

**ORDINARILY  
AVAILABLE  
INCLUSIVE  
PRACTICE**

for children and young people with Special Educational Needs and Disabilities (SEND) in and across Wigan education settings.

# Contents

Introduction	3
What is the Local Offer?	3
<b>Section A</b>	
What is Ordinarily Available Inclusive Practice?	5
What can Inclusive Quality First Teaching achieve?	5
What does Inclusive Quality First Teaching look like?	6
Graduated Approach	7
Senior Leadership and Management	8
Relationships	9
A nurturing approach	9
Person-centred practice	10
Participation Strategy	11
Communication Friendly Environment	11
Neurodiversity	12
Specific Learning Difficulty (SpLD)	13
Adapted curriculum	13
Adaptive teaching	14
<b>Section B</b>	
Communication and Interaction	15
Cognition and Learning	27
Social, Emotional and Mental Health	40
Sensory and/or Physical	53
Glossary	64

# Introduction

The Ordinarily Available Inclusive Practice document describes the range of support, strategies, and activities, that is available for children and young people without the need for a formal diagnosis or specialist support: what is available as part of the basic good practice in the school/setting.

The overarching approach is one of inclusion: a good educator teaches a child or young person from wherever they are on their developmental journey, and this includes those who may have additional needs.

This guidance is based on:

- good practice in schools
- research evidence
- the professional experience of TESS
- applied educational psychological theory
- research
- SEND Code of Practice

It has been co-produced to support staff in schools/settings in responding to children and young people's needs. It provides clarity and consistency when deciding the level and type of support needed.

Additionally, it supports parents/carers in understanding the type of support available in schools/settings.

This is not statutory guidance; it is a supportive document that puts children and young people at its core. The ideas and suggestions listed serve as additional strategies to support needs in the classroom. They are in no way meant as exhaustive lists nor should they be followed rigidly.

Section B is separated by the four areas of need set out in the Code of Practice. Many children and young people may have needs across more than one area and certain conditions may not fall neatly into an area of need.

It is a working document and will be reviewed regularly with stakeholders and updated where appropriate.

## What is the Local Offer?

All local authorities are expected to publish a Local Offer, a directory of all activities, opportunities, and services available across the authority for children and young people with SEND from 0 – 25yrs.

This can be located online:

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

Local authorities must make clear their expectations about universal help and support for those with additional needs.

# Section A

## What is Ordinarily Available Inclusive Practice?

Ordinarily Available Inclusive Practice is high quality, inclusive teaching and learning for all children and young people. True inclusive practice uses a person-centred approach, adaptive teaching, differentiation, and assessment for learning. This may also be known as Inclusive Quality First Teaching or Quality First Teaching.

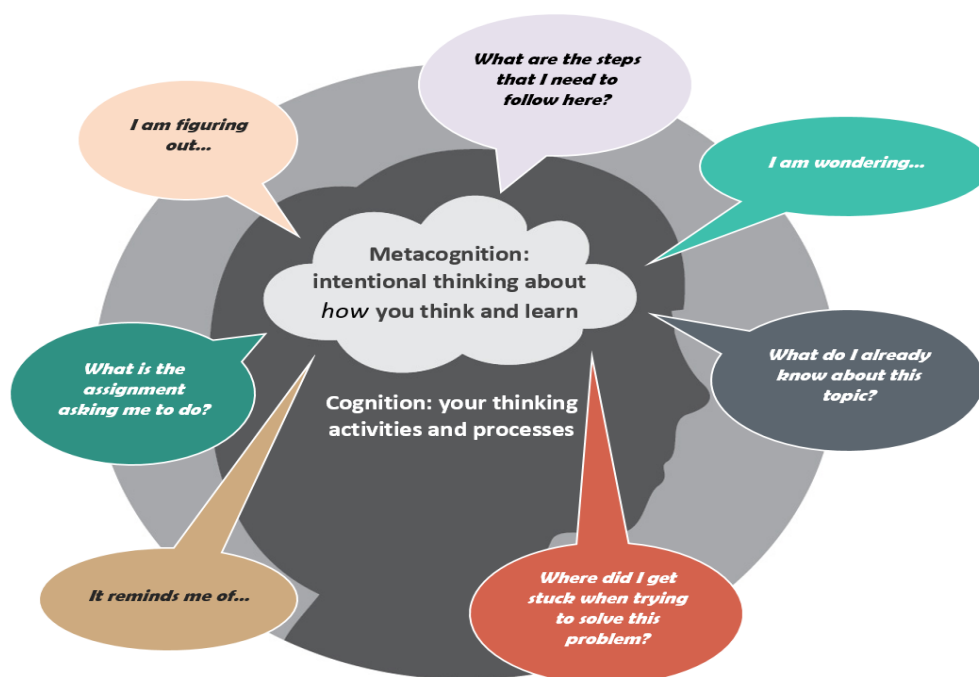
## What can Inclusive Quality First Teaching achieve?

- Motivated children and young people who enjoy learning.
- Engaged and confident learners who know they are making progress.
- Empowered learners who take responsibility for their own learning.
- Independent learners who take risks and are resilient.

## What does Inclusive Quality First Teaching involve?

- High achievement for all through explicit high expectations and high aspirations. This considers the stage of learning rather than expectations of age or year group.
- The learning needs of all children and young people are considered ensuring support and challenge for all.
- Lessons are planned that consider prior learning based on assessment thus enabling learning objectives to be specific, focused and differentiated appropriately, with clear success criteria and outcomes.
- A well planned and resourced classroom environment which encourages independence and confidence.
- A range of strategies and approaches is deployed to engage all children and young people. Skills are explicitly taught.
- Communication and language are matched to the needs of all learners. This incorporates the use of planned non-verbal communication.
- Adults model good practice by working together, for example: teachers working with TAs, parents/carers working with schools.
- The Assess Plan Do Review cycle is fundamental to all teaching and learning.
- Children and young people are given opportunities to work both independently and collaboratively.

- Specific positive praise and effective feedback increases confidence, promotes improved progress, and supports behaviour for learning.
- Support staff are deployed effectively and understand how they support learning.
- Adults use mediated learning methods and metacognition to optimise learning and independence. Mediated learning usually involves asking questions of the learner rather than providing answers for the learner. Metacognition, put simply, is about learning to learn (see image below).



Queen's University, Metacognition

## What does Inclusive Quality First Teaching look like in the classroom?

- The classroom is well-organised and labelled with words, symbols and pictures incorporating a wide range of need and learning styles.
- Teaching and learning is planned using adaptive teaching which involves appropriate differentiation and would include strategies to support children and young people with SEND.
- There is a clear lesson structure which makes explicit links to prior learning and focuses on learning outcomes.
- Instructions are shared in manageable chunks and supported with visual cues.
- Understanding of instructions or directions is confirmed by asking children and young people to explain what they will do.
- Understanding of learning is evaluated in a variety of multi-sensory ways.
- Children and young people are given opportunities to work in flexible groupings including pairs, random pairs, small groups, attainment groups and mixed ability groups.

- Lessons have a variety of components, for example: speaking and listening, writing activities, problem solving, creative activities, undertaking research, reading, performing.
- Appropriate use of questioning, modelling, and explaining by all adults.
- As a guiding principle, adults use a balance of five positive comments to one negative to promote positive self-esteem and self-worth.
- Memory is supported by explicit demonstration and modelling of memory techniques. Opportunities are created to practise the application of these strategies in context.
- All effective teaching includes aspects of modelling, for example “what a good one looks like” (WAGOLL), “I We You” approach.

## Graduated Approach

The graduated approach is a whole-school process in which children and young people are supported who may have additional needs. It is the system schools would use to assess the needs of children and young people and then provide appropriate support. The system follows four stages, often referred to as a 'cycle': **Assess, Plan, Do, Review**.

The graduated approach has inclusive quality first teaching at its core. This simply means high quality teaching which is engaging, well matched to the needs of the children and young people and uses evidence-based approaches to teaching and learning. Classroom teachers differentiate (adapt) for children and young people with additional needs as part of inclusive quality first teaching. Staff need to be aware of children and young people’s starting points so that expected progress is made and can be measured.

The *SEND code of practice: 0 – 25 years* is used as statutory guidance by all educators, regardless of setting, and offers a clear insight around the Graduated Approach process.

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

(SEND code of practice: 0 to 25 2014)

Some children and young people will have additional needs which may be short or long term. The child and young person, and their parents/carers are at the heart of any support offered. Discussions would take place to capture the voice of children and young people and their parents/carers.

All staff would be alert to any additional needs at the earliest possible stage: these may be in relation to Cognition and Learning, Social, Emotional and Mental Health (SEMH), Communication and Interaction or Physical and Sensory development. Sometimes, this can be a combination of more than one need. Accurate identification of the primary need is crucial, for example: a child or young person may present with an SEMH need due to an underlying unmet need, for example: specific literacy difficulty Specific Learning Difficulty (SpLD). The primary need is therefore SpLD, and the secondary need is SEMH.

Some will need additional support that is above and beyond the offer that is ordinarily available to others. If expected progress is not being made consistently, support from other agencies would be given due consideration.

This cycle would be not considered a single process. It provides a continuous cycle of assessment as children and young people's needs develop and change. It is vital that children and young people and their parents/carers are involved throughout all stages of the graduated approach so their voices are heard and they are involved in decision making.

The Local Authority, through EPS and TESS, have facilitated Graduated Approach training across the borough, in schools and other settings. This training remains available for any interested parties.

## Senior Leadership and Management

School/settings will have a comprehensive SEND and inclusion training programme that enables all staff to understand their statutory responsibilities regarding SEND legislation and the Equality Act 2010. The Targeted Education Support Service (TESS) and the Educational Psychology Service (EPS) offer bespoke and centralised training to further support schools.

The school/setting's vision and values reflect the governing body and senior leadership team's knowledge and understanding around the inclusion of all children and young people.

The senior leadership team will also take a supportive, pro-active stance towards inclusion on a day-to-day basis and actively problem-solve to overcome barriers to enable all children and young people to achieve their potential, regardless of their individual needs.

The governing bodies of mainstream schools/settings would ensure that there is a qualified teacher designated as SENCO, working at the school. The expectation is, the SENCO is either part of the senior leadership team or liaises regularly with it.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents/carers, and other agencies. The SENCO would be aware of the provision in the Local Offer and be able to work with professionals providing a support role to



families to ensure that children and young people with SEN receive appropriate support and high-quality teaching, including those who have EHC plans.

The school/setting's own Local Offer is available for parent/carers to view. It details how the needs of children and young people with SEND or additional needs will be met. The SEND Information Report is published on the school/setting's website, reviewed annually and all staff are aware of and understand its content.

All staff understand that governing bodies/trusts have a responsibility to monitor attendance, suspensions and exclusions for all children and young people. This is to ensure equality of access to education. Staff contribute to this process by providing accurate information in a timely manner. The SENCO reports back to the governing body at least annually.

Staff in schools/settings demonstrate their understanding of working in an inclusive school/setting, where diversity is valued and welcomed. Staff can exemplify how they establish and maintain an inclusive environment within day-to-day practice. Opportunities to develop peer awareness/sensitivity are encouraged and work is done to promote diversity and inclusivity.

## Relationships

All Behaviour is communication, and it is through behaviour that adults and children and young people communicate their feelings, their emotional state, and their needs. Positive relationship-building would be done intentionally as children and young people who have access to strong relationships with adults are more engaged with learning and experience a greater sense of belonging.

The development of relationships where children and young people can feel safe, and are empowered to learn and form positive, trusting relationships, is the foundation of all interactions. Every interaction is an intervention by which the desired behaviours are consistently modelled and taught.

## A nurturing approach

A whole school nurturing approach to support behaviour, wellbeing and achievement has the greatest benefit for all children and young people. Unconditional positive regard would be demonstrated through the language consistently modelled by staff in schools/settings.

Rewards and consequences would be meaningful and used flexibly and creatively. Strategies employed and used consistently promote good self-esteem and boost confidence. If specific praise and feedback is used to acknowledge perseverance and effort, the process of engagement and learning is enhanced. The local authority is committed to developing emotionally friendly schools.

An emotionally friendly school can effectively identify and respond to a broad range of emotional needs of children and young people, parents/carers, and all adults in the school community, while promoting their well-being.

## Person-centred practice

Person-centred practice focuses primarily on the child and young person and is routinely used to evaluate and inform support and planning. Appropriate tools which capture 'the voice of the child and young person' are used to ensure that effective support is put into place. Finding out what is important to and for a child and young person is paramount to their success. It is easier to teach and support children and young people when adults understand them. This is why person-centred approaches are embedded in the most effective and successful schools/settings.

Research suggests that there are many benefits to employing person-centred approaches in every aspect of a school/setting's life:

- learners learn more effectively because the learning reflects their individual strengths and interests.
- relationships are more productive and positive.
- staff, parents/carers, and children and young people will find it easier to share information, and communication will flow more easily.

There are various thinking tools which can be used when carrying out person-centred reviews. They make it easy to gather information needed, to reflect on discussions, and to focus on next steps. They enable an informal approach to review meetings so that they are relaxed and unthreatening for everyone, while providing a thorough and systematic means of running effective reviews that lead to productive planning, actions, and outcomes. These tools allow for effective monitoring too. Person-centred practice makes a powerful difference to children and young people's lives.

The examples of person-centred thinking tools listed below may be ordinarily available in some schools/settings and for some children and young people. Further information on person-centred thinking tools can be found:

<http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/>

### One-page profiles

The foundation of person-centred support, a one-page profile contains key information about a child and young person's individual character, gifts, and talents; what is important to them; and the best way to support them.

