • Early Years Resources Early Years and Childcare (portsmouth.gov.uk) • Guidance on Supporting Children and Young People with Reading Difficulties • Widget pictorial resources

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
<p>Difficulties with learning, e.g. despite appropriate differentiation, making less than expected progress over time across the curriculum and working below age related expectations</p>	<ul style="list-style-type: none"> • Assessment through teaching to identify the areas of need in consultation with the CYP • Clear and simple instructions, breaking down longer instructions and giving one at a time • Visual timetable • Visual cues and prompts • Social stories • Give time before response is needed • Pre-teaching – e.g. provision of staff to help prepare the CYP for the new learning • Shared next steps – so they know what to expect • Differentiated resources - teach the curriculum appropriate to the CYP not their chronological age (e.g. Year 5 child may be accessing Year 1 objectives in the same context)

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
<p>Specific learning difficulties affecting one or more specific aspect of learning, e.g. literacy difficulties, numeracy difficulties or specific language impairment.</p> <p><i>For all areas of need any provision or support should be provided in line with the needs of the CYP and is NOT dependant on any formal diagnosis.</i></p>	<ul style="list-style-type: none"> • Assessment through teaching to identify the areas of need in consultation with the CYP or observation if more appropriate • Metacognition approaches – learning to learn e.g. by trying to understand the CYP's difficulty and asking them what helps • Use of the neuro-diversity (ND) pathway to fully understand needs and celebrate the strengths of each CYP • Recognising and celebrating success in other areas of their life • Appropriate adaptations made e.g. font, coloured paper, line spacing, lighting, overlays, adaptation, technology - led by the needs of the CYP and what they find helpful • Staff will have been informed of what strategies or approaches to use in line with advice from assessments or consultation • Evidence based interventions to develop skills e.g., spelling, handwriting, literacy, numeracy (Education Endowment Foundation or Evidence4Impact) • Use of Solent NHS Therapies pack (BEAM/clever bodies programme etc) • Solent Developmental Checklist
<p>Generalised learning difficulties, e.g. difficulties across the curriculum but with some areas of strength.</p> <p>CYP with an uneven profile of skills and attainment.</p>	<ul style="list-style-type: none"> • Adjustment, modification and differentiation of the curriculum, right across the board, to enable the CYP to fully access the curriculum • Active learning, concrete, pictorial and pragmatic approaches to learning • Emphasis on self-actualisation – activities designed to develop skills which will support them to become independent and resilient learners • Support to manage self-esteem – celebration of strengths, reinforcement of success

Social, Emotional and Mental Health Difficulties

This provision should be *in addition* to the expectations in section one.

Approaches and Strategies	Resources, Advice and Consultation Available
<p>Settings should assess SEMH needs to help staff understand the barriers to learning that CYP face. Learning needs should also be reviewed using setting's own screening or assessment tools or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by an unmet learning need or communication difficulty. All behaviour should be understood as a form of communication.</p> <ul style="list-style-type: none"> • Use of whole setting approaches to promote wellbeing and resilience • Policy and practice underpinned by relational approaches • Use of relational and restorative practice to build, maintain and repair relationships • Anti-bullying work • Identification of key adult to build positive and trusting relationship • Use of social stories • Small group or 1 to 1 work with ELSA/Learning Mentor or equivalent • Support available for staff working with CYP with SEMH via group or individual supervision or debrief sessions • Emphasis on choice rather than control and "take up time" to respond to choice whenever possible • Use of distraction techniques and giving responsibility • Use of trauma informed approaches e.g. PACE (ddpnetwork.org/about-ddp/meant-pace/) • Explicitly teaching de-escalation and self-regulation strategies – adults as stress and shame regulators through co-regulation • Explicitly teach rules and routines, build self-esteem and develop social and emotional skills to all CYP including through use of PSHE, circle time and curriculum approaches • Use of nurture principles www.nurtureuk.org/what-is-nurture/ • Developing attachment aware strategies (training available) 	<ul style="list-style-type: none"> • Use of Family Support Plan • Consultation with the MASH (Multi Agency Safeguarding Hub) • PCC - Mental health support for young people (SEMH) • Education Psychology Team • Inclusion Outreach Service • Early Years Inclusion Team • Professional consultation with CAMHS Single Point of Access (SPA) • Professional Consultation with Mental Health Support teams (MHST) • Schools Nursing Service/Health Visiting Service • Advice from PCC attendance team when considering the use of part-time timetables, and virtual school or SEN team for LAC or learners with EHCPs. • Local Networks: see PEP calendar for details