### Appreciation tool

This tool is used to gather information on what others like and admire about a child and young person, their gifts, talents, and interests.

### **Good day – bad day**

This tool is used to gather information on what makes a child and young person's day (positive and/or negative), and what support can be offered to ensure they have more good days than bad days.

### **Aspirations**

Helps to conclude, based on a child and young person's gifts and talents, what is important to them, what they want to be, and what they want to do. Consideration is given to what steps they can take, what is currently working and what is not.

### **What's working and not working?**

A snapshot from different people's perspectives of how things are, what's working well, and what needs to be different. It can focus on one small area of the child and young person's education or be more general.

### **Communication charts**

What is the child and young person communicating through their behaviour, and how do they want adults to respond?

### **Decision-making profiles and agreements**

A picture of the decisions a child and young person makes, how they make them, and the support and information they need.

### **Relationship circle**

A visual summary of who is important in a child and young person's life.

### **Learning log**

A record of a child and young person's learning that helps visualise what needs to stay the same and what needs to change.

### **4 plus 1**

A thinking tool that aids reflection on what has happened by looking at what has been tried and learned, what is pleasing and what the current concerns are. This then helps influence and inform next steps.

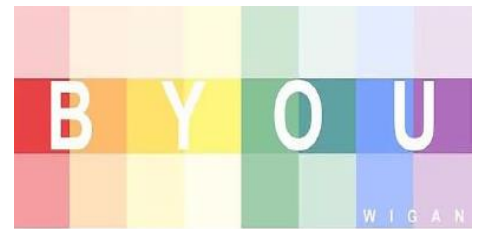
## **Participation Strategy**

This strategy looks at the ways in which Wigan Council consults and engages with children and young people to improve what is available for them. It supports a more consistent understanding and approach to participation, based upon four types: consultation, co-production, CYP initiated and CYP led. The strategy document can be viewed here:

<https://www.wigan.gov.uk/Docs/PDF/LINC2/Participation-Strategy.pdf>

Some of the groups involved include:

Wigan and Leigh Youth Cabinet; Children in Care Council – Million Voices; Care Leavers Forum – Connected Families; Wigan and Leigh Young Carers; SENDsational – Special Educational Needs and Disabilities; BYOU group; Global Friends.



## Communication Friendly Environment

A communication friendly environment is one that promotes and supports children and young people's language and communication skills. It's a means of describing key features of the environment and the way professionals interact with children and young people. It will differ in how it looks dependent on the setting, for example: primary, secondary, specialist, college. This is because professionals will be using a range of strategies to support children and young people, adapted to their level.

A communication friendly environment would make communication as easy, effective, and enjoyable as possible. It would provide opportunities for everyone to talk, listen, understand, and take part.

There are a variety of elements to consider when creating a communication friendly environment. This includes space; light; layout; noise levels; use of visual support; clear and consistent routines; and trained adults.

The Communication Trust offer a free Communication Friendly Environment Checklist to assist schools/settings in ensuring that their environments and staff provide an environment that supports the development of children and young people's effective communication skills and ultimately improves learning outcomes:

<https://speechandlanguage.org.uk/talking-point/for-professionals/the-communication-trust/more-resources/communication-friendly-checklists/>

## Neurodiversity

Neurodiversity considers the different ways the brain uses and processes information. Most people are neurotypical; their brains interpret information in the way society expects. Any diversity would be viewed as a difference not as a deficit.

Barriers faced by neurodiverse children and young people can be overcome by creating supportive learning environments where we develop structure and consistency, and a mutual respect of differences. Creating these learning environments supports the diverse ways in which children and young people think, interact, and learn, without disadvantaging or stigmatising anyone. This document utilises the School Standards Framework created by the Autism Education Trust. The framework empowers schools to embed inclusive practices to support neurodiverse children and young people.

Neurodiversity specialist Victoria Honeybourne summarises it perfectly: “It is about realising differences in brain function are a normal and natural aspect of human variation to be expected and accepted. It is about anticipating and preparing for a neurodiverse population even before they set foot through the door.”

## Specific Learning Difficulty (SpLD)

Specific Learning Difficulty (SpLD) is an umbrella term that includes a range of learning difficulties, for example: dyslexia, developmental co-ordination disorder/DCD (dyspraxia), dyscalculia, dysgraphia, and specific language impairment. Wigan Local Authority has adopted the definition from the Rose Report (2009) as a basis for identification of dyslexia, for example: a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

Some specific learning difficulties affect one or more aspects of learning. Wigan Local Authority is committed to supporting schools/settings in developing a variety of approaches to inclusive practices. Please note that a small number of children and young people may have a formal diagnosis, for example: dyslexia, dyscalculia, or developmental co-ordination disorder/DCD (dyspraxia). For all areas of need, any provision or support would be provided in line with the needs of children and young people and is not dependent on diagnosis.

## Adapted Curriculum

An adapted curriculum takes into consideration the individual learning needs and abilities of all children and young people. It can be adjusted to include different instructional strategies, resources and assessments that support the specific needs of children and young people.

A carefully adapted curriculum would be offered where additional needs are identified. This would then be monitored using a timely Assess, Plan, Do, Review (ADPR) cycle.

# Adaptive Teaching

Adaptive teaching is the strategies used by adults to continually assess the needs of learners and adapt their teaching accordingly to ensure all learners enjoy access to a full and varied curriculum with no ceiling to success.

A range of appropriately, adapted resources would be selected to support learning and remove barriers. The use of these resources would be explicitly modelled by adults to enable the child or young person to recognise when and understand how to use them. This positively supports their learning and development.

Adults would be deployed effectively to support children and young people to access the curriculum, make expected progress and work towards achieving independence through a mediated learning approach.

# Section B

This section provides more detailed information for supporting children and young people in each of the categories of need, as described in the Code of Practice. This is not an exhaustive list, but it will offer prompts as to what may already be happening in the school/setting as well as a range of further advice and strategies.

## Communication and Interaction

Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they may have trouble saying what they want to, understanding what is being said to them or not understanding or using social rules of communication.

The profile for every child or young person with SLCN is different and their needs may change over time. They may need additional support with one, some or all of the different aspects of speech, language, or social communication at different times of their lives.

### All Learners

#### Being understood

- CYP are taught how formal and informal language is used in a variety of social situations and offered opportunities to practise the use of this.
- The use of standard English is taught and modelled.
- Adults model language positively through reflecting back correct speech rather than correcting it.
- Staff have an awareness of the expected language milestones for CYP.
- Language is scaffolded and modelled to help CYP develop the skills needed to articulate their views.
- Time is given for CYP to process and respond.
- Lessons are created where CYP do most of the talking to develop their ability to communicate.
- Texts are well-chosen to support the development of language and vocabulary.

- Peer and self-assessment are used to develop CYP's listening and evaluative skills.
- Non-verbal communication is explicitly taught and encouraged as a way for CYP to express their thoughts, views, and feelings.
- Opportunities for oracy are offered across the curriculum.

### Understanding what is said

- Objects, pictures, and symbols are used to teach vocabulary, to make stories more meaningful and interactive, and to support their future application in other lessons/subjects, for example: Word Webs, Vocabulators, Word Walls.
- Displays are used throughout the school/setting to support learning and reaffirm key messages, for example: Working Walls, WAGOLL, photographs, pictures.
- Visual speaking and listening prompts are used to support the teaching of routines, for example: physical prompts. Resources could include pictorial symbols, signing system, hand gestures, songs, music, visual timetables, now and next boards, movement.
- Photographs and/or symbols are used throughout the day to promote and support routines, for example: washing hands, getting ready for PE.
- Multi-sensory activities are employed to access the learning, process key messages, and support its future application.
- A speak out culture is promoted where CYP are encouraged to say when they don't understand. Resources could include ELKLAN books, for example: *Speak Out*.
- Instructions are broken down into manageable chunks and shared in linear order.
- Delivery is slowed down to include all CYP in the learning process.
- Adequate thinking time is given to support the processing of information and new learning.
- The use of jargon and technical language is supported with detailed explanation and examples using knowledge/graphic organisers, word/vocabulary mats.
- Literal language is used when giving instructions.
- Targeted questioning is used to confirm, consolidate, and deepen understanding, for example: utilising Blooms Taxonomy.



- New vocabulary is pre-taught using visual resources, for example: knowledge/graphic organisers, word/vocabulary mats.
- Word walls are visible to promote vocabulary development.
- Important words in sentences are emphasised using non-verbal communication, for example: slight stress, gesture, intonation, change in pitch or tone, raised volume.
- Opportunities for dialogic and exploratory talk are created to support greater understanding and to deepen learning. Resources could include Pie Corbett
- Introduce a variety of language through rhyme and song.
- Visuals and multisensory approaches are used to maximise CYP's understanding of new ideas and concepts.
- Positive non-verbal communication is modelled as a powerful communication tool and includes physical appearance, paralanguage (verbal language that doesn't include words), haptics (touch), proxemics (distance), oculosics (eyes), olfactics (smell), kinesics (movement).
- CYP are addressed directly using visual and/or verbal cues to engage their attention, for example: use of name, offering eye contact.

### **Social rules of communication**

- CYP are made aware of rules and expectations.
- The rules of good listening are displayed clearly, modelled, taught, regularly referred to, and reviewed.
- Behaviours are explicitly taught and modelled by staff, for example: breaking down the process of lining up for class into manageable steps and practising this.
- Visual support enables the teaching of routines, for example: the use of a physical prompt. Resources could include pictorial symbols, signing systems, hand gestures, songs, music, visual timetable, when and then, now and next visuals, talking tins, talking postcards.
- Activities are well-chosen to promote social interaction within the classroom for example: Time to Talk, SEAL, PSHE lessons, R Time, RE/RSE lessons, social stories.

## Imagination

- Role play, drama and the use of props are used to develop CYP's imagination for example: puppets.
- Modelling story telling using photos, audio-visual and sounds is used to talk through what might be happening and to assist the imagination.
- CYP are taught how to structure and transfer their imaginative and creative ideas onto the page or to articulate them verbally.

## Social communication or relationships

- Group work is well planned to promote social interaction and independence from the adult.
- CYP are taught how to interact and respond in a variety of social situations, using activities, for example: social story.
- Flexible groups are employed to encourage social interaction and provide opportunities to develop social skills (the ability to listen, speak, negotiate, take turns), for example: circle of friends, paired work, small groups, large groups.
- Consideration is given to the atmosphere of the environment to create a safe space where relationships develop, and communication skills build.
- Preparation for adulthood is built into the curriculum early so over time CYP develop the skills, knowledge and experience needed to be independent and adequately prepared for adult life.
- Positive support is offered to resolve disputes and repair relationships, for example: using a restorative approach.
- Expectations are communicated clearly to all.
- Opportunities are created to develop peer awareness/sensitivity and support for different needs both in and out of the classroom environment.
- Seating plans take account of CYP's individual needs, providing access to role models, mixed-ability groups, structured conversations, sharing of ideas and access to additional adults when appropriate.

## Sensory stimuli

- Natural and artificial light is well balanced.

- The temperature is comfortable for all.
- There is a balance between displays, furniture, and available space to move which avoids unnecessary distractions and overstimulation.
- Seating is considered so all CYP have full sight of staff and visual stimuli used to support the learning.
- Seating plans take account CYP's individual needs.
- Noise levels are conducive to learning and unnecessary noise is minimised, for example: the projector is positioned to avoid potential disruption and distraction.
- The learning environment is calm and conducive to sustained attention.
- Whole class sensory breaks are used to help with focus, attention, and learning.

### Unpredictable environments

- A colour coded map of the school/setting and colour coded directions help to support predictable navigation around the site, for example: English classrooms are yellow on the map, have yellow exercise books and the classroom sign is in yellow.
- Photographs of staff are visible around the school/setting to promote familiarity.
- Visual timetables are provided to navigate the school day and reduce unnecessary anxiety.
- Classroom routines are embedded and applied consistently.
- Expectations are communicated clearly.
- Staff are positioned in key points at key times to support transitions and to act as a point of contact/support for CYP, for example: at drop off points, pick up points, bus bays, break times, lunch times.
- Changes to routines are communicated timely and clearly, and CYP are adequately prepared for these changes in advance.
- Positive praise is awarded to reinforce expectations.

### Physical outbursts

- Relationship and Behaviour policy supports a consistent approach to hurting others.

- Relationship and Behaviour policy is shared with parents/carers/staff/CYP.
- Positive language is used to share clear expectations.
- All behaviour is viewed as communication and highlights an unmet need, for example: strained relationships, personal circumstances, weariness, hunger.
- Preventative strategies are in place to support a harmonious school/setting.
- De-escalation and regulation strategies are employed by all staff to prevent potential instances/events from occurring.
- A script, involving positive reinforcement, is understood and used consistently by adults in the school/setting to support positive behaviour expectations.
- Verbal and visual reminders are used to support CYP in meeting expectations.
- CYP are offered choices to help resolve incidents/events and reduce their anxieties.
- Two-way communication with families is encouraged to understand the context around CYP.

### Attention span

- Visual timetables are used for daily and/or weekly activities.
- Simple task plan and/or lists with visual cues to support independent learning.
- Dual-coding and visuals are employed to help CYP recall key information and prior learning.
- Ideas and prior learning are repeated and revisited using a range of strategies (planned interleaving, spaced learning, and regular retrieval practice) to enable all to keep up and on task.
- Activities are well-chosen to meet the CYP's stage of development.
- The pace and order of activities are adjusted to maintain the interest and attention of all CYP.

## Additional Need – Some Learners

In addition to the quality first teaching expectations outlined above, additional provision and interventions may be required. Examples of presenting needs and suggested strategies are given below as a starting point for planning and practice.

Identified barrier or need	Provision or strategies
<p><b>Difficulties saying or expressing what they want to.</b></p> <p><b>Difficulties in being understood.</b></p>	<ul style="list-style-type: none"> <li>• Support verbal explanations using pictures and objects of reference.</li> <li>• Label accessible equipment with photos and pictures.</li> <li>• Encourage CYP to work in pairs and small groups, giving opportunities to interact with those who can provide good language models.</li> <li>• Observe the CYP's preferred way to communicate which may include non-verbal gestures and body language.</li> <li>• Organise small group or individual language sessions – adults have phonological awareness and understand the impact that processing difficulties may have on phonics acquisition and differentiate phonics teaching accordingly. For younger children plan specific language activities to support their listening and attention skills as well as their language acquisition.</li> <li>• Allow time for the CYP to process and respond; apply the ten second rule.</li> <li>• Ensure all attempts to speak are acknowledged and valued.</li> <li>• Use alternative methods of communicating, for example: visual signs, gesture, visual aids, Sign Along/Makaton, using ICT, aided language boards to support verbal communication.</li> <li>• Offer CYP the opportunity to practice and rehearse oral language.</li> <li>• Use colour coding and colourful semantics to support sentence structures.</li> <li>• Target the use of ICT, including applications, to enhance speech, language, and communication.</li> <li>• Use a symbol communication system, if recommended by a specialist, and provided with training, for example: PECS.</li> <li>• Develop ways of communicating with families with English as an additional language (EAL). Meet regularly with parent/carers to establish communication levels at home and share suitable advice and strategies.</li> <li>• Assess through observation/teaching, for example: are there parts of the routine/curriculum that they find easier to manage than others?</li> </ul>

	<ul style="list-style-type: none"> <li>• Deliver small group or individual language sessions, for example: Time to Talk, Talking Partners programme, talking tables, Talk Boost for example.</li> <li>• Encourage any attempt to communicate and speak.</li> <li>• Consider how many information carrying words a CYP can manage when giving instructions. Reduce them if required.</li> <li>• Tailor delivery style according to the CYP's needs, for example: use name and provide clear short instruction or modify language accordingly.</li> <li>• Offer additional time to process what has been said.</li> <li>• Consider the setting and limit actual/potential distractions.</li> <li>• Reconsider the CYP's seating location.</li> <li>• Confirm engagement of the CYP's attention before speaking to them.</li> <li>• Check that hearing has been tested.</li> <li>• Pre-teach topic vocabulary and support with paper resource.</li> <li>• Utilise Now (you are doing this) and Next (you are going to be doing that) boards.</li> <li>• Use the CYP's name first to draw their attention, then limit instructions to key words, for example: James, stop!</li> <li>• Avoid turning instructions into questions, for example: 'would you like to open your book?'</li> <li>• Avoid the use of idioms, for example: 'I'm over the moon with this?'</li> <li>• Use positive direction when instructing, for example: tell the CYP what you want them to do and not what you don't want them to do.</li> <li>• Track SLCN small steps, for example: B'squared, Speak Out Progression Tool.</li> <li>• Using literal language. Avoid sarcasm or metaphorical language.</li> <li>• Use a firm and clear approach, without shouting.</li> <li>• Refer to SALT.</li> </ul>
<p><b>CYP does not understand or use social rules of communication.</b></p>	<ul style="list-style-type: none"> <li>• Use modelling / role play.</li> <li>• Implement small group sessions.</li> <li>• Use social stories.</li> <li>• Give prompts – symbols, signing systems.</li> <li>• Use visual supports for routines, for example: Now (you are doing this) and Next (you are going to be doing that) boards.</li> <li>• Deliver whole school/setting ASC awareness training.</li> </ul>

<p><b>Difficulty with imagination.</b></p>	<ul style="list-style-type: none"> <li>• Harness the use of the CYP's interest when considering the approach.</li> <li>• Teach and model imaginative play sequences (known as structured play).</li> <li>• Introduce simple pretend play, using familiar objects, props to model new play.</li> <li>• Use creative techniques for example: 'Helicopter stories' to engage CYP in making up their own stories.</li> <li>• Use singing and/or improvisation.</li> <li>• Photos used to talk through what might be happening.</li> <li>• Use hypothetical questions and apply these to real life scenarios to help promote use of imagination, for example: 'what would happen if...'</li> </ul>
<p><b>Difficulty with social communication and developing relationships.</b></p>	<ul style="list-style-type: none"> <li>• Plan targeted small groupings to develop social understanding and inference.</li> <li>• Model functional language, for example: pointing, facial expressions, open body language / position at CYP's level.</li> <li>• Promote a calm learning environment.</li> <li>• Be clear and consistent in when communicating expectations.</li> <li>• Ensure staff support CYP to label their own and other's emotions.</li> <li>• Support CYP to regulate their emotions and empathise with others.</li> <li>• Monitor CYP at break and lunchtime and introduce strategies to support peer interactions.</li> </ul>
<p><b>Anxiety in busy unpredictable environments.</b></p>	<ul style="list-style-type: none"> <li>• Organise one-to-one preparation for changes to routines or activities.</li> <li>• Ensure there is a calm learning environment when needed.</li> <li>• Offer access to a low arousal space if required.</li> <li>• Acknowledge and normalise anxieties.</li> <li>• Provide regular mentor support, using other adults and peers if necessary.</li> <li>• Check in with CYP when aware of potential anxieties.</li> <li>• Provide a 'get out' option or a way of asking for helping / alerting adults to distress.</li> <li>• Assess through observation/teaching, for example: are there parts of the day or areas of the school/setting that they find difficult to manage?</li> <li>• Personalise a visual timetable to be used in school/setting.</li> <li>• Consider the importance of beginnings and endings and consider how visual prompts can be used to signal these or their impending approach.</li> </ul>

	<ul style="list-style-type: none"> <li>• Plan for small group/one-to-one activities.</li> <li>• Offer positive praise to improve self-esteem and/or to acknowledge positive progress in addressing a difficulty/stressor.</li> <li>• Use unconditional positive regard to help boost CYP's self-esteem and/or self-belief.</li> </ul>
<p><b>Sensitivity to sensory stimuli.</b></p>	<ul style="list-style-type: none"> <li>• Provide sensory breaks and snacks, for example: walking around the room.</li> <li>• Be aware of the significance of sensory processing needs on eating, for example: with colour, texture, taste, meal size, the mixing of food.</li> <li>• Be flexible with the uniform policy when necessary. Explore this further with parents/carers keeping flexibility in mind.</li> <li>• Consider the environment, for example: noise, room temperature, visual stimuli, proximity. Use an audit tool to help.</li> <li>• Be flexible with school/setting's routines, for example: five-minute pass to avoid crowded area.</li> <li>• Show flexibility to transitions within the day or session, including at the beginning and end of the day.</li> <li>• Offer access to a haven/low arousal space, if needed.</li> <li>• Develop a One Page profile with the family to support the CYP's sensory needs.</li> <li>• Develop and deliver staff training is provided to increase knowledge and understanding of sensory issues and how to support CYP in the classroom environment and around school/setting.</li> <li>• Offer a haven/low arousal space is available, if needed.</li> <li>• Offer sensory circuits.</li> <li>• Offer balance education and movement programmes to support coordination and balance.</li> <li>• Engage with CYP to consider their voice.</li> <li>• Refer to Occupational Therapy Service.</li> </ul>
<p><b>Physical outbursts causing harm to others and/ or to self and/ or damage to property.</b></p>	<ul style="list-style-type: none"> <li>• Share clear expectations, using positive language, that reflects the school/setting's ethos.</li> <li>• Use verbal and visual reminders of expectations. Be consistent in how CYP are supported to remember and met expectations.</li> <li>• Use a consistent approach to support the CYP in distress. Make reasonable adjustments to support their individual needs.</li> <li>• Implement strategies that reassure and acknowledge the CYP's emotions.</li> <li>• Anticipate triggers and use distractions to avoid physical interactions.</li> </ul>



- Offer clear guidance at the point – an explicit message that informs the CYP what is expected of them right now.
- Offer a 'get out with dignity' choice, letting the CYP leave the situation.
- Model the use of alternative strategies to express feelings of anger or frustration.
- Personalise a toolkit (de-escalation strategies) that allows the CYP to regulate to avoid reaching crisis point.
- Monitor and track to build a good understanding of the frequency and location of triggers – frequency charts; Situation, Trigger, Action, Response observation sheet (STAR); Antecedent, Behaviour, Consequence, Communication observation sheets (ABCC). Carry out informal observations to analyse specific incidents, develop an understanding and plan adjustments to reduce the potential of future events.
- Change the adult supporting the CYP as part of a planned approach. Promote this as a positive and effective strategy with a clear purpose of supporting the CYP.
- Ensure all adults are aware of the processing and responding time needed by the CYP and that this is given due consideration prior to any type of discussion or reflection.
- Put preventative strategies in place to avoid high arousal situations, for example: busy corridors.
- Arrange a low arousal area/reflection area, chosen in agreement with the CYP.
- Implement a risk management plan which includes proactive strategies, a self-regulation toolkit, early interventions to reduce anxiety/harm and reactive strategies to ensure a supportive and consistent approach is employed.
- Implement a clear plan of action, agreed with parent/carers, with regards to physical intervention.
- Prioritise the completion of a risk assessment if the CYP is causing a risk.
- Consider the use of a Pastoral Support Plan. Ensure it is read and implemented and feedback given to pastoral lead.
- Communicate with home to learn strategies that may be used effectively at home.
- Support reintegration with a formalised plan.
- Engage with CYP to consider their voice around any agreed plan.

	<ul style="list-style-type: none"> <li>• Develop and deliver whole school/setting training on de-escalation strategies and/or emotion coaching strategies.</li> </ul>
<p><b>Limited attention span compared to developmentally appropriate milestones.</b></p>	<ul style="list-style-type: none"> <li>• Use CYP's interests as a motivator and to extend engagement.</li> <li>• Implement regular, short breaks.</li> <li>• Plan for effective differentiation.</li> <li>• Use chunking and break tasks down into smaller, manageable steps, personalised for the CYP.</li> <li>• Employ 'backward chaining' - break down the overall task into smaller steps. The adult supports the CYP except for the last step. They are taught to do this independently. Once the last step is learnt, the CYP and adult work backwards learning other steps of the sequence until they can do the entire task.</li> <li>• Use the CYP's name when giving instructions.</li> <li>• Ask the CYP to repeat back what activity they are going to do.</li> <li>• Check that hearing has been tested.</li> <li>• Consider use of timers, so they know they only have to focus for a comfortable amount of time.</li> <li>• Plan individualised timetables.</li> <li>• Assess through observation/teaching, for example: are there specific elements/times of the lesson where they find it difficult to concentrate?</li> <li>• Consider differentiation of the environment as well as the task.</li> <li>• Use the CYP's name to get their attention.</li> <li>• Target specific CYPs to repeat back key instructions or clarify expected outcomes.</li> <li>• Use visual timers to aid concentration, maintain focus and create challenge.</li> <li>• Stop the task at regular intervals to review CYP progress and share examples of progress.</li> <li>• Engage with CYP to consider their voice around issues they experience around concentration/distraction/engagement.</li> </ul>

# Cognition and Learning

Cognition refers to the thinking skills and thought processes that a child and young person has acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations. CYP with learning needs may learn at a slower pace than their peers despite appropriate differentiation. Learning difficulties can be general or specific and related to one or more areas of the curriculum. Difficulties may be short-term in one or more areas or severe and long term.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions, for example: dyslexia, dyscalculia, and dyspraxia. Wigan's graduated approach to supporting CYP with additional needs provides for the varying needs of all learners. For a child or young person with specific learning difficulties to meet criteria for an EHC plan their needs will be severe and complex. There is likely to be a combination of difficulties.

## All Learners

- Class teachers identify CYP who may need assessment for access arrangements and refer them to the most appropriate staff member.
- Where CYP meet the criteria for access arrangements, these are in place for all forms of assessment throughout the year and deemed to be normal practice and consistently implemented. The school/setting refers to the relevant exam board guidelines. Arrangements could include rest breaks, use of a reader or a scribe, use of a laptop, extra time, and quiet space. Information on access arrangements can be found at:  
<https://www.bdadyslexia.org.uk/advice/educators/what-do-i-need-to-know/exam-access-arrangements>

## Phonics

- Explicit and direct teaching of a validated Systematic Synthetic Phonics programme (SSP). This is daily in KS1 and would continue with regular phonic lessons in KS2.
- All staff delivering the chosen SSP programme would have accessed high quality training to ensure that the programme is implemented with fidelity and consistency across the school.
- Mixed methods of phonic teaching/programmes would not be used, for example: language, visuals from other programmes that do not support the teaching progression of the chosen programme, rhymes. This would include the use of IT programmes, that would 'support' but not teach phonics.

- Ongoing/robust assessment is in place to ensure that CYP do not fall behind. Planned intervention is in place for those who do, allowing them to keep up with their peers.
- Ongoing CPD is in place to ensure all staff are confident in what they are teaching,
- Multi-sensory teaching is adopted, which is skills-based, for example: segmenting, blending and phoneme manipulation for the teaching of reading and writing.
- Common exception words are taught gradually, using an approach that uses skills, looks at the 'difficult' bit in the word and using the practise of repeated exposure.
- Opportunities for transferal of phonic skills are embedded across the curriculum, using adult modelling. This would take place in all key stages and settings.
- Use of visuals to support learning is in place, for example: spelling charts, individual spelling mats, whiteboards and pens, letter tiles, post-its.
- Decodable reading books are closely matched to CYP's phonic development, despite their age, allowing practise of skills and conceptual understanding (grapheme/phoneme correspondence).
- Good practice for all learners would include all staff being trained to support phonics across the curriculum, across all key stages and settings.