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Difficulties participating and presenting as withdrawn or isolated	<ul style="list-style-type: none"> • Assessment through teaching – e.g. are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence • Small group work e.g. friendship or social skills, nurture groups • Backward chaining – bringing learner in at the end of assembly or school day • Play based activities • Establish interests, create opportunities for CYPs to practise new things • Buddying/peer mentoring • Giving responsibility for looking after someone else • Develop relationship with key adult - using relational practice and the PACE approach, attune to understand, share and acknowledge the CYP's experiences • Flexibility in curriculum and routine • Emotionally Based School Avoidance, Guidance from West Sussex (Portsmouth guidance is being developed)

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
<p>Displaying behaviours that challenge e.g. refusal to follow instructions, aggression, damage to property</p>	<ul style="list-style-type: none"> • A consistent message but flexible approach, e.g. “I want you to be in class learning” is the consistent message, the approach to support this happening may vary or be flexible depending on individual needs • Reasonable adjustments are made such that we differentiate for SEMH in the same way that we differentiate for learning • Understand the basis for the behaviour e.g. what is the history/context? • Understand that behaviour is a method of communication e.g. what purpose is the behaviour trying to achieve for the CYP? What are they trying to tell us with their behaviour? What need are they trying to meet? What skills do they need to be taught? • Use of choices to allow the CYP some control with the same end result e.g. would you like to complete this on the computer or write? • Teach the CYP different ways to get their needs met? E.g. develop social skills, strategies to regulate their emotions • Develop readiness to learn through regulation strategies • Use of individual behaviour plans, Pastoral Support Plans and risk assessments • Consideration of the routine, timetable, and transitions. Make stress as predictable, moderate, and controllable as we can • Staff to be aware of and monitor their own regulation and swap with another staff member when needed • Detailed transition between year groups/phases of education • Professionals meeting to understand the behaviour • Drawing on relational approaches, a culture of self-reflection to be encouraged, modelled and supported whereby staff can reflect on their own interactions and responses and consider whether an alternative response could lead to a different outcome? • Use of tools to assess and understand behaviour • Communication with home/family e.g. what is going on at home, other agencies involvement? • Regular review of plan • Whole school approach to support strategies – consistency • Structure should be clear and explicit – what are the expectations?

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Behaviours may reflect <ul style="list-style-type: none"> • Anxiety/depression • Self-harming • Substance misuse • Eating disorders • Developmental trauma 	<ul style="list-style-type: none"> • Understanding what lies behind the behaviours • Multi-professional approach (MHST/HV/Early Years Inclusion Team) • Looking at the history, when did the behaviour start to change? • Liaison and collaboration with home is essential to understand the wider picture • Sensory or regulatory breaks • Substitutes for self-harming behaviours e.g. elastic bands, marbles - after training on self-harm or seeking advice from MH professionals (MHST or CAMHS) National Self-Harm Network
Physical symptoms that are medically unexplained e.g. soiling, stomach pains	<ul style="list-style-type: none"> • Activities that are stress reducing e.g. games, dance, colouring, gardening, animals, outdoor activity and play, messy play, sensory activities • Keep a log and analyse pattern or trends to identify triggers • Liaison with school nurse • Be curious and listen to the CYP
Attention difficulties N.B. any provision or support should be provided in line with the needs of the CYP and is NOT dependant on any formal diagnosis	<ul style="list-style-type: none"> • Understanding the reasons, is there a pattern? • Allowing plenty of time for movement or frequent small concentration periods, sensory breaks and regulation activities • Have a clear structure to the day • Have clear expectations regarding behaviours and a clear and consistent response to behaviours • Being aware of times of the day that may be more difficult • Consideration of application of any reasonable adjustments that need to be made in line with the Equalities legislation
Developmental trauma and attachment difficulties	<ul style="list-style-type: none"> • Liaise with parents/carers for shared understanding • A good transition when the CYP starts a new setting – checking the history • Supportive, structured curriculum • Staff to all be trained and aware of any CYP with attachment difficulties and how to respond to them • Consideration of teaching and reparative opportunities using natural consequences, rather than discipline procedures. Use relational influence rather than rewards • Trauma informed approaches and PACE. Making connections before correction • Nurture principles and ethos • Consideration of family context and the range of CYP that may have attachment difficulties e.g. adopted, forced children, previously CIN, LAC • Liaison with the Virtual School and/or EPT for training and advice including working as part of the attachment aware project