## Reading

- Synthetic phonics is the recognised first strategy for the teaching of reading. The reading of unknown words would include the segmenting and blending of graphemes in the first instance, without the use of pictures and clues.
- Schools ensure that all CYP are working at an age- appropriate level. If this is not the case, appropriate targeted intervention is in place and reviewed regularly.
- Understanding the reading ages of CYP and accommodating this when selecting text that they are expected to read, independently.
- Exposing CYP to a variety of texts using different genres, subjects, diverse cultures.
- Ensuring less confident readers have access to whole language texts with adult support. Prior teaching of vocabulary would be offered.
- CYP have access to a wide range of whole language books as a stimulus to promote enrichment of vocabulary, a wider love of reading and comprehension.

- Adults read to CYP across all key stages: primary and secondary. The use of visuals would be used appropriately to support comprehension for all.
- CYP are encouraged to share books, magazines, newspapers, comics from home. Establish interesting and engaging class reading corners, class libraries, school libraries, book clubs, class readers, home readers, current news items. Magpie (steal) phrases and words to use in their own writing.
- Adults model the use of open ended, simple statements, for example: “I wonder...” or “What if...”, rather than closed questions, carefully engaging CYP and targeting prediction and comprehension skills.
- CYP are regularly read to, to develop vocabulary, language skills and comprehension of texts. Adults model expression and fluency when reading aloud.
- Comprehension skills are explicitly taught through a reciprocal teaching programme for the whole class, for example: Talk for Writing and Talk for Reading (Pie Corbett), reading frames, task planners, graphic placemats, question prompt cards, mind-maps, story boards, metacognition techniques and thinking.
- A love of reading is fostered through whole school events. All CYP are included using adaptation of content and presentation, for example: using multi-sensory resources, topical events (the King’s Coronation), news items, current affairs, special assemblies, celebrations, whole school events, school projects, community involvement and collaboration.
- A ‘Communication Friendly Classroom’ is created.

## Writing

- Language work pre-empts expectations of writing.
- Model and teach oral stories with actions, props, pictures, story boards appropriate to age/stage.
- Synthetic Phonics is the recognised first strategy for the teaching of writing. Explicitly teach encoding skills as taught and modelled in phonics/spelling lessons, using oral segmenting of sounds, writing the appropriate grapheme, and checking the word using gesture and sounding.
- Provide plenty of practise in writing from dictation within phonics teaching, to support independent writing and confidence.
- Adults explicitly model the writing process when spelling and constructing sentences, thinking aloud, teaching through CYP error and modelling use of visual supports.

- Resources could include the use of outward stimuli, personal experience, talk for writing, and model the planning process to teach writing skills /composition are used. Key words/vocabulary are provided and emphasised when speaking and shared, alternative methods of recording are used, for example: diagrams, mind maps, storyboards, posters, assistive technology (recording devices).
- Grapheme/phoneme posters and mats, word walls, vocabulary mats, have a go spelling books or white board, word building tiles are used. Topic vocabulary display boards, working walls, WAGOLL (what a good one looks like), photographs, pictures are used.
- Writing frames are provided to plan ideas and support the thinking and planning process. Metacognition techniques and thinking are taught explicitly.
- A 'positive marking policy' is adopted to support spelling accuracy for the individual writer.
- Spelling is taught alongside and inclusive of phonic teaching. Phonic development is taken into consideration when appropriate spelling lists are 'taught' before being given to CYP to practise. Such lists could include year group spellings according to level of need and common exception words, as appropriate – always modelled and pre-taught, for example: polysyllabic words broken into syllables before teaching/practising and common exception words having had the difficult bit highlighted and modelled by adults.

## Handwriting

- All CYP are taught letter formation using the setting's agreed handwriting scheme. At first, they would not be taught to join letters or to start every letter on the line with a lead-in, because these practices cause unnecessary difficulty for beginners.
- CYP are supported with activities to strengthen and develop fine-motor skills, through manipulation of dough, pipe cleaners, peg boards, threading activities, cutting, colouring.
- CYP are supported with alternative writing aids, for example: pencil grips, adapted pens, left and right-handed implements, handwriting slopes, orientation mats.

## Maths

**This list features generic suggestions that will support all CYP. However, if a CYP has a diagnosis of Dyscalculia a more structured approach would be followed to meet the individual's specific needs.**

- Teachers would have a good understanding of pedagogical content in order to implement adaptive teaching strategies.
- The Growth Zone Model and Develop Growth Mindset is implemented.
- Teachers would understand CYP's numerical strategies and take steps to ensure the development of more sophisticated strategies.
- Time and opportunities to explore appropriate, meaningful manipulatives and representations are provided, for example: concrete, pictorial, visual and abstract. CYP are taught (not trained) how to use them.
- All Teaching focuses on the cutting edge of the CYP's current knowledge and is developed through inquiry-based teaching (problem based).
- Ensure links to prior learning are implicitly made and key learning is reviewed throughout the lesson and regularly revisited.
- Appropriate scaffolding is always used in lessons, keeping instructions to a minimum: one step at a time. They are presented both orally and visually to support understanding.
- Always explicitly teach mathematical vocabulary and check that CYP understand this vocabulary.
- Specific vocabulary in mathematical talk is used.
- Learning focuses on building upon CYP's intuitive, verbally based strategies. These are used as the basis for the development of written forms of arithmetic, using jottings to help model strategies.
- Teachers select from a bank of teaching procedures; this selection is varied based on ongoing observations. These observations inform the need for micro-adjusting or fine tuning of teaching.
- Teachers use modelling to reveal their thought processes and verbalise their metacognitive thinking. This is used to build knowledge and understanding of cognitive and metacognitive strategies. Teachers use modelling of an oral answer to a question, then ask the CYP to answer a similar question.

- Knowledge is assessed through a range of questions: What do I know about this? What ways of solving them have I used before? The complexity of questions is gradually built upon.
- Generic sentence starters and stem sentences are used to help give structure to CYP to express their ideas.
- Visualisation skills are practised regularly to support visual-spatial and verbal working memory.
- A talking partner is provided for CYP to share/explain their mathematical thinking, guided by an adult. Give opportunities for collaborative learning with peers in small groups.
- Sufficient time is given to solve the targeted problem. Small step planning is used to avoid cognitive overload.
- Opportunities to overlearn are created through the application of knowledge in a range of contexts. Learning is related to real life contexts at every available opportunity.
- Opportunities for CYP to solve goal free problems are created.
- The sequence of language, concrete resources and diagrams before symbols are taught.
- Concrete then pictorial resources are used to allow CYP to see the mathematical problem visually. This helps them to understand the question being asked, for example: base 10, Numicon, Cuisenaire rods, ten frames, reknreks.
- Graphical representations for maths word problems are embedded, for example: numbering steps, arrows that connect information in a meaningful way or a drawing.
- Flash/revision cards are used to build up knowledge of different mathematical concepts, for example: number bonds, multiplication facts, vocabulary. These are built up over several sessions until CYP have a secure understanding of that concept. The beginning of a session is used to revise, and the end of a session is used to consolidate new learning.
- Sequences of numbers, forwards and backwards, counting over decuples (multiples of 10), centuples (multiples of 100) and multiples of 1000 are taught.
- Once CYP have a conceptual understanding of place value (the ability to flexibly increment and decrement numbers mentally), they are introduced to conventional place value (formal methods). This supports the development of number sense.



- When teaching teen/ty numbers, clarify that the pronunciation does not always match the image.
- Dot/dice patterns are used to help CYP build up knowledge and visualise them to help aid with subitising. Start with 1-5 then extend to 10. Activities can be found: <https://mathsbot.com/tools/subitising>
- Knowledge of spatial patterns is developed using regular configurations, dot patterns, dice, dominoes, 10/20 frames, rekenrek. This helps CYP to combine and partition small numbers without counting.
- CYP are encouraged to develop finger patterns as they support the use of more sophisticated strategies. Starting with the range 1-5 on each hand, then 6-10 using 5 as a reference point (5 and some more). They will need to progress from raising fingers sequentially (growing) to raising fingers simultaneously (throwing).
- CYP are taught to identify, recognise, sequence, order, locate and write numerals using specific resources, for example: numeral tracks, numeral roles, hundred squares, arrow cards, digit cards.
- Arrow cards are used as a useful instructional setting to help initially with teaching reading and writing 2 digits and beyond.
- Doubles to 10 then 20, partitioning numbers 1-5, 6-10, and five pluses are taught. 5 and 10 are used as reference points.
- CYP are taught to combine and partition numbers, they can then use this knowledge and apply it in addition and subtraction, for example:  $7+6$ . CYP know to split the 6 into  $3+3$  allowing them to use a non-count by one strategy.
- Awareness of part-whole constructions of number is developed. A number can be composed of smaller numbers, and the parts and whole can be conceived of simultaneously, for example: spontaneously knowing that 6 can be made up of  $3+3$  or  $5+1$ .
- Relational thinking is developed by exploring numbers. Relationships between numbers and other numbers are observed, for example: solving  $7+6$  by knowing that it is a near double,  $6+6=12$  then add 1 on to make 13 or  $7+7=14$  then take 1 away to make 13 rather than counting in ones.
- Numbers in tens, both on and off the decuple are incremented and decremented orally. Concrete items are used to support this, for example: bundling sticks (groups of 10 sticks). They can then make links between the oral sequences and using concrete items. The bundles can be split into ones when counting off the decuple.
- CYP progress to tasks that switch between incrementing or decrementing in tens, ones, and later hundreds both orally and using concrete items.

- Learning starts in the range 0 –100 then extend to 200. Hundreds materials are introduced then extended to the range to 1000 and beyond. Going over centuples and thousands and centuples are difficult so they will need lots of practice. Dot strips arranged in ones, tens and dot squares of 100 dots are used. (See Maths Recovery resources)
- Start to distance the setting as well as introducing more formal notation. This encourages visualisation, mental organisation, and symbolisation.
- Bare number sentences are presented horizontally so that CYP can choose the preferred method to solve them, for example: jump or partition method.
- The use of a calculator is supported when mental calculation is not the focus of the lesson, for example: solving word problems.
- Games are used as a strategy to overcome number processing, memory, and arithmetic, for example: snakes and ladders, snap, dominoes, playing cards as well as online games.
- When teaching early multiplication and division both sharing and grouping are focuses.
- Ensuring CYP are secure at working with equal groups and sharing, and thinking in terms of multiples will support them in thinking more abstractly about the numbers involved in multiplication and division situations.
- Allowing CYP to practise using arrays to explore the idea that there the same number of dots in each row will strengthen their knowledge and understanding. Covering some of the rows will encourage them to count in multiples rather than ones. Arrays are also useful to teach commutativity and inverse operations.
- Concrete and visual resources are used when teaching multiplication facts (repeated dot patterns, Numicon shapes, pegs) alongside the corresponding forward and backward number sequences. Anchor points are used to develop relational thinking, for example: work out other facts from known ones,  $\times 2$ ,  $\times 5$ ,  $\times 10$ .
- CYP are supported to learn times tables using repeated dot cards which will help develop visual strategies initially. Knowing facts for 1s, 2s, 5s and 10s is a focus. From this, they can then work out other derived facts, for example: using their 5s and 2s they can work out facts from the 7 times tables.
- When teaching fractions, secure knowledge of multiplication and division is built upon.
- Partitioning and iterating is taught which will help CYP to understand the meaning of fractions, especially numerators and denominators.
- Fraction strips are used as a visual aid so that CYP can see fractional parts of a whole as well as equivalent fractions.

- Purposeful games, including Apps and ICT programmes are used to consolidate and practise concepts.
- Time is dedicated to integrating maths learning opportunities throughout the day, ensure that mathematical language is embedded throughout the environment and that opportunities to use it are planned in other aspects of the daily routine.
- Adults are aware that CYP may suffer from Maths Anxiety. It is a negative emotional reaction to mathematics that can be debilitating. Although it can limit performance in certain situations and contexts, it's not linked to intelligence or ability.
- Questions are asked with low level entry points so those with Maths Anxiety can start on a problem with success and then gradually build from this.
- Activity-based learning is a focus, with use of discussion and practice rather than memorisation, rote, and recitation.
- Time for inquiry and individual development is allowed. The pace of learning is slowed according to need.
- The need for pressured situations is reduced, for example: timed tests. Support is given to learn anxiety reducing techniques, for example: deep breathing, taking a break, mindfulness techniques. A relaxed, supportive environment is created.
- 'Attention breaks' for a couple of minutes are created which will help the CYP to refocus and reduce potential drift off.
- Teaching CYP that maths requires perseverance and challenge is essential as is the celebration of perseverance and persistence in overcoming challenges.
- The idea that it's okay to make mistakes and that learning occurs from this is promoted. Teaching from mistakes is planned.
- Strategies are developed to help CYP when they get 'stuck'. Help can be displayed in a variety of ways, for example: on a poster or bookmark.
- Key information is displayed clearly (on maths vocabulary posters, word mats, bookmarks) and are referred to regularly.

## Memory/Processing

- All teaching and learning is dependent upon the ability to use our memories effectively. CYP are expected to demonstrate mastery of new knowledge daily. Memory can be improved if certain strategies are taught.

- Memory strategies are taught, and opportunities are provided to apply them in the classroom:
  - Rehearsal** – saying or thinking things repeatedly.
  - Categorisation** – grouping things together.
  - Elaboration** – using pictures in your head.
- Adults allow time for CYP to process information before a response is needed.
- Pre-Teaching is used to teach vocabulary prior to a new topic/module.
- Adults make explicit links to prior learning.
- Adults share next steps, so all learners know what to expect.

#### **For acquisition of information, the adult:**

- provides clear explanations
- gains, sustains, and refocuses the CYP's attention
- modifies information – uses simple sentences
- uses keywords
- asks for repetition / simplification when needed
- encourages use of visuals to support memory.

#### **For retention of information, the adult:**

- is aware that lapses often occur in the middle of lessons
- revises, recalls, and summarise regularly
- provides thinking time and encourages CYP to ask for this
- provides opportunities for partner work
- focuses on key concepts/words, checks, explains meaning and presents information in an organised way.

#### **For retention of information, the CYP:**

- clarifies instructions by repeating and explaining to someone else
- uses rehearsal, elaboration and categorisation
- records key information with words or symbols
- uses organisational strategies, for example: breaking down a task using work plans, timelines.

#### **For retrieval of information, the adult:**

- allows the CYP time to make use of their strategies
- encourages the use of key strategies
- accepts an explanation or description of a word if a CYP is unable to recall the actual word
- accepts different modes of recall (written, oral, pictorial)
- displays a numbered step by step approach to a task
- offers a choice of answers, if the CYP experiences difficulty.

## Additional Need – Some Learners

In addition to the quality first teaching expectations outlined above, additional provision and interventions may be required. Examples of presenting needs and suggested strategies are given below as a starting point for planning and practice.

Identified barrier or need	Provision or strategies
<p><b>Phonics.</b></p> <p><b>Further support needed to develop decoding skills due to a lack of knowledge of sounds associated with letters and letters patterns which impacts on reading and spelling development.</b></p>	<ul style="list-style-type: none"> <li>• Consider 1:1 teaching from Wigan Targeted Education Support Service. In addition, coaching for Support staff and additional sessions could be requested.</li> <li>• Deliver 1:1 or small group teaching using a validated Systematic Synthetic Phonics programme.</li> <li>• Provide 1:1 or small group coaching to support access to the phonic programme in class (KS1 and KS2 when appropriate).</li> <li>• Use focused 1:1 reading – little and often, targeted to address areas of need, using error correction to support a mediate learning approach.</li> <li>• Ensure opportunities for transferal of skills is accommodated in the classroom, with support using, for example, visual prompt sheets to clarify specific skills and targets.</li> <li>• Provide individual resources/activity packs to use in the classroom to facilitate opportunities for over-learning, for example: phoneme/grapheme mats, key words for the session.</li> </ul>
<p><b>Reading.</b></p> <p><b>Further support needed to develop fluent word reading and/or comprehension.</b></p>	<ul style="list-style-type: none"> <li>• Provide daily one-to-one reading, using a consistent approach to error correction and appropriate books, for example: phonic and whole language/books for interest.</li> <li>• Deliver an intervention to support reading comprehension, for example: Better Reading, Fischer Family Trust Wave 3, Reading Recovery, Reciprocal Reading, Reading Between the Lines.</li> </ul>
<p><b>Writing.</b></p> <p><b>Further support needed to develop transferring phonic skills to writing</b></p>	<ul style="list-style-type: none"> <li>• Provide 1:1 or small group teaching using a validated Systematic Synthetic Phonics programme.</li> <li>• Ensure a positive marking strategy is adopted.</li> <li>• Use colourful semantics for sentence construction.</li> <li>• Support using Co-constructed sentences.</li> <li>• Consider Storyboards, mind maps, actions, key phrases, key vocabulary for genre, characters.</li> </ul>

<p><b>including spelling and composition.</b></p>	
<p><b>Memory/Processing.</b></p> <p><b>Further support needed to develop the ability to hold information and be able to apply this to learning.</b></p>	<ul style="list-style-type: none"> <li>• Teach memory strategies individually or in small groups using resources, for example: Ready, Set, Remember. Encourage application of preferred strategies in the classroom.</li> <li>• Deliver small group or one-to-one pre-teaching sessions to teach new concepts and key vocabulary.</li> <li>• Provide support for pre-taught concepts and vocabulary, for example: Key vocabulary, Frayer Model, ELKLAN word webs.</li> <li>• Offer personalised vocabulary mats in alphabetical order.</li> <li>• Consider a differentiated knowledge organiser, for example: Word Aware, Pip St John.</li> <li>• Deliver an intervention to develop and consolidate memory skills to be applied to future learning (refer to Ready Set Remember).</li> <li>• Use targeted sessions to revise and consolidate prior learning, for example: Photocopies of previous lessons and shared notes from teacher, Five-a-day, Flashback Maths, Three-in-a-row.</li> </ul>
<p><b>Maths Anxiety.</b></p>	<ul style="list-style-type: none"> <li>• Develop maths lessons that reflect real life and include real world contexts. Being tangible and creative, developing exploration and curiosity rather than right or wrong answers.</li> </ul>
<p><b>Maths Resilience.</b></p>	<ul style="list-style-type: none"> <li>• Utilise NRICH website resources.</li> <li>• Search Maths Resilience for Primary Teachers: <a href="https://nrich.maths.org/11867">https://nrich.maths.org/11867</a></li> <li>• Search Maths Resilience for Secondary Teachers: <a href="https://nrich.maths.org/11413">https://nrich.maths.org/11413</a></li> </ul>
<p><b>Mathematical Vocabulary/language.</b></p>	<ul style="list-style-type: none"> <li>• Regular, planned opportunities to read, unpack and use maths vocabulary.</li> <li>• Use math anchor charts/bulletin boards and editable math word walls as visual reminders.</li> <li>• Support CYP with vocabulary binder rings to help them make links between maths vocabulary related to the 4 operations.</li> <li>• Use alphabetised notebooks to record words that have the same meanings, for example: add, plus.</li> <li>• Teach maths vocabulary as a specific maths language – be aware that some maths terms have a different meaning in English, for example: face, takeaway, table.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use terms precisely to avoid confusion later, for example: the answer to an addition is a sum, the answer to a subtraction is difference, the answer to a multiplication is product and the answer to a division is quotient.</li> <li>• Use mathematical dictionaries. Have generic sentence starters and stem sentences to help give structure to CYP to express their ideas.</li> </ul>
<p><b>Maths Memory and Recall.</b></p>	<ul style="list-style-type: none"> <li>• Repeated practice and overlearning to reduce the strain on working memory capacity. This will develop automaticity.</li> <li>• Games that develop memory, requiring the use of numbers, sets and mathematical concepts, for example: Uno, crazy eights.</li> <li>• Let CYP use informal jottings to help them with their thinking and recording it. This may initially be pictorial then moving the numbers then to more formal ways of recording.</li> </ul>
<p><b>Number Words and Numerals.</b></p>	<ul style="list-style-type: none"> <li>• Build a given number first with the arrow cards. Then break them apart so CYP have an understanding that the numbers are still there, for example: 20 and 3, when the 3 is removed the 20 is still there.</li> <li>• Move to digit cards as they are more abstract in terms of there is no place value structure built in, so they demand more skill with reading and writing numerals.</li> <li>• Progress to writing the numerals. The arrow cards can then be used to check written numerals.</li> <li>• Use arrow cards to make it clearer for CYP to understand how the number is constructed. Digits bigger than 2 digits that involve a zero either in the middle or the end of a number.</li> <li>• Remind that teen numbers are written in a way that doesn't match the pronunciation of the rest of the numbering system.</li> <li>• Address reversing digits (12/21, 13/30) by focusing on the specific numbers the individual CYP is having difficulty with through games. Instructional activities can be found in the texts 'Teaching Number in the classroom' and 'Developing Number Knowledge'.</li> <li>• Access a range of resources: <a href="https://www.mathsrecovery.org.uk/resources/">https://www.mathsrecovery.org.uk/resources/</a></li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure that the teacher is aware of the stage of arithmetic learning that the CYP is at. This can be</li> </ul>

## Stages of Arithmetical Learning.

assessed using Maths Recovery Assessment Schedules.

- Find teaching Ideas and Resources in *Teaching Number: Advancing Children's Skills and Strategies* SECOND EDITION

<https://www.mathsrecovery.org.uk/resources/>

## Social, Emotional and Mental Health

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 distressing behaviour.

These behaviours may reflect underlying mental health difficulties, for example: anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders, for example: attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### All Learners

- “All behaviour is communication”, try to understand what needs are driving the behaviours.
- Whole school relational approach is used to maintain and restore positive relationship, for example: consistent use of restorative approaches.
- Relationship and Behaviour policy is shared with parents/carers/staff/CYP.
- The school/setting proactively promotes the emotional regulation of CYP and adults. They use appropriate communication methods and have independent access to emotional regulation toolkits.
- Staff actively reflect on the emotional environment to ensure there is a calm and purposeful climate for learning, where CYP feel they belong and where their contributions are valued.
- Staff will use appropriate methods of communication and ensure that all CYP have understood what is being communicated to them.
- Time is given for CYP to process and respond.



- Peer and self-assessment are used to develop CYP's listening and evaluative skills.
- Displays are used throughout the school/setting to support learning and reaffirm key messages.
- Visual prompts are used to support the teaching of routines, for example: physical prompts. Resources could include pictorial symbols, signing system, hand gestures, songs, music, visual timetables, now and next boards, movement.
- Photographs and/or symbols are used to promote and support routines, for example: washing hands, getting ready for PE.
- Multi-sensory activities are employed to access the learning, process key messages, and support its future application.
- Instructions are broken down into manageable chunks and shared in linear order.
- Delivery is slowed down to include all CYP in the learning process.
- Adequate thinking time is given to support the processing of information and new learning.
- Literal language is used when giving instructions.
- Targeted questioning is used to confirm, consolidate, and deepen understanding, for example: utilising Blooms Taxonomy.
- New vocabulary is pre-taught.
- Important words in sentences are emphasised using non-verbal communication for example: slight stress, gesture, intonation, change in pitch or tone, raised volume.
- Visuals and multisensory approaches are used to maximise CYP's understanding of new ideas and concepts.
- Positive non-verbal communication is modelled as a powerful communication tool and includes physical appearance, paralanguage (verbal language that doesn't include words), haptics (touch), proxemics (distance), oculosics (eyes), olfactics (smell), kinesics (movement).
- CYP are addressed directly using visual and/or verbal cues to engage their attention, for example: using their name.
- CYP are made aware of rules and expectations.

- The rules of good listening are displayed clearly, taught, modelled, and regularly referred to.
- Behaviours are explicitly taught and modelled by staff, for example: breaking down the process of lining up for class into manageable steps and practising this.
- Activities are well-chosen to promote social interaction within the classroom for example: Time to Talk, SEAL, PSHE lessons, RE/RSE lessons, social stories.
- Group work is well planned to promote social interaction and independence from the adult.
- CYP are taught how to interact and respond in a variety of social situations, using activities, for example: social stories, comic strip conversations.
- Flexible groups are employed to encourage social interaction and provide opportunities to develop social skills (the ability to listen, speak, negotiate, take turns), for example, paired work, small groups, large groups.
- Consideration is given to the atmosphere of the environment to create a safe space where relationships can develop, and communication skills built.
- Preparation for adulthood is built into the curriculum early so over time CYP develop the skills, knowledge and experience needed to be independent and adequately prepared for adult life.
- Positive support is offered to resolve disputes and repair relationships, for example: using a restorative approach.
- Expectations are communicated clearly to all.
- Opportunities are created to develop peer awareness/sensitivity and support for different needs both in and out of the classroom environment.
- Natural and artificial light is well balanced.
- The temperature is comfortable for all.
- There is a balance between displays, furniture, and available space to move which avoids unnecessary distractions.
- Noise levels are conducive to learning and unnecessary noise is minimised, for example: the projector is positioned to avoid potential disruption and distraction.
- The learning environment is calm and conducive to sustained attention.
- Whole class sensory breaks are used to help with focus, attention, and learning.

- A colour coded map of the school/setting and colour coded directions help to support predictability.
- Photographs of staff are visible around the school/setting to promote familiarity.
- Visual timetables are provided to normalise the school day.
- Classroom routines are embedded and applied consistently.
- Expectations are communicated clearly.
- Staff are positioned in key points at key times to support transitions and to act as a point of contact/support for CYP, for example: at drop off points, pick up points, bus bays, break times, lunch times.
- Changes to routines are communicated timely and clearly, and CYP are adequately prepared for these changes in advance.
- Positive praise is awarded to reinforce expectations.
- Relationship and Behaviour policy supports a consistent approach to hurting others.
- Positive language is used to share clear expectations.
- All behaviour is viewed as communication and highlights an unmet need.
- Preventative strategies are in place to support a harmonious school/setting.
- De-escalation and regulation strategies are employed by all staff to prevent potential instances/events from occurring.
- A script, involving positive reinforcement, is understood, and used consistently by adults in the school/setting to support positive behaviour expectations.
- Verbal and visual reminders are used to support CYP in meeting expectations.
- CYP are offered choices to help resolve incidents/events and reduce their anxieties.
- Two-way communication with families is encouraged to understand the context around CYP.
- Visual timetables are used for daily and/or weekly activities.
- Simple task plan and/or lists with visual cues to support independent learning.