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
<p>Low level disruption or attention needing behaviours, e.g. frequent interruptions to learning, fiddling with objects</p> <p>(See section on sensory and physical needs regarding physical sensitivity)</p>	<ul style="list-style-type: none"> • Differentiated use of voice, gesture and body language • Focus on reducing anxiety and thereby behaviours • Flexible and creative use of rewards and consequences e.g. 'catch them being good' • Positive reinforcement of expectations through verbal scripts and visual prompts • Safe space in the setting • Sensory or regulatory breaks. 4 R's of co-regulation – Regulate, Relate, Reflect and Repair (Louise Bomber - touchbase.org.uk/meet-the-team/louise-michelle-bomber-2/)
<p>Difficulty in making and maintaining healthy relationships</p>	<ul style="list-style-type: none"> • Small group/nurture group activities to support personal, social and emotional development • A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time • Relational approaches as outlined in the PEP Strategy to improve school attendance and reduce exclusions.
<p>Difficulties following and accepting adult direction</p>	<ul style="list-style-type: none"> • Look for patterns and triggers to identify what may be causing behaviours • Positive scripts - positive language to re-direct, reinforce expectations e.g. use of others as role models • Calming scripts to de-escalate, including for example, use of sand timers for calming and de-escalation time • Limited choices to engage and motivate • Flexible and creative use of rewards and consequences e.g. 'catch them being good' sticker charts • Follow-Lead-Follow activities (reciprocal interaction) • Provide structure-consistency without rigidity • Visual timetable and use of visual cues i.e. sand timers to support sharing
<p>Presenting as significantly unhappy or stressed</p>	<ul style="list-style-type: none"> • Identify and build on preferred learning styles • Safe place/quiet area in the setting • Feedback is used to collaborate and plan with parent/carer, to ensure consistency between the home and setting • Use of social stories to identify triggers and means of overcoming them • Ensure a named, trusted adult is available for some 1:1 time in a safe place
<p>Patterns of non-attendance</p>	<ul style="list-style-type: none"> • Feedback is used to collaborate and plan with parent/carer, to ensure consistency between the home and setting • Maintain connection – let the CYP know you are keeping them in mind

Sensory and/or Physical Needs

This provision should be *in addition* to the expectations in section one.

Approaches and Strategies	Resources, Advice and Consultation Available
<ul style="list-style-type: none">• All staff are aware of individual CYP sensory/ physical disability and implications in all teaching and learning environments• Favourable seating arrangements are identified• Staff are aware that for some CYP, a sensory or physical disability could impact on their language and social interaction• Staff are aware sensory challenges may also impact on the physical or motor/movement and some physical disabilities may also impact on cognition• Staff should encourage CYP to wear appropriate sensory equipment and use physical aids• Staff should ensure that all CYP have understood all instructions	<ul style="list-style-type: none">• <u>Education Psychology Team</u>• <u>Vision and Hearing Team</u>• <u>Portage</u>• <u>Occupational Therapy Service</u>• <u>Children with Disabilities</u>• <u>Physiotherapy Service</u>• <u>Solent Therapies Pack</u>• <u>School Nursing Service</u>• <u>Inclusion Outreach Service</u>• <u>The Rainbow Centre</u>• <u>The Dyspraxia Foundation</u>• <u>The Elizabeth Foundation</u>• <u>Royal National Institution for the Blind (RNIB)</u>• <u>National Deaf Children's Society</u>• <u>Simon Says</u>• <u>Early Years Inclusion Team</u>

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Hearing impairment	<p>To support a CYP with a hearing impairment</p> <p>Communication Strategies</p> <p>Adults should:</p> <ul style="list-style-type: none"> • Work together with other professionals to share strategies and advice • Be made aware how best to support in school • Have appropriate training i.e. Makaton • Be aware the CYP may use lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking • Deliver instructions clearly and at normal conversational level • Check the lesson content has been heard and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary • Repeat/rephrase pertinent comments made by other members of the class • Be aware that during PE or Games lessons and practical subjects it will be more difficult to follow instructions • Encourage good listening behaviour: sitting still, looking and listening • Enable CYP to have time to respond verbally • Use CYP's name to gain their attention before speaking to them <p>The CYP with a hearing impairment should:</p> <ul style="list-style-type: none"> • Be seated appropriately with clear view of adult's face and any visual material used • If the CYP has a unilateral loss - sit at front with better listening ear facing the speaker • Be encouraged to ask when not sure what to do and encourage to access resources independently <p>Access to the Curriculum</p> <ul style="list-style-type: none"> • Words spoken on an audio/visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles • Visual reinforcement (pictures and handouts), to support learning • Pre and post tutoring to introduce vocabulary and concepts • Apply appropriate exam concessions