- Dual-coding and visuals are employed to help CYP recall key information and prior learning.
- Ideas and prior learning are repeated and revisited using a range of strategies (planned interleaving, spaced learning, and regular retrieval practice) to enable all to keep up and on task.
- Activities are well-chosen to meet the CYP's stage of development.
- The pace and order of activities are adjusted to maintain the interest and attention of all CYP.
- Consideration is given for individual CYP's developmental trends, for example: The Boxall Profile Assessment, Thrive. Case studies, including observational are used to demonstrate holistic progress.
- Person-centred approaches are routinely used to evaluate and inform support and planning. Appropriate tools which capture the 'voice of the child' are used to ensure that effective support is put into place, for example: person-centred planning and One Page Profiles.
- Seating plans and groupings of CYP take account of individual needs. They routinely provide opportunities for access to role models, mixed ability groups, structured opportunities for conversation/ sharing of ideas and access to additional adults when appropriate.
- Seating is considered so all CYP have full sight of staff and visual stimuli used to support the learning.
- Use of additional adults is planned to maximise their impact on learning, bearing in mind the need to promote independence where possible.
- There are opportunities to develop peer awareness/ sensitivity and support for different needs both in and out of the classroom / learning environment. Peer awareness and sensitivity towards different groups are raised at a whole school/setting level, usually informally and sometimes in small groups, perhaps using appropriate books to generate discussion.
- Parent carers are aware of the range of communication channels available for sharing information about their CYP and are actively encouraged and supported to contribute. Parent carers are aware of their CYP's individual needs and the support and individually tailored interventions that are in place.
- Use of a communication book, home diary, book bag, Dojo, Synergy, text, email to support communication directly with parent carers in addition to communication given via the CYP. Communication methods are adapted to meet the needs of the family, for example engagement with working families, English as an additional language (EAL) family, literacy difficulties or mental health barriers, for example: anxiety, which may impact on engagement.

- Extra-curricular activities and educational visits are planned to fully include CYP with additional needs (in line with the Equalities Act 2010), including those with social, emotional, and mental health (SEMH) needs and physical disabilities. “Reasonable adjustments” are made.

## Additional Need – Some Learners

In addition to the quality first teaching expectations outlined above, additional provision and interventions may be required. Examples of presenting needs and suggested strategies are given below as a starting point for planning and practice.

Identified barrier or need	Provision or strategies
<p><b>Difficulties participating and presenting as withdrawn or isolated.</b></p>	<ul style="list-style-type: none"> <li>• Use assessment through teaching and learning, for example: are there parts of the curriculum that they find easier to manage than others? Build upon these to develop confidence.</li> <li>• Use a variety of observational sheets to investigate any patterns.</li> <li>• Discuss the CYP with colleagues and SENCO. Check if there are staff members who seem to get a more positive response. What are the strategies or approaches they use with the CYP? Can these be more widely replicated?</li> <li>• Build opportunities to ensure that all CYP experience success.</li> <li>• Include explicit teaching of behaviour expectations.</li> <li>• Use small group work where appropriate, for example: Circle of Friends, nurture groups.</li> <li>• Give the CYP responsibility for looking after someone else.</li> <li>• Use a backward chaining approach to activities, for example: bringing CYP in at the end of assembly.</li> <li>• Use play based activities if age appropriate.</li> <li>• Establish the CYP’s interests.</li> <li>• Use buddying/peer mentoring to enable the CYP to take on both roles, enabling them to receive support from a peer and provide support to a peer.</li> <li>• Try activities which provide the CYP with a sense of belonging or importance to the group.</li> <li>• Provide alternative methods to contributing to class discussions.</li> <li>• Emotionally Based School Avoidance guidance from Wigan Educational Psychology service.</li> </ul>

**Anxiety in busy unpredictable environments.**

- Organise one-to-one preparation for changes to routines or activities.
- Ensure there is a calm learning environment when needed.
- Offer access to a low arousal space if required.
- Acknowledge and normalise anxieties.
- Provide regular mentor support, using other adults and peers if necessary.
- Check in with CYP when aware of potential anxieties.
- Provide a 'get out' option or a way of asking for helping / alerting adults to distress.
- Assess through observation/teaching, for example: are there parts of the day or areas of the school/setting that they find difficult to manage?
- Personalise a visual timetable to be used in school/setting.
- Consider the importance of beginnings and endings and consider how visual prompts can be used to signal these or their impending approach.
- Plan for small group/one-to-one activities.
- Offer positive praise to improve self-esteem and/or to acknowledge positive progress in addressing a difficulty/stressor.
- Use unconditional positive regard to help boost CYP's self-esteem and/or self-belief.

**Low level disruption or attention needing.**

- Focus on reducing anxiety and thereby behaviours.
- Positive reinforcement of expectations through verbal scripts and visual prompts.
- Have a 'time in/away' or quiet area.
- Differentiate your use of voice, gesture, and body language.
- Focus on the behaviour and what it is you would like the CYP to do – what do they need to achieve?
- Ensure a pro-social relational approach to managing behaviour is taken, not a punitive approach.

**Physical symptoms that are medically unexplained, for example, stomach pains.**

- Use activities that are stress reducing, for example: linked to an emotional regulating toolkit.
- Monitor to see whether the symptom is persistent and consider contributory factors, for example: sensory processing issues impacting on eating or anxiety.
- Keep a log and analyse pattern or trends to identify triggers. Talk to designated lead (SENCO, pastoral or safeguarding lead) regarding your concerns if issue persists.
- Liaise with school nurse.

	<ul style="list-style-type: none"> <li>Remember that pain can affect autistic CYP or those who have experienced trauma in ways that are different to people who are neurotypical.</li> </ul>
<p><b>Limited attention span compared to developmentally appropriate milestones.</b></p>	<ul style="list-style-type: none"> <li>Remember to consult with the CYP so they can share their perspective.</li> <li>Use CYP's interests as a motivator and to extend engagement.</li> <li>Implement regular, short breaks.</li> <li>Plan for effective differentiation.</li> <li>Use chunking and break tasks down into smaller, manageable steps, personalised for the CYP.</li> <li>Employ 'backward chaining' - break down the overall task into smaller steps. The adult supports the CYP, except for the last step. They are taught to complete the last step independently. Once the last step is learnt, the CYP and adult work backwards learning other steps of the sequence until they can do the entire task.</li> <li>Use the CYP's name when giving instructions.</li> <li>Ask the CYP to repeat back what activity they are going to do.</li> <li>Check that hearing has been tested.</li> <li>Consider use of timers, so they know they only have to focus for a comfortable amount of time.</li> <li>Plan individualised timetables.</li> <li>Assess through observation/teaching, for example: are there specific elements/times of the lesson where they find it difficult to concentrate?</li> <li>Consider adaptation of the environment as well as the task.</li> <li>Target specific CYPs to repeat back key instructions or clarify expected outcomes.</li> <li>Use visual timers to aid concentration, maintain focus and create challenge.</li> <li>Stop the task at regular intervals to review CYP progress and share examples of progress.</li> <li>Engage with CYP to consider their voice around issues they experience around concentration, distraction, engagement.</li> </ul>
<p><b>Attachment difficulties.</b></p>	<ul style="list-style-type: none"> <li>Be aware that a CYP with attachment difficulties may respond differently to behaviour strategies which work with others. Discuss this the SENCO if needed.</li> <li>Use attachment informed strategies within class and develop a nurture group or foster a nurture ethos.</li> <li>Be aware that the CYP may say they do not want the support offered. This doesn't always mean that they</li> </ul>

	<p>don't need it. Seek to support in more subtle ways, but do not withdraw support.</p> <ul style="list-style-type: none"> <li>• Identify a key figure within class or special educational needs and disabilities (SEND) team who can provide an emotional secure base and build on preferred learning styles.</li> <li>• Liaise with parent carers for shared understanding where appropriate.</li> <li>• Consider the family context and the range of CYP who may have attachment difficulties, for example: adopted, child in need, or a CYP who has experienced care.</li> <li>• Ensure there is a good transition when the CYP starts school/setting. Liaise with previous schools/settings on what has worked previously.</li> <li>• Plan for all transitions, small transitions during the day, large transitions to the next class or phase. Share the transition plans with all relevant staff and parents/carers.</li> <li>• Consider the appropriateness of existing discipline procedures / behaviour policies. Discuss an individual support plan if necessary. The law states that 'reasonable adjustments' would be made.</li> <li>• Use Wigan's Targeted Education Support Service (TESS) and Educational Psychology Service (EPS) to provide training on attachment and appropriate strategies.</li> </ul>
<p><b>Difficulty in making and maintaining healthy relationships.</b></p>	<ul style="list-style-type: none"> <li>• Use small group/nurture group activities to support personal, social, and emotional development.</li> <li>• Plan targeted small groupings to develop social understanding and interaction, for example: Circle of Friends.</li> <li>• Model appropriate communication, for example: pointing, facial expressions, open body language / position at CYP's level.</li> <li>• Create differentiated opportunities for social and emotional development, for example: buddy system/paired learning activities/scaffolding group work.</li> <li>• Promote a calm learning environment.</li> <li>• Be clear and consistent in when communicating expectations.</li> <li>• Ensure staff support CYP to label their own and other's emotions.</li> <li>• Support CYP to regulate their emotions and empathise with others.</li> <li>• Monitor CYP at break and lunchtime and introduce strategies to support peer interactions.</li> </ul>



	<ul style="list-style-type: none"> <li>• Use restorative approaches when relationships break down.</li> <li>• Observe who the CYP can maintain a relationship with, for example, adults only, younger children.</li> <li>• Use this information to build the CYP's capacity to maintain relationships?</li> </ul>
<p><b>Difficulties following and accepting adult direction.</b></p>	<ul style="list-style-type: none"> <li>• Look for patterns and triggers to identify what may be causing behaviours, for example: use of language.</li> <li>• Be aware that these behaviours may underlie an unmet need for safety.</li> <li>• Use positive scripts – positive language to interrupt, reinforce and redirect.</li> <li>• Consider calming scripts to de-escalate, make sure there is consistency with all staff.</li> <li>• Provide limited choices to give the CYP a sense of control whilst reducing cognitive overload.</li> <li>• Use meaningful rewards and consequences flexibly and creatively such as positive token systems or whatever the CYP is personally motivated by, for example: hair care, personal care, sports, shooting baskets, controlled access to iPad, YouTube.</li> <li>• Adapt the class visual timetable and use visual cues, for example: timers to support routines and schedules.</li> </ul>
<p><b>Sensitivity to sensory stimuli.</b></p>	<ul style="list-style-type: none"> <li>• Provide sensory breaks, for example: walking around the room.</li> <li>• Be aware of the significance of sensory processing needs on eating, for example: with colour, texture, taste, meal size, the mixing of food.</li> <li>• Be flexible with the uniform policy when necessary. Explore this further with parents/carers keeping flexibility in mind.</li> <li>• Consider the environment, for example: noise, room temperature, visual stimuli, proximity. Use an audit tool to help.</li> <li>• Be flexible with school/setting's routines, for example: five-minute pass to avoid crowded area, transitions at the beginning and end of the day.</li> <li>• Offer access to a haven/low arousal space, if needed.</li> <li>• Develop a One Page profile with the family to support the CYP's sensory needs.</li> <li>• Develop and deliver staff training to increase knowledge and understanding of sensory issues and how to support CYP in the classroom environment and around school/setting.</li> <li>• Offer sensory circuits.</li> </ul>

	<ul style="list-style-type: none"> <li>• Offer balance education and movement programmes to support coordination and balance.</li> <li>• Engage with CYP to consider their voice.</li> <li>• Refer to Occupational Therapy Service if any sensory needs are impacting on their social, emotional, and mental health needs.</li> </ul>
<p><b>Presenting as significantly unhappy or stressed.</b></p>	<ul style="list-style-type: none"> <li>• Provide opportunities to communicate emotional states and develop strategies to support self-regulation, using resources from an Emotional Regulation Program.</li> <li>• Establish a calm place/quiet area which is chosen and agreed with the CYP.</li> <li>• Ensure feedback is used to collaborate and plan with parent carers, to ensure consistency between the home and school/setting.</li> <li>• Use resources to identify issues and triggers, for example: comic strip conversations. Use these visuals and social stories to identify an alternative choice of action.</li> <li>• Establish an understanding of their interests. Embed references to these during lessons to spark their interest and raise their spirit.</li> </ul>
<p><b>Patterns of non-attendance.</b></p>	<ul style="list-style-type: none"> <li>• Talk to parent carers to identify barriers of non-attendance.</li> <li>• Think about ‘push and pull’ factors.</li> <li>• Consider accessing Wigan’s Educational Psychology service’s Emotional Based School/Setting Avoidance (EBSA) materials, as these can be useful diagnostic tools for early intervention.</li> <li>• Collaborate and plan with parent carers, to ensure consistency between the home and school/setting.</li> <li>• Consider the impact of suspensions on individual attendance in the long run – will the CYP learn that this behaviour enables them to go home to their safe space at home?</li> </ul>
<p><b>Behaviour that challenges expectations.</b></p>	<ul style="list-style-type: none"> <li>• Understand that behaviour is a method of communication, for example: what purpose is the behaviour trying to achieve for the CYP? What are they trying to tell us with their behaviour? Is there an unmet need? Help the CYP to learn to substitute with other, more acceptable, behaviours.</li> <li>• Anticipate triggers and use distractions to avoid physical interactions.</li> <li>• Offer clear guidance at the point – an explicit message that informs the CYP what is expected of them right now.</li> </ul>

	<ul style="list-style-type: none"> <li>• Consistent use of scripted responses, all staff to use the same scripts.</li> <li>• Offer a 'get out with dignity' choice, letting the CYP leave the situation.</li> <li>• Model the use of alternative strategies to express feelings of anxiety or frustration.</li> <li>• Personalise a toolkit (de-escalation strategies) that allows the CYP to regulate.</li> <li>• Link the toolkit to a positive support plan which includes pro-active strategies, to reduce anxiety and ensure a consistent approach.</li> <li>• Monitor and track to build a good understanding of the frequency and location of triggers – frequency charts; Situation, Trigger, Action, Response observation sheet (STAR); Antecedent, Behaviour, Consequence, Communication observation sheets (ABCC). Carry out informal observations to analyse specific incidents, develop an understanding and plan adjustments to reduce the potential of future events.</li> <li>• Understand the basis for the behaviour, for example: what is the history/context?</li> <li>• Use choices to allow the CYP to have some control with the same end result, for example: "Would you like to talk now or in 1 minute?"</li> <li>• Consider the impact of the timetable and how you prepare for transitions.</li> <li>• Communicate effectively with home/ family, for example: what is going on at home? Are other services involved?</li> <li>• Ensure that advice is consistently implemented, analysed, and reviewed for effective impact.</li> <li>• Review individual plans regularly: they may have changed, or you may be able to contribute.</li> <li>• Discuss the need for getting advice from Wigan's Targeted Education Support Service (TESS) or Educational Psychology Service if concerns persist.</li> </ul>
<p><b>Physical outbursts causing harm to others and/ or to self and/ or damage to property.</b></p>	<ul style="list-style-type: none"> <li>• Share clear expectations, using positive language, that reflects the school/setting's ethos.</li> <li>• Use verbal and visual reminders of expectations. Be consistent in how CYP are supported to remember and met expectations.</li> <li>• Use a consistent approach to support the CYP in distress. Make reasonable adjustments to support their individual needs.</li> <li>• Implement strategies that reassure and acknowledge the CYP's emotions.</li> </ul>

- Anticipate triggers and use distractions to avoid physical interactions.
- Offer clear guidance at the point – an explicit message that informs the CYP what is expected of them right now.
- Offer a 'get out with dignity' choice, letting the CYP leave the situation.
- Model the use of alternative strategies to express feelings of anger or frustration.
- Personalise a toolkit (de-escalation strategies) that allows the CYP to regulate to avoid reaching crisis point.
- Monitor and track to build a good understanding of the frequency and location of triggers – frequency charts; Situation, Trigger, Action, Response observation sheet (STAR); Antecedent, Behaviour, Consequence, Communication observation sheets (ABCC). Carry out informal observations to analyse specific incidents, develop an understanding and plan adjustments to reduce the potential of future events.
- Change the adult supporting the CYP as part of a planned approach. Promote this as a positive and effective strategy with a clear purpose of support.
- Ensure adults are aware of the processing and responding time needed and that this is given due consideration prior to discussion or reflection.
- Put preventative strategies in place, for example: avoiding high arousal situations, for example: busy corridors.
- Arrange a low arousal area/reflection area, chosen in agreement with the CYP.
- Prioritise the completion of a risk assessment if the CYP is causing a risk.
- Implement a risk management plan which includes proactive strategies, a self-regulation toolkit, early interventions to reduce anxiety/harm and reactive strategies to ensure a supportive and consistent approach is employed.
- Implement a clear plan of action, agreed with parent/carers, with regards to physical intervention.
- Communicate with home to learn strategies that may be used effectively at home.
- Support reintegration with a formalised plan.
- Engage with CYP to consider their voice around any agreed plan.
- Develop and deliver whole school/setting training on de-escalation strategies and/or emotion regulation strategies.

# Sensory and/or Physical Needs

Sensory needs, which can be hearing loss and/or visual impairment or sensory processing difficulties and physical difficulties, can occur for a variety of reasons, for example: congenital conditions (some progressive), injury or disease.

The important consideration in this area is the degree to which the difficulties impact on a CYP's ability to access educational opportunities.

## All Learners

- Opportunities to develop peer awareness / sensitivity are encouraged and work is done with classes and groups regarding specific needs or conditions as appropriate. For example, Circle Time can be used to initiate discussions around understanding the needs that others may have. Books, for example: those by author Alex Winstanley, can be used to inform and educate CYP around inclusion.
- Resources and teaching are used and matched according to individual CYP's physical and / or sensory needs.
- Consistent approaches and routines are in place.
- The classroom environment, availability and use of resources are regularly reviewed and adapted to meet the needs of CYP. This is embedded as part of positive setting practice. Resources are clearly labelled, organised and accessible. Environment audits are a useful tool for monitoring this.
- Planned Continuing Professional Development opportunities support staff in developing their expertise, skills and understanding of individual CYP's Physical and / or Sensory needs and staff are committed to undertaking this. Support, advice, and training can be sought from The Sensory Support Education Team.
- Multi-sensory teaching including auditory, visual, tactile, and kinaesthetic approaches are used.
- To support learning and understanding visual and/or audio demonstrations and visual and/or audio cues and commentary are used when appropriate. These could include video clips, sticky notes, flashcards, timers, objects, or music to denote particular times of the day – tidy up time, break time.
- Key vocabulary is displayed with visuals and pre-taught if appropriate.
- Alternatives to written recording are used routinely, including the use of ICT to promote independent learning, for example: the use of an iPad or tablet to record or film, paired writing, story boards, sequencing, sentence strips.

- Individual, hard copies of information or adjustments are made where CYP are not able to access information on the whiteboard, depending on the individual's physical or sensory needs.
- Resources are accessible for all CYP to promote learning, independence, respect and reduce stigma. groupings/seating of CYP take account of individual needs whilst routinely providing opportunities for access to positive role models, learning within mixed ability groups and promoting independence as far as possible.
- Seating plans and classroom layout plans can be shared and displayed.
- To maximise impact, the use of additional adults will be well planned for, whilst bearing in mind the need to promote independence where possible. All adults work with all the CYP in the learning environment to scaffold independent learning. Their impact on the CYP is monitored carefully to ensure progress is supported. A useful guide to support this can be found at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>
- CYP's strengths, interests and difficulties in learning and behaviours are observed and monitored in different settings and contexts to inform planning: during assembly, lunch, lessons, breaktime, home time and extracurricular clubs.
- The voices of CYP are gathered using appropriate tools to ensure that effective support is put into place and a person-centred approach is followed, for example: Talking Mats, One Page Profiles, the Three Houses resource, books and photographs to prompt discussions, puppets/dolls/small world play/avatars, drawing, sand tray and other play-based strategies.
- CYP are helped to recognise and value their achievements, understand their own barriers to learning and are encouraged to identify and use support strategies to overcome these.
- CYP have regular opportunities to reflect upon their own achievements and learning and can understand and contribute to the next steps and /or targets they are working towards.
- Interventions are monitored to evaluate impact and where appropriate alternative approaches are explored to improve outcomes for CYP.
- School/setting makes reasonable adjustments and adaptations to access arrangements as part of their everyday practice and share these with parents/carers.
- Class teachers identify CYP who may need assessment for access arrangements and refer them to the most appropriate staff member.
- Where CYP meet the criteria for access arrangements, these are in place for all forms of assessment throughout the year and deemed to be normal practice and

consistently implemented. The school/setting refers to the relevant exam board guidelines. Arrangements could include rest breaks, use of a reader or a scribe, use of a laptop, extra time, and quiet space. Information on access arrangements can be found at:

<https://www.bdadyslexia.org.uk/advice/educators/what-do-i-need-to-know/exam-access-arrangements>

- Parents/carers are confident in knowing how to share information about their CYP and are actively encouraged and supported to contribute expertise about their CYP to inform appropriate support strategies.
- They are aware of their CYP's individual needs and the support and individually tailored interventions that are in place. An information leaflet is useful to share with parents/carers.
- The school/setting sensitively discuss with parents/carers how strategies can be reinforced at home.
- Parents/carers are provided with information about local and national support groups at:  
<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>  
<https://wigansendiass.co.uk/>  
<https://www.wiganpcf.org.uk/>
- The school/setting works in partnership with other agencies and signposts families to other support where appropriate, including parent carer forums:  
<https://www.wiganpcf.org.uk/>  
<https://www.embracewiganandleigh.org.uk/>  
<https://www.wigan.gov.uk/Resident/Health-Social-Care/Children-and-young-people/Support-services-for-0-19s.aspx>
- Information is shared with parents/carers, as appropriate, about other support available, for example: Disability Living Allowance (DLA), free childcare entitlement, early years Pupil Premium Personal Independence Payment (PIP), and Disability Access Fund (DAF). Parents/carers are supported to access available funding to support them and their CYP.
- To ensure any additional funding for a CYP is being used effectively this is planned for and evaluated with parents/carers and their CYP to evaluate the impact on the CYP.
- To support direct communication with parents/carers, communication books, a home diary, Dojo, Synergy, texts, or emails can be used.
- Schools/settings have an awareness that CYP with physical and/or sensory needs are vulnerable to bullying and an appropriate level of support and monitoring is in place. School policies would reflect this, for example: anti-bullying or behaviour/relationships.

- Negative attitudes and perceptions towards individuals with physical and/or sensory needs are challenged in the learning environment and the wider school/setting and society.
- The Accessibility Plan in schools/settings is on the website and a hard copy is also available. “Reasonable adjustments” are made according to individual needs and physical accessibility checks of the building and individual learning spaces are regularly carried out.
- Furniture and equipment in classrooms are the appropriate size/height for the CYP. Favourable seating arrangements are identified, and the individual’s plan provided by specialists is checked, for example: Hearing and visual needs.
- Extra-curricular activities and educational visits are planned to fully include CYP with physical and/or sensory needs (in line with the Equalities Act 2010).
- The use of Disability Access Fund in early years settings can be used to improve the learning environment, for example purchasing acoustic panels or a sound field system to reduce background noise within the setting.
- School/setting staff are aware that for some CYP, a sensory or physical disability could impact on their language and social interaction. Wigan SALT Referral guidance is used for guidance.
- Adjustments are made to ensure left and right-handed CYP can use equipment comfortably, this may involve adjusting seating arrangements or using equipment for specific hand grips.
- Classroom displays are meaningful and visually accessible to reduce sensory overload.
- In learning spaces, pale background and accessible font styles in a clearly visible marker pen are used on the whiteboard. Consider the amount of stimulation in the form of display areas including the use of colour and surrounding whiteboards.
- School/setting staff are aware of lighting in the room, for example: use of natural light, glare from surfaces (interactive white boards), light streaming through the windows, how fluorescent lighting may have an impact on the CYP. This includes where the CYP or teacher is positioned in relation to the light.
- Classroom resources are clear and uncluttered, labelled using text and images. Print size and font are appropriate. Coloured backgrounds and paper are used to reduce visual stress.
- To support a CYP with visual needs, physical resources for subjects like PE and Maths are adapted to promote independence, for example: different size balls, larger scale equipment, wide lined books.



- All resources, including adapted technology are available for those CYP who require them, for example: immersive reader, c-pen, font size/style.
- School/setting staff are aware of and have a clear process, including observations and classroom monitoring, for expressing concerns and referring onto advisory services and external organisations, including TESS, EPS, and Health services. This is understood and followed by all in a timely manner.
- School/setting is aware of advice received from other professionals, including parent carers. They communicate with these partners and advice is used to inform and monitor teaching and learning to ensure that CYP achieve the best outcomes.
- School staff are aware of and plan for those who will need additional support for all or most transitions. Information is actively sought and shared about the CYP to support successful transitions. This would include information on support strategies and arrangements that have been impactful for the CYP, as well as on their interest and likes. These would be shared with parents/carers and all staff working with the CYP. Transition opportunities may include meet the teacher PowerPoints; empty classroom visits; virtual online tours; maps and familiarisation book; additional visits to a new setting/classroom with a familiar trusted adult; creating social stories; using photo books and video clips; and opportunities for staff and parent carers to share support stories.
- School staff prepare CYP with physical and/or sensory needs for daily transitions by using appropriate communication methods, for example: reduced language, Sign Along/Makaton, Picture Exchange Communication System (or PECS), now and next visuals, first and then visuals, visual or aural timetables.
- Where a CYP needs specialist/medical equipment, this would be transported where possible, or re-sourced for the new school/setting. Staff would receive training, by relevant professionals, on how to use the equipment prior to the CYP's transition. Information would be shared with school/setting staff before the CYP starts and be regularly reviewed.
- School/setting encourages parents/carers to consider the steps they can take at home to help prepare their CYP for learning.
- Use the CYP's name to focus attention, particularly when delivering instructions and check understanding of these.
- Use visual symbols or cue cards, where appropriate, to support understanding and sequencing of instructions.

## Additional Need – Some Learners

In addition to the quality first teaching expectations outlined above, additional provision and interventions may be required. Examples of presenting needs and suggested strategies are given below as a starting point for planning and practice.

Identified barrier or need	Provision or strategies
<p><b>Developmental Co-ordination Difficulties (also known as Dyspraxia).</b></p>	<ul style="list-style-type: none"> <li>• Support the development of the CYP’s core stability, for example: wobble cushion, exercises, and games.</li> <li>• Provide support for letter formation, for example: using a multi-sensory handwriting scheme, pencil grips, sloping boards. Wigan Occupational Therapy also provide support and intervention for handwriting. Speed Up and Write from the Start Teodorescu programmes are useful resources.</li> <li>• Physical activities to support development of gross motor skills, for example: throwing, catching, hopping. Motor Skills United is a useful resource for supporting the development of motor skills.</li> <li>• Support the development of fine motor skills, for example: hand and arm exercises, specialist scissors, pegboard, threading, play dough (Dough Disco), pincher grips activities (pegs onto a washing line). Schemes are also a useful resource, for example: clever fingers.</li> <li>• Provide sequencing and organisational skills, for example: now and next visuals, writing frames, visual timetables.</li> <li>• Further advice for classroom strategies for Primary, Secondary and Early Years can be found at: <a href="http://www.dyspraxiafoundation.org.uk">www.dyspraxiafoundation.org.uk</a></li> </ul>
<p><b>Deafness/ Hard of Hearing.</b></p>	<ul style="list-style-type: none"> <li>• Be aware of and remove or reduce background noise.</li> <li>• Provide prior warning regarding fire alarms and ensure evacuation routes and procedures are familiar.</li> <li>• Consider the use of Radio Aid (on loan from the Specialist Sensory Education Team) would be used appropriately to support the deaf CYP.</li> <li>• Consider the use of sound field systems.</li> <li>• Work in partnership with other professionals, for example: Wigan’s Specialist Sensory Education Team (SSET) and follow advice and recommendations to best support them.</li> <li>• Be sure to deliver instructions clearly and at an appropriate volume and repeat or rephrase pertinent comments made by others to ensure the CYP can access these.</li> </ul>

	<ul style="list-style-type: none"> <li>• Check the lesson content has been effectively communicated and understood, by asking the CYP to repeat back information or instructions, particularly when delivering new information, instructions, or homework; and/or using unfamiliar vocabulary.</li> <li>• Ensure all staff working with the CYP are aware they may use lip-reading and visual clues to support their hearing and are aware how best to support them. Ensure that they are face on when you are giving instructions. Avoid moving around the room whilst talking.</li> <li>• Be aware of and support communication system development including eye contact, body language and facial expressions.</li> <li>• Use visuals, for example: pictures and handouts, to support learning.</li> <li>• Be aware that it is more difficult to follow instructions in large open spaces. Consider this when in PE, games lessons, swimming, and activities in the school hall.</li> <li>• Consider using a person to repeat what is being said, provide transcript and/or use subtitles when using audio/visual recordings.</li> <li>• Ensure noise in the learning environment is reduced, for example: carpeting, soft furnishing, rubber feet on the table and chair legs.</li> <li>• Encourage good listening behaviour: sitting still, looking, and listening and ensure they are confident in asking for help when unsure what to do.</li> <li>• Appropriate training for staff working with a CYP with hearing impairment (HI) would be sought as appropriate – Wigan SSET, Sign Along/Makaton.</li> <li>• Utilise a language programme to support language development for a CYP who is hard of hearing by offering a quiet, small group forum, for example: ‘Time to Talk’ or ‘Talking Partners’.</li> </ul>
<p><b>Blindness/ Visual Impairment.</b></p>	<ul style="list-style-type: none"> <li>• Work in partnership with other professionals, for example: Wigan Sensory Support Team, Teacher of the Visually Impaired, to share strategies and advice to enable the CYP to access the learning environment, for example: using Information and Computer Technology (ICT), braille or alternative visual resources or pre-learning.</li> <li>• Ensure spaces are uncluttered and plain backgrounds to help the CYP focus on the appropriate object.</li> <li>• Use auditory reinforcements to support visual information.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use talking books and literature, large print books, reading apps, for example: Dolphin Easy Reader or books with braille if the CYP is a braille reader.</li> <li>• Provide adaptive resources for inclusive play, for example a bell in the ball, so all can play together.</li> <li>• Ensure the CYP has time to become familiar with the room daily. This would be repeated when furniture and resources change place to reduce confusion and potential injury.</li> <li>• Use a 3D printer.</li> <li>• Take account of the environment and any training around mobility needs, for example: accessing mobility, cane training.</li> <li>• Provide access to low light visual aids.</li> <li>• Provide access to quieter learning environments.</li> <li>• Consider the use of bold writing pens.</li> <li>• Arrange access to larger and more-tactile learning materials, for example: real life objects, tactile maps, and globes, VI protractors and rulers.</li> <li>• Use touch typing – Wigan SSET can provide coaching for CYP, or BBC ‘Dance Mat’.</li> <li>• Offer additional time to complete tasks.</li> <li>• Support to promote full social inclusion and to develop social skills.</li> <li>• Use magnification and accessibility features in ICT, for example: visualisers, low vision aids and iPads/ tablets.</li> <li>• Be aware that it is more difficult to follow instructions in large open spaces. Consider this when in PE, games lessons, swimming, and activities in the school hall.</li> <li>• Consider line marking and creating more-visually friendly environments, following an environmental audit. See advice from Wigan Council.</li> </ul>
<p><b>Physical Sensitivity including hyper and hypo responses and sensory processing differences. (refer to SEMH section too)</b></p>	<ul style="list-style-type: none"> <li>• Consult with parent/carers to identify potential trigger times and activities.</li> <li>• Conduct a sensory audit of the school/setting environment.</li> <li>• Consider referral to the Occupational Therapy Service. Advice and recommendations would be shared with all staff supporting the CYP, including where a sensory diet is in place.</li> <li>• Arrange staff training. Utilise Wigan Occupational Therapy Service and EPS to provide training for schools/settings.</li> <li>• Timetable sensory or regulatory breaks, for example: Louise Bomber’s 4 Rs of co-regulation – Regulate, Relate, Reflect and Repair are useful to consider.</li> </ul>

	<ul style="list-style-type: none"> <li>• Consider the impact of break times, lunch time and transitions. Work with the CYP to develop strategies which help them feel ready to learn.</li> <li>• Reduce sensory inputs when needed.</li> <li>• Consider using individual workstations where appropriate.</li> <li>• Consider a sensory circuit.</li> </ul>
<p><b>Tasting (gustatory) differences. The CYP may have aversion to certain food tastes and textures or may also seek input from foods and food textures.</b></p>	<ul style="list-style-type: none"> <li>• Use visuals to support with choosing and awareness of what is for lunch, snack, dinner. Offer some choices, for example peas or carrots and offer foods that suit a sensory preference,</li> <li>• Ensure there is a consistent mealtime routine this may include opportunities for positive adult/peer role modelling and positive support.</li> <li>• Allow and provide opportunities for the CYP to explore food texture with their hands.</li> <li>• Avoid putting pressure on CYP, especially when trying new foods. Plan for meal and snack times to reduce stress and anxiety.</li> <li>• Seek further information regarding Avoidant Restrictive Food Intake Disorder (ARFID) and arrange training if needed.</li> </ul>
<p><b>Smelling (olfactory) differences. The CYP may have a strong aversion to smells or indeed seek smells out.</b></p>	<ul style="list-style-type: none"> <li>• Set up a 'no scent' zone, free from air fresheners, flowers, perfumes. Also consider if cleaning materials have a strong smell.</li> <li>• Consider the perfume/aftershave and other products that have a smell.</li> <li>• Provide scented resources or allow the CYP to have opportunities to bake and cook to create different smells.</li> <li>• Be aware of smells from the outdoor environment, for example refuse collection and mitigate these smells where possible. Consideration to be given when visiting places on educational visits or residentials.</li> </ul>
<p><b>Touch (tactile) differences.</b></p>	<ul style="list-style-type: none"> <li>• Consider the proximity of others, allow the CYP to be at the front or the back of a line and use spacers when sitting on the floor, for example: carpet tile or donut.</li> <li>• Approach the CYP within their visual field.</li> <li>• Consider the challenges that the CYP may face with different floor and other surfaces.</li> <li>• Provide opportunities for the CYP to engage in sensory opportunities to meet their tactile seeking needs, these could include using fidget spinners, stress balls, and stretchy bands, providing a variety of textures in toys, clothing, and food, playing with finger paints, Play-Doh,</li> </ul>

	<p>sand, mud, and other messy objects. Consider building a sensory table to include water, sand, Lego, or other textures.</p>
<p><b>Proprioceptive differences. The CYP may seek extra input for their proprioceptive sense.</b></p>	<ul style="list-style-type: none"> <li>• Acknowledge that a CYP may seek further sensory input via leaning, consider table or wall pushes.</li> <li>• Offer age-appropriate movement or cardiovascular breaks for the CYP to regulate, for example: run, jump (trampoline), daily mile or at: <a href="http://imoves.com/">http://imoves.com/</a></li> <li>• Be aware that the CYP may rock on their chair or place the chair legs on their feet to seek “grounding”.</li> <li>• Provide sensory circuits or regular access to a gym trail.</li> <li>• Consider other useful activities, for example: Weightbearing (crawling, push-ups), resistance activities (pushing, pulling), heavy lifting (carrying books or a box), oral activities (chewing, blowing bubbles), deep pressure (tight hugs).</li> </ul>
<p><b>Vestibular differences.</b></p>	<ul style="list-style-type: none"> <li>• Create daily opportunities to perform gentle stretches, rocking back and forth, slowly marching; consider yoga activities.</li> <li>• Provide paired activity with another CYP working on ‘rowing’ (sitting opposite, legs in a ‘V’ touching feet with partner, holding hands, gently ‘row’ forward and back), wheelbarrows.</li> <li>• Be aware the CYP may need support negotiating space, for example: walking up the stairs and with balancing activities.</li> <li>• Create vestibular activities to help to raise a CYP’s level of arousal or alertness, for example: jumping, working against gravity, hanging upside down, swinging, crunchy strong-tasting foods, climbing, running, movement breaks, moving furniture.</li> </ul>
<p><b>Interoceptive differences.</b></p>	<ul style="list-style-type: none"> <li>• Model and talk about internal feelings both physical and emotional.</li> <li>• Consider building mindfulness activities into daily routine, ideas can be found at: <a href="https://mentallyhealthyschools.org.uk/">https://mentallyhealthyschools.org.uk/</a></li> <li>• Consider using body mapping to support the CYP in developing their interoceptive awareness. Make a body map for each of the common emotions, for example: fear, anger, happiness, and excitement. This is an excellent activity for connecting interoceptive sensations to emotions. Have CYP circle parts of their</li> </ul>

	<p>bodies that are affected and what happens to that body part.</p> <ul style="list-style-type: none"> <li>• Consider activities that link physical sensations to labelling emotions, useful activities can be found at: <a href="https://mentallyhealthyschools.org.uk/media/2065/feelings-activities.pdf">https://mentallyhealthyschools.org.uk/media/2065/feelings-activities.pdf</a></li> </ul>
<p><b>Physical disability.</b></p>	<ul style="list-style-type: none"> <li>• Make reasonable adjustments.</li> <li>• Ensure that transition arrangements have been put into place prior to the CYP joining the class. This would include ensuring that the necessary adaptations are in place, for example: moving and manual handling training, support equipment (work chairs, walkers, standing frames, hoists, protective helmets, high low tables).</li> <li>• Ensure appropriate accessibility plans are in place, for example: a Personal Emergency Evacuation Plan.</li> <li>• Staff have appropriate training to meet the physical needs of CYP including the use of hygiene suites.</li> <li>• Use adapted equipment to facilitate access specific activities throughout the day, for example: cutlery, crockery, scissors.</li> <li>• Ensure there is detailed transition with the CYP's previous class staff so there is clear understanding of their strengths, coping strategies, and any particular areas of need, including those that also relate more broadly to their development or emotional well-being, like opportunities to develop confidence or developing and maintaining friendships.</li> <li>• Use one-page profiles or individual health care plans to identify needs and support transition.</li> <li>• Focus on promoting independence and resilience as part of the planning process.</li> <li>• Use medical advice and recommendations from professional partners to inform provision and adjustments.</li> </ul>

# Glossary

<b>CYP</b>	Children and young people (plural) or child and young person (singular)
<b>CIC</b>	Child in care
<b>CIN</b>	Child in need
<b>CP</b>	Child protection
<b>EPS</b>	Education Psychology Service
<b>Graduated Approach</b>  (sometimes known as Graduated Response)	A model of action and intervention in early education settings, schools, and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise would be brought to bear on the difficulties that a child or young person may be experiencing. The Graduated Approach includes a cycle of assessing need, planning, implementing, and reviewing the plan.
<b>Quality First Teaching</b>	High quality inclusive teaching for all children and young people including differentiation and formative assessment.
<b>LA</b>	Local authority
<b>Local Area</b>	The education, health and social care arrangements across a city or area.
<b>Local Offer</b>	Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.
<b>Parents/Carers</b>	to describe all those who have a caring responsibility for a child or young person including foster carers and those with informal care arrangements.
<b>Protected Characteristics</b>	The 2010 Equality Act protects children and young people from discrimination and harassment based on 'protected characteristics'. The duty provides a framework to help schools tackle persistent and long-standing issues of disadvantage, for example: underachievement of boys from certain ethnic groups, gender stereotyping in subject choice and bullying of disabled young people. The protected characteristics for the schools' provisions are:



	<ul style="list-style-type: none"> <li>• Disability</li> <li>• Gender reassignment</li> <li>• Pregnancy and maternity</li> <li>• Race</li> <li>• Religion or belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul>
<b>School/Setting</b>	as a generic term which includes mainstream, special, free schools, and academies as well as Early Years and Post-16 education settings.
<b>SEND</b>	A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
<b>SENCO/SENDSCO</b>	A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.
<b>SEND code of practice: 0 to 25 years</b>	The document provides guidance to those organisations working with and providing support to children and young people (from 0 - 25 years) with special educational needs and disabilities.
<b>Staff</b>	for all adults who support the child or young person at the school/setting. This includes teachers, teaching assistants, pastoral staff, learning mentors and other support staff.
<b>TESS</b>	Targeted Education Support Service