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Hearing impairment	<p>Deaf Friendly Classroom</p> <ul style="list-style-type: none"> • Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise • CYP should be seated away from any source of noise e.g. window, corridor, fan heater, projector, the centre of the room etc. • Minimise background noise and maintain a quiet working environment, particularly for specific listening work • Visual timetable and use of visual cues i.e. sand timers to support sharing • Appropriate safety and deliver and/or signpost to appropriate interventions • Appropriate evacuation procedures in place • Planned and unplanned breaks as appropriate • Promote positive attitudes towards hearing impaired within the school environment • Differentiated activities should reflect CYP individual needs to ensure full access to the curriculum • Access to IT as appropriate <p>Audiological Management</p> <ul style="list-style-type: none"> • Staff working with the CYP HI should understand the use of hearing aids, radio aids and any other appropriate equipment. Training will be provided by the Vision and Hearing Team as required. <p>Social and Emotional Wellbeing</p> <ul style="list-style-type: none"> • Pastoral support to support social, emotional and mental health • Encourage and facilitate social interactions with peers

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Visual impairment	<ul style="list-style-type: none"> • Staff to work together with other professionals to share strategies and advice to support the child or young person as advised by Qualified Teacher for the Visually Impaired (QTVI) and/or Habilitation Specialist • Promote positive attitudes towards visual impaired people within the school environment and local communities, with advice from the Vision and Hearing Team • Plan and deliver differentiated classroom activities to reflect student's individual needs and ensure full access to all activities as well as support social, emotional, communication and physical skills • Additional time to complete tasks • Language mediation of visual information which is beyond CYP visual reach e.g. use auditory reinforcements • Post and pre tutoring to ensure concepts are understood • Provide uncluttered space and plain backgrounds to help the CYP person focus on the appropriate object • Provide access to quieter learning environments at times if necessary • Support to promote full social inclusion and to develop social skills • Differentiated and modified visual learning material e.g. recommended print size and font type, decluttered, wider spacing, different coloured paper, modification of task at source • Provision of stationary e.g., bold lined/squared paper, coloured paper, writing slopes, coloured glue sticks • Large print library books and talking books • Bold writing pens • Use of real objects to support concept development and understanding • Access to larger and tactile learning materials e.g. real life objects, tactile maps and globes, VI protractors and rulers • Provide exam access arrangements as advised • Use of ICT for example, iPad connected to whiteboard and electronic books • Reading apps. E.g. Dolphin Easy Reader App • Touch typing and touch typing programme when required to improve recording • Use of magnification and accessibility features in IT/technology. E.g. visualisers, low vision aids iPads/tablets

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Visual impairment	<ul style="list-style-type: none"> • Support in practical lessons for Health & Safety • Adapted PE activities e.g., brightly contrasting equipment • Line marking and visually friendly environments as per environmental audit and similar interventions suggested by Habilitation Specialist or QTVI • Implement strategies advised by Habilitation Specialist • Take account of mobility needs such as accessing mobility training • Equipment for life skills/curriculum activities e.g., talking scales • Provide additional resources for inclusive play, for example a bell in the ball, so all can play together.
Physical disability	<p>Whilst not all physical environments might allow for all of the provision below, settings are expected to use their best endeavours to make reasonable adjustments</p> <ul style="list-style-type: none"> • Staff to work together with other professionals to share strategies and advice to support the CYP • Moving and manual handling training • Support equipment e.g. standing frames, walkers, wheelchairs, protective helmets, high low tables • Accessibility planning • Accessible transport • Accessible toilet • Work chairs • iPad and grips • Staff have appropriate training to meet physical needs • Adapted equipment to access specific aspects e.g. cutlery, crockery, scissors
Severe and complex medical needs including a life threatening or life limiting diagnosis or condition	<ul style="list-style-type: none"> • Support equipment such as lockable medicine cabinets, first aid bags, fridges • Rotated medication/care training • Tracheostomy protocol • Liaising with specialist colleagues for up-to-date training • Bereavement training and policies • Regular home and setting contact when/if CYP is not able to attend, to maintain 'sense of belonging' with peers and the community

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Physical sensitivity including hyper and hypo responses and possible sensory processing difficulties (see SEMH section too)	<p>In addition to the sensory provision outlined in section one:</p> <ul style="list-style-type: none"> • Staff to work together with other professionals to share strategies and advice to support the CYP's sensory diet • Sensory reduction planning • Staff training through CPD • Individual workstations • Sensory or regulatory breaks. 4 R's of co-regulation – Regulate, Relate, Reflect and Repair (Louise Bomber) • Sensory circuits



